



# ETFO'S EQUITY & WOMEN'S PROGRAMS

REPORT TO THE 2018 ANNUAL MEETING  
Elementary Teachers' Federation of Ontario





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## ETFO STATEMENT AND DEFINITIONS OF EQUITY

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.

June 23, 2011

## ETFO HUMAN RIGHTS STATEMENT

The Elementary Teachers' Federation of Ontario is committed to:

- providing an environment for members that is free from harassment and discrimination at all provincial and local Federation sponsored activities;
- fostering the goodwill and trust necessary to protect the rights of all individuals within the organization;
- neither tolerating nor condoning behaviour that undermines the dignity or self-esteem of individuals or the integrity of relationships; and
- promoting mutual respect, understanding and, co-operation as the basis of interaction among all members.

Harassment and discrimination on the basis of a prohibited ground are violations of the *Ontario Human Rights Code* and are illegal. The Elementary Teachers' Federation of Ontario will not tolerate any form of harassment or discrimination, as defined by the *Ontario Human Rights Code*, at provincial or local Federation sponsored activities.

November 2010

## FNMI STATEMENT

The Elementary Teachers' Federation of Ontario acknowledges and thanks the First Peoples of this territory and other Indigenous Peoples for sharing this land in order for us to continue our work today.

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# FOUNDATIONS FOR EQUITY WORK IN ETFO

**THE** Elementary Teachers' Federation of Ontario (ETFO) provides equity and women's programs in the context of its fundamental constitutional object:

to foster a climate of social justice in Ontario and continue a leadership role in such areas as anti-poverty, non-violence and equity;

and in the spirit of the definition of equity adopted by the ETFO Executive:

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. (2011, June)

A comprehensive policy on social justice and equity was adopted by delegates to the 2003 Annual Meeting:

## ETFO POLICY ON EQUITY AND SOCIAL JUSTICE

- 33.1 *That equity be defined as fairness achieved through pro-active measures which result in equality and social justice for all.*
- 33.2 *That discriminatory practices not be accepted within ETFO and that ETFO work proactively to effect change within the Federation, in the education*

*community and in Canadian and international society by recognizing, accommodating and celebrating differences among people and groups.*

- 33.3 *That the differences among people and groups and the provision of special programs for particular groups, where appropriate, be recognized and accommodated within ETFO.*
- 33.4 *That support for learning, growth, personal identities, professionalism, working conditions and livelihood be included as a part of the ETFO commitment to protect and further the interests of members.*
- 33.5 *That ongoing work in policy development, accountability, professional development, communications, programs and outreach be evidence of the ETFO commitment to equity and social justice.*

2014

ETFO's *Statement on Social Justice and Equity*, approved by the Executive in 2002, is included as Appendix A to this report.

Work incorporating these principles spans all of the service areas of ETFO. The particular issues of women members, First Nations, Métis and Inuit (FNMI) members, racialized members, members with disabilities and lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) members are addressed through standing committees, included in women's programs and explored through a range of other equity programs.

## WOMEN'S PROGRAMS (WP)

In addition to these expressions of ETFO's commitment to multi-faceted equity issues, there is particular support for women's participation and leadership in the union. The ETFO *Constitution* guarantees positions for women on the Executive (five of 14 positions), and that programs for women will be provided, with funding (6% of ETFO's annual budget) allocated for this purpose.

ETFO's women's programs offer direct services to women members through courses, workshops, awards and publications. Funding is also available to establish provincial and local partnerships with other organizations and to support groups that advance the status of women and women's issues in society.

## ETFO CONSTITUTION, ARTICLE X PROVINCIAL ORGANIZATION

### Section 4 – Programs for Women

- 10.4.1 *There shall be guaranteed programs for women.*
- 10.4.2 *The Federation shall allocate 6% of the annual budget to programs for women only.*
- 10.4.3 *The budget for the programs for women shall be approved as part of the regular Federation budget process.*
- 10.4.4 *The programs for women will provide direct services to women members.*
- 10.4.5 *The programs for women will provide funds for partnerships with other organizations.*
- 10.4.6 *The programs for women will include funding for organizations which advance the status of women and women's issues.*
- 10.4.7 *The general secretary, in consultation with the Executive, shall ensure the allocation of staff responsible for programs for women.*

## ETFO POLICY STATEMENTS, SECTION 82: WOMEN'S EQUALITY

Delegates to the 2016 ETFO Annual Meeting passed a policy on Women's Equality:

- 82.1 *That ETFO understands that women's inequality remains a fundamental problem within our society and our institutions.*
- 82.2 *That ETFO is committed to working for women's equality in all aspects of public and private life, both at the provincial and local levels. ETFO undertakes to participate in research, engage in community and labour partnerships, provide professional learning to members, develop and provide programs for women and take action in areas including the following:*
  - 82.2.1 *Social inclusion and political representation;*
  - 82.2.2 *Health and wellness;*
  - 82.2.3 *Economic status and employment;*
  - 82.2.4 *Labour movement;*
  - 82.2.5 *Violence against women and the justice system;*
  - 82.2.6 *Education and child/dependent care;*
  - 82.2.7 *Housing/shelter;*
  - 82.2.8 *Media;*
  - 82.2.9 *Global citizenship; and*
  - 82.2.10 *Historical perspectives.*



Photo Credit: Pam Dogra

# LOOKING AHEAD

## WOMEN IN ACTION III (WP)

*Women in Action (I and II)* is a key program that has been running in past years supporting members who identify as women in growing leadership skills and engagement, both at local and provincial levels. A new *Women in Action III* program will be developed and held in 2019, available to graduates of *Women in Action I and II*. The program will include developing an equity/anti-oppression framework, discussing what leadership is, profiling different forms of women's leadership in the union and highlighting different leadership styles. Women's involvement in both the local and provincial levels will be addressed, highlighting a variety of different leadership opportunities that exist in the union. Participants will create a personal action plan that incorporates political involvement, learn about provincial governance events including Representative Council and Annual Meeting and pursue the necessary skills required for women to campaign for local leadership positions.

## WOMAN ABUSE AFFECTS OUR CHILDREN PART II (WP)

Woman Abuse Affects our Children (WAAOC) is a program offered to members identifying as women, focusing on the effects on children who are exposed to woman abuse in the home. Training on how educators can help these students is the goal of this two-day regional program. This new WAAOC Part II will be developed and offered in 2018-2019 as a regional two-day program to enhance training for educators on this issue. This additional program will incorporate content that addresses the development of a feminist and anti-oppression framework and how intersectional identities



Photo Credit: Pam Dogra

impact on issues of woman abuse. There will be intentional integration of addressing Indigenous women's issues as well as the significant role and impact technology is having on violence against women.

## BREAKING GENDER BARRIERS IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) (WP)

In an era when women are increasingly prominent in medicine, law and business, women leaders wonder why there are so few women scientists and engineers. ETFO, as an organization, will share strategies to generate curiosity and the desire within our women members to promote and encourage a focus on STEM in their classrooms and schools.

This new program will provide a group of women members with the opportunity to explore STEM and problem-based learning as a way to encourage young girls to consider non-stereotypical pathways. Participants will feel empowered to take risks in STEM. They will identify strategies to strengthen girl's growth mindsets in these areas through classroom and out of classroom engineering and designing (e.g., Girls Makerspace Clubs).



Photo Credit: Rachel Mishenene

## INTERSECTIONAL ALLYSHIP (WP)

Social justice concepts such as intersectionality, identity and allyship are complex and challenging, yet necessary to discuss and understand if we are to work towards equality. This new conference will provide an opportunity for members who identify as women to explore identity and positionality, privilege and marginalization, intersectional identities and allyship.

## ETFO ADDRESSES ANTI-BLACK RACISM AND PROMOTES THE UNITED NATIONS DECADE FOR PEOPLE OF AFRICAN DESCENT

The Elementary Teachers' Federation of Ontario demands that the Human Rights of People of African Descent be protected. This statement appears with the Decade for People of African Descent logo on the ETFO website under Building a Just Society. The Provincial Executive's endorsement of the Decade provides a relevant framework for ETFO to address anti-Black racism. ETFO's position dovetails with recent efforts by the Canadian Labour Congress (CLC) along with the federal government's announcement of its development of an anti-Black racism strategy. ETFO is currently developing a multi-year transformative strategy to address anti-Black racism and to promote the United Nations Decade for People of African Descent.



The Elementary Teachers' Federation of Ontario demands that the Human Rights of People of African Descent be protected.

## CULTURALLY RELEVANT AND RESPONSIVE PEDAGOGY PROJECT

As part of ETFO's White Privilege project, a booklet to address, provoke discussions, reflection and engagement about Culturally Relevant and Responsive Pedagogy (CRRP) is being developed and published in the coming year. This resource has been created by members. This document is an introductory resource for members on what CRRP is and how to engage with this framework at a personal/professional level, in classrooms, with students and with schools/communities. The resource is designed to allow multiple entries and ways to use for members. Subsequently, a corresponding EWS workshop on CRRP will be developed and offered in the future.



Photo Credit: Anne de Haas

## WOMEN'S EQUALITY PROJECT

Although ETFO offers multiple women's programs for its members, supports external programs that respond to women's needs in society and regularly compiles statistics on women's participation in the union, it has yet to develop curriculum materials that critically look at the broad range of issues affecting women. This multi-year project is designed to fill this gap and has several purposes. The resources will enhance members' understanding of these issues, be applicable for use with students in the classroom and will be a component of various programs offered to women throughout the union.

A writing team of members has been working on the final curriculum modules aimed at the junior and intermediate grades, highlighting the issues around women's equality.



Photo Credit: Rachel Mishenene

## EQUITY AND WOMEN'S SERVICES (EWS) STAFF 2017-2018

Susy Costa  
 Kelly Hayes  
 Althea Jensen  
 Kalpana Makan  
 Rachel Mishenene (.5)  
 Erin Orida  
 Adam Peer  
 Alice Te  
 Nicole Tighe (.5)

Administrative Assistant  
 Co-ordinator  
 Administrative Assistant  
 Executive Staff  
 Executive Staff  
 Administrative Assistant  
 Executive Staff  
 Executive Staff  
 Administrative Assistant

# ETFO'S DIVERSE MEMBERSHIP

**ETFO** invites members to self-identify, on the annual *Member Information Survey* as well as on registration forms for ETFO events and positions, as belonging to one or more of the following equity-seeking groups:

- First Nations, Métis and Inuit (FNMI) members;
- Members with a disability;
- Lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) members; and
- Members belonging to racialized groups.

ETFO has identified the following two goals as part of an ongoing, long-range equity implementation plan (see Appendix A, *ETFO Statement on Social Justice and Equity*):

ETFO keeps these goals in mind in organizing its programs.

## Accountability:

ETFO must develop clear indicators (for example, data on participation of members of equity-seeking groups in ETFO programs, leadership and staff) by which our progress in equity can be measured and report regularly on progress to the membership.

## Outreach:

ETFO must continually seek to include, involve and promote members who belong to equity-seeking groups. (*ETFO Statement on Social Justice and Equity*, April 2002.)

The Annual Meeting has supported the goal of inclusion repeatedly. Delegates to the 2001 Annual Meeting passed the following policy:

*34.1 That all appointed or selected groups within or representing ETFO strive to be representative of diversity.*

Collecting and reporting the self-identification statistics below is one of the ways in which ETFO holds itself accountable to members for the commitment to social justice and equity.

We have to be cautious in working with these figures. They are based on individuals' willingness to self-identify. Not all members of a group will always (or ever) self-identify. Self-identification, therefore, is likely to under-represent reality.

For ETFO's protocol concerning members' self-identification, see Appendix B.

An article on self-identification appeared in the Fall 2015 article of ETFO's *VOICE*.

**A note on terminology:** In May 2016 the Executive approved a motion to replace the term Aboriginal in the self-identification box with the following three separate designated groups: First Nations, Métis and Inuit.



Photo Credit: Rachel Mishenene

## Population of Ontario

- 2.4% of Ontarians are First Nations, Metis, Inuit (2016 census);
- 15.5% of Ontarians have a disability (2006 federal Participation and Activity Limitation Survey);
- 10.0% An unknown percentage of Ontarians are LGBTQ. 10% is the most commonly quoted figure. A national survey in Canada (2003) found that 1.9% of men and 1.6% of women reported being gay, lesbian or bisexual; and
- 29.3% of Ontarians belong to racialized groups (2016 census).

Self-identification of the above categories for the teaching population in Ontario is not available.

## Self-Identification

### ETFO Membership:

The 2017-2018 ETFO membership survey shows:

- 0.72% of ETFO members self-identify as First Nations;
- 0.78% of ETFO members self-identify as Métis;
- 0.05% of ETFO members self-identify as Inuit;
- 2.29% of ETFO members self-identify as a person with a disability;
- 2.33% of ETFO members self-identify as LGBTQ; and
- 7.52% of ETFO members self-identify as members of racialized groups.

### For teacher members:

- 0.73% self-identify as First Nations;
- 0.71% self-identify as Métis;
- 0.05% self-identify as Inuit;
- 2.36% self-identify as a person with a disability;
- 2.58% self-identify as LGBTQ; and
- 7.29% self-identify as members of racialized groups.

### For occasional teacher (OT) members:

- 0.69% self-identify as First Nations;
- 0.84% self-identify as Métis;
- 0.06% self-identify as Inuit;
- 2.25% self-identify as a person with a disability;
- 1.96% self-identify as LGBTQ; and
- 9.12% self-identify as members of racialized groups.

### For Educational Support Personnel/ Professional Support Personnel (ESP/PSP) members:

- 0.88% self-identify as First Nations;
  - 4.39% self-identify as Métis;
  - 0.88% self-identify as LGBTQ; and
- No one self-identified as Inuit, person with a disability or members of racialized groups.

### For Designated Early Childhood Educator (DECE) members:

- 0.53% self-identify as First Nations;
  - 1.05% self-identify as Métis;
  - 1.16% self-identify as a person with a disability;
  - 0.42% self-identify as LGBTQ; and
  - 2.10% self-identify as members of racialized groups.
- No one self-identified as Inuit.

## Annual Meeting

August 2017 (904 Delegates and alternates)

- 2.8% of members self-identified as FNMI;
- 6.6% of members self-identified as a person with disability;
- 5.9% of members self-identified as LGBTQ; and
- 15.3% of members self-identified as members of racialized groups.

### ETFO Executive

Five of the 14 provincial Executive members self-identified as a person with a disability, a member of a racialized group and/or an LGBTQ member. There was no self-identification in the FMNI category.

### ETFO Local Presidents

Of the presidents of ETFO's 76 locals for whom we have self-identification information:

- For teacher local presidents, three or fewer self-identified as a member of racialized groups, as LGBTQ or as a person with a disability.
- For OT local presidents, three or fewer self-identified as persons with a disability, three or fewer self-identified as LGBTQ and three or fewer self-identified as members of racialized groups.
- For ESP/PSP local presidents, three or fewer self-identified as Métis and three or fewer self-identified as First Nations.
- For DECE local presidents, no one self-identified in any category.

### ETFO Chief Negotiators

Of the 40 locals for which we have information about chief negotiators:

- For teacher local chief negotiators, three or fewer self-identified as a member of racialized groups.
- For OT local chief negotiators, no one self-identified in any category.
- For ESP/PSP and DECE local chief negotiators, no one self-identified in any category.

### ETFO Provincial Staff

**Of the 119 staff working at ETFO's provincial office:**

- 1% self-identified as First Nations;
- 5% self-identified as persons with a disability;
- 10% self-identified as LGBTQ; and
- 29% self-identified as members of racialized groups.

No one self-identified as Métis or Inuit.

**Of the 58 Administration/Executive/Management Staff:**

- 2% self-identified as First Nations;
- 7% self-identified as persons with a disability;
- 16% self-identified as LGBTQ; and
- 12% self-identified as members of racialized groups.

No one self-identified as Métis or Inuit.

**Of the 61 Support Staff:**

- 4% self-identified as persons with a disability;
- 5% self-identified as LGBTQ; and
- 46% self-identified as members of racialized groups.

No one self-identified as First Nations, Métis or Inuit.

### Representative Council

Of the 452 participants registered at the three meetings of Representative Council in October 2017, February 2018, May 2018:

- 0.7% self-identified as First Nations;
- 0.4% self-identified as Métis;
- 6.6% self-identified as persons with a disability;
- 6.0% self-identified as LGBTQ; and
- 9.3% self-identified as members of racialized groups.

No one self-identified as Inuit.

### Standing Committees

Of the 153 members appointed to serve on ETFO Standing Committees in 2017-2018:

- 2.0% self-identify as First Nations;
- 2.6% self-identify as Métis;
- 0.7% self-identify as Inuit;
- 9.8% self-identify as a person with a disability;
- 9.2% self-identify as LGBTQ; and
- 16.2% self-identify as members of racialized groups.

### Mobilizing for Justice

2017-2018 (28 participants)

- 2.3% self-identify as First Nations;
- 1.3% self-identify as Métis;
- 3.7% self-identify as a person with a disability;
- 4.7% self-identify as LGBTQ; and
- 21.7% self-identify as members of racialized groups.

No one self-identified as Inuit.

### ETFO Union School

2017-2018 (33 participants)

- 3.0% self-identify as First Nations;
- 5.7% self-identify as a person with a disability;
- 3.3% self-identify as LGBTQ; and
- 11.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

### MentorCoaching Institute for Women (WP)

2017-2018 (31 participants)

- 11.8% self-identify as a person with a disability;
- 10.0% self-identify as LGBTQ; and
- 21.5% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis or Inuit.

### Visions: For Women in their First Five Years of ETFO Membership (WP)

2017-2018 (33 participants)

- 2.0% self-identify as Métis;
- 3.3% self-identify as a person with a disability;
- 5.0% self-identify as LGBTQ; and
- 17.3% self-identify as members of racialized groups.

No one self-identified as First Nations or Inuit.

### Leaders for Tomorrow (WP)

2017-2018 (28 participants)

- 19.8% self-identify as First Nations;
- 3.8% self-identify as Métis;
- 5.3% self-identify as a person with a disability;
- 6.8% self-identify as LGBTQ; and
- 75.5% self-identify as members of racialized groups.

No one self-identified as Inuit.

### Summer Academy 2017

July-August 2017 (1,285 participants)

- 0.3% self-identify as First Nations;
- 0.4% self-identify as Métis;
- 0.2% self-identify as Inuit;
- 2.0% self-identify as a person with a disability;
- 1.9% self-identify as LGBTQ; and
- 8.0% self-identify as members of racialized groups.

### Sisters in the Struggle (WP) – Part II

July 2017 (32 participants)

- 12.5% self-identify as First Nations;
- 9.4% self-identify as a person with a disability;
- 15.6% self-identify as LGBTQ; and
- 28.1% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

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### Leadership Training

September 2017 (372 participants)

- 2.0% self-identify as First Nations;
- 1.0% self-identify as Métis;
- 8.0% self-identify as a person with a disability;
- 5.0% self-identify as LGBTQ; and
- 11.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

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### New Presidents' Training

September 2017 (14 participants)

- 7.0% self-identify as a person with a disability; and
- 7.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis, Inuit or LGBTQ.

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### Special Meeting of Presidents

September 2017 (137 participants)

- 1.0% self-identify as First Nations;
- 1.0% self-identify as Métis;
- 6.0% self-identify as a person with a disability;
- 5.0% self-identify as LGBTQ; and
- 5.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

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### Collective Bargaining: Facing Management Workshop

October 2017 (50 participants)

- 6.0% self-identify as Métis;
- 18.0% self-identify as a person with a disability;
- 6.0% self-identify as LGBTQ; and
- 18.0% self-identify as members of racialized groups.

No one self-identified as First Nations or Inuit.

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### Community Organizing Workshop – Part I

October 2017 (23 participants)

- 9.0% self-identify as First Nations;
- 9.0% self-identify as a person with a disability;
- 22.0% self-identify as LGBTQ; and
- 13.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

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### Grievance Arbitration Workshop (WP)

October 2017 (24 participants)

- 13.0% self-identify as LGBTQ; and
- 4.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis, Inuit or person with a disability.

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### ICT Conference for Women (WP)

October 2017 (104 participants)

- 4.0% self-identify as First Nations;
- 2.0% self-identify as Métis;
- 1.0% self-identify as a person with a disability;
- 1.0% self-identify as LGBTQ; and
- 8.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

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### Kindergarten Implementation Update, Advocacy and Supports

October 2017 (33 participants)

- 6.0% self-identify as LGBTQ.

No one self-identified as First Nations, Métis, Inuit, person with a disability or members of racialized groups.

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### Women's Collective Bargaining Conference (WP) – Level I

October 2017 (32 participants)

- 3.0% self-identify as First Nations;
- 3.0% self-identify as Métis;
- 9.0% self-identify as a person with a disability; and
- 13.0% self-identify as members of racialized groups.

No one self-identified as Inuit or LGBTQ.

**Classroom Management Course***November 2017 (21 participants)*

- 10.0% self-identify as a person with a disability; and
- 8.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis, Inuit or LGBTQ.

**Expanding Our Knowledge and Skills: PRS Leadership Training***November 2017 (61 participants)*

- 2.0% self-identify as First Nations;
- 10.0% self-identify as a person with a disability;
- 8.0% self-identify as LGBTQ; and
- 8.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

**E-Women Networking Program (WP)***November 2017 (13 participants)*

- 14.3% self-identify as a person with a disability;
- 7.3% self-identify as LGBTQ; and
- 14.3% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis or Inuit.

**Grievance Arbitration Workshop***November 2017 (24 participants)*

- 4.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis, Inuit, person with a disability or LGBTQ.

**Health and Safety Regional Workshop (WP), Kingston***November 2017 (18 participants)*

- 6.0% self-identify as a person with a disability.

No one self-identified as First Nations, Métis, Inuit, LGBTQ or racialized group.

**Local Leaders Virtual Academy: Navigating the New ETFO Website and Extranet***November 2017 (32 participants)*

- 3.0% self-identify as Métis; and
- 3.0% self-identify as LGBTQ.

No one self-identified as First Nations, Inuit, person with a disability or members of racialized groups.

**Presenters' Palette***November 2017 (30 participants)*

- 3.0% self-identify as First Nations;
- 3.0% self-identify as Métis;
- 3.0% self-identify as a person with a disability;
- 10.0% self-identify as LGBTQ; and
- 17.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

**Treasurers' Resources and Training 2017***November 2017 (10 participants)*

- 10.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis, Inuit, person with a disability or LGBTQ.

**Protect Yourself (WP)***November 2017 (102 participants)*

- 1.0% self-identify as Métis;
- 14.0% self-identify as a person with a disability;
- 3.0% self-identify as LGBTQ; and
- 13.0% self-identify as members of racialized groups.

No one self-identified as First Nations or Inuit.

**Provincial Health and Safety Conference***November 2017 (69 participants)*

- 1.0% self-identify as First Nations;
- 3.0% self-identify as Métis;
- 12.0% self-identify as a person with a disability;
- 6.0% self-identify as LGBTQ; and
- 6.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

### Local Leaders Virtual Academy: Solidarity Gets Social: Using Social Media to Engage and Mobilize Supporters

December 2017 (39 participants)

- 3.0% self-identify as Métis;
- 5.0% self-identify as LGBTQ; and
- 3.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Inuit or person with a disability.

### Special Meeting of OT Presidents

December 2017 (55 participants)

- 2.0% self-identify as First Nations;
- 9.0% self-identify as a person with a disability;
- 9.0% self-identify as LGBTQ; and
- 9.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

### Woman Abuse Affects Our Children (WP)

December 2017 (31 participants)

- 6.0% self-identify as a person with a disability;
- 6.0% self-identify as LGBTQ; and
- 29.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis or Inuit.

### Financial Health and Wealth (WP)

January 2018 (85 participants)

- 1.0% self-identify as First Nations;
- 1.0% self-identify as Métis;
- 8.0% self-identify as a person with a disability; and
- 13.0% self-identify as members of racialized groups.

No one self-identified as Inuit or LGBTQ.

### Math that Matters for Occasional Teachers

January 2018 (112 participants)

- 3.0% self-identify as First Nations;
- 2.0% self-identify as Métis;
- 2.0% self-identify as a person with a disability;
- 4.0% self-identify as LGBTQ; and
- 13.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

### Political Action Conference

January 2018 (99 participants)

- 2.0% self-identify as First Nations;
- 9.0% self-identify as a person with a disability;
- 7.0% self-identify as LGBTQ; and
- 8.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

### Special Meeting of Presidents

January 2018 (119 participants)

- 1.0% self-identify as First Nations;
- 1.0% self-identify as Métis;
- 8.0% self-identify as a person with a disability;
- 7.0% self-identify as LGBTQ; and
- 8.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

### Leading the Way

December 2017 and February 2018  
(20 participants)

- 2.5% self-identify as a person with a disability;
- 10.0% self-identify as LGBTQ; and
- 42.5% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis or Inuit.

**FNMI Women Leadership Symposium (WP)***February 2018 (27 participants)*

- 89.0% self-identify as First Nations;
- 26.0% self-identify as Métis;
- 4.0% self-identify as a person with a disability; and
- 7.0% self-identify as members of racialized groups.

No one self-identified as Inuit or LGBTQ.

**... and still we rise (WP)***February 2018 (380 participants)*

- 1.0% self-identify as First Nations;
- 1.0% self-identify as Métis;
- 3.0% self-identify as a person with a disability;
- 3.0% self-identify as LGBTQ; and
- 7.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

**Building and Strengthening Partnerships in the Kindergarten Program***February 2018 (38 participants)*

- 3.0% self-identify as LGBTQ; and
- 13.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis, Inuit or person with a disability.

**Health and Safety Regional Workshop (WP), Sudbury***February 2018 (11 participants)*

- 18.0% self-identify as a person with a disability; and
- 18.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis, Inuit or LGBTQ.

**Health and Safety Regional Workshop (WP), Toronto***February 2018 (21 participants)*

- 5.0% self-identify as First Nations;
- 14.0% self-identify as a person with a disability;
- 10.0% self-identify as LGBTQ; and
- 5.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

**Local Leaders Virtual Academy: Dealing with Difficult People and Challenging Situations***February 2018 (41 participants)*

- 2.0% self-identify as Métis;
- 2.0% self-identify as a person with a disability;
- 2.0% self-identify as LGBTQ; and
- 7.0% self-identify as members of racialized groups.

No one self-identified as First Nations or Inuit.

**Beyond the Basics (WP)***February and April 2018 (27 participants)*

- 2.0% self-identify as First Nations;
- 6.0% self-identify as a person with a disability;
- 2.0% self-identify as LGBTQ; and
- 17.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit group.

**Woman Abuse Affects Our Children (WP)***February 2018 (28 participants)*

- 4.0% self-identify as First Nations;
- 11.0% self-identify as a person with a disability;
- 11.0% self-identify as LGBTQ; and
- 11.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

**Spring Classroom Management Course***March 2018 (18 participants)*

- 6.0% self-identify as First Nations;
- 6.0% self-identify as Métis;
- 6.0% self-identify as a person with a disability;
- 6.0% self-identify as LGBTQ; and
- 11.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

**Balancing Act:  
An ETFO Women's Conference (WP)***March 2018 (97 participants)*

- 2.0% self-identify as First Nations;
- 2.0% self-identify as Métis;
- 10.0% self-identify as a person with a disability;
- 2.0% self-identify as LGBTQ; and
- 16.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

**Collective Bargaining Conference***March 2018 (251 participants)*

- 2.0% self-identify as First Nations;
- 1.0% self-identify as Métis;
- 8.0% self-identify as a person with a disability;
- 5.0% self-identify as LGBTQ; and
- 9.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

**FNMI Education: Engaging Learners  
Through Play Workshop for  
Women Members (WP)***March 2018 (46 participants)*

- 13.0% self-identify as First Nations;
- 2.0% self-identify as Métis;
- 13.0% self-identify as a person with a disability;
- 13.0% self-identify as LGBTQ; and
- 7.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

**Local Leaders Virtual Academy: Strategic  
Use of Safety Plans and Behaviour Plans***March 2018 (42 participants)*

- 2.0% self-identify as Métis;
- 5.0% self-identify as a person with a disability;
- 5.0% self-identify as LGBTQ; and
- 10.0% self-identify as members of racialized groups.

No one self-identified as First Nations or Inuit.

**First Nations, Métis and Inuit Education:  
Engaging Learners Through Play***March 2018 (61 participants)*

- 10.0% self-identify as First Nations;
- 3.0% self-identify as Métis;
- 8.0% self-identify as a person with a disability;
- 7.0% self-identify as LGBTQ; and
- 16.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

**Women in Politics Conference***March 2018 (50 participants)*

- 2.0% self-identify as Métis;
- 2.0% self-identify as a person with a disability;
- 10.0% self-identify as LGBTQ; and
- 22.0% self-identify as members of racialized groups.

No one self-identified as First Nations or Inuit.

**Caring for the Whole Child:  
A Student Well-Being Conference***April 2018 (105 participants)*

- 3.0% self-identify as First Nations;
- 3.0% self-identify as Métis;
- 4.0% self-identify as a person with a disability;
- 7.0% self-identify as LGBTQ; and
- 18.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

### Effective Negotiation Skills for Women Leaders – Part 2

April 2018 (19 participants)

- 5.0% self-identify as First Nations;
- 16.0% self-identify as a person with a disability;
- 21.0% self-identify as LGBTQ; and
- 21.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

### Enhancing Public Speaking Skills for Women (WP)

April 2018 (21 participants)

- 4.0% self-identify as First Nations;
- 4.0% self-identify as Métis;
- 4.0% self-identify as a person with a disability;
- 4.0% self-identify as LGBTQ; and
- 22.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

### FNMI Education Symposium

April 2018 (69 participants)

- 22.0% self-identify as First Nations;
- 3.0% self-identify as Métis;
- 1.0% self-identify as Inuit;
- 4.0% self-identify as a person with a disability;
- 7.0% self-identify as LGBTQ; and
- 14.0% self-identify as members of racialized groups.

### FNMI Cultural Connections, Online Book Club

April 2018 (13 participants)

- 23.0% self-identify as First Nations;
- 8.0% self-identify as a person with a disability; and
- 23.0% self-identify as members of racialized groups.

No one self-identified as Métis, Inuit or LGBTQ.

### ICT Conference: Technology for Teachers 2017

April 2017 (104 participants)

- 4.0% self-identify as First Nations;
- 2.0% self-identify as Métis;
- 1.0% self-identify as a person with a disability;
- 1.0% self-identify as LGBTQ; and
- 8.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

### Introduction to Collective Bargaining Conference

April 2018 (44 participants)

- 7.0% self-identify as a person with a disability;
- 14.0% self-identify as LGBTQ; and
- 18.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis or Inuit.

### LEAD (Leading Educators Actively Developing) Conference

April 2018 (44 participants)

- 2.0% self-identify as First Nations;
- 2.0% self-identify as a person with a disability;
- 2.0% self-identify as LGBTQ; and
- 2.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

### Local Leaders Virtual Academy: Workplace Violence: A Growing Concern

April 2018 (33 participants)

- 3.0% self-identify as Métis;
- 3.0% self-identify as a person with a disability;
- 6.0% self-identify as LGBTQ; and
- 6.0% self-identify as members of racialized groups.

No one self-identified as First Nations or Inuit.

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### Local Leaders Virtual Academy: Supporting Our Trans and Gender Non-Conforming Members

April 2018 (29 participants)

- 3.0% self-identify as Métis;
- 3.0% self-identify as LGBTQ; and
- 7.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Inuit or person with a disability.

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### Next Steps: Designated Women's Workshop on Résumé Writing and Interview Skills (WP)

April 2018 (23 participants)

- 4.0% self-identify as First Nations;
- 17.0% self-identify as a person with a disability;
- 9.0% self-identify as LGBTQ; and
- 22.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

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### Seeing, Engaging and Empowering the Learner in Kindergarten Conference

April 2018 (128 participants)

- 3.0% self-identify as First Nations;
- 3.0% self-identify as Métis;
- 1.0% self-identify as LGBTQ; and
- 5.0% self-identify as members of racialized groups.

No one self-identified as Inuit or person with a disability.

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### Special Meeting of Presidents

April 2018 (119 participants)

- 1.0% self-identify as First Nations;
- 1.0% self-identify as Métis;
- 8.0% self-identify as a person with a disability;
- 7.0% self-identify as LGBTQ; and
- 8.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

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### From Charity to Justice (WP)

May 2018 (50 participants)

- 2.0% self-identify as First Nations;
- 8.0% self-identify as a person with a disability;
- 12.0% self-identify as LGBTQ; and
- 34.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

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### Collective Bargaining Conference: Your Collective Agreement 101

May 2018 (24 participants)

- 4.0% self-identify as First Nations;
- 8.0% self-identify as a person with a disability; and
- 38.0% self-identify as members of racialized groups.

No one self-identified as Métis, Inuit or LGBTQ.

---

### GSA Symposium: The Journey Gay Straight/ Gender Sexuality Alliance

May 2017 (19 participants)

- 5.0% self-identify as a person with a disability;
- 47.0% self-identify as LGBTQ; and
- 11.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Métis or Inuit.

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### Innovate 2018

May 2018 (117 participants)

- 3.0% self-identify as First Nations;
- 2.0% self-identify as Métis;
- 2.0% self-identify as a person with a disability;
- 1.0% self-identify as LGBTQ; and
- 9.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

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### Status Chairs' Training (WP)

May 2018 (46 participants)

- 2.0% self-identify as First Nations;
- 4.0% self-identify as Métis;
- 7.0% self-identify as a person with a disability;
- 7.0% self-identify as LGBTQ; and
- 9.0% self-identify as members of racialized groups.

No one self-identified as Inuit.

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### Local Leaders Virtual Academy: LTD Best Practices

May 2018 (37 participants)

- 3.0% self-identify as Métis;
- 3.0% self-identify as a person with a disability;
- 3.0% self-identify as LGBTQ; and
- 11.0% self-identify as members of racialized groups.

No one self-identified as First Nations or Inuit.

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### Well-Being Conference: Mind, Body, Spirit – Supporting Members' Well-Being

May 2018 (89 participants)

- 3.0% self-identify as First Nations;
- 16.0% self-identify as a person with a disability;
- 12.0% self-identify as LGBTQ; and
- 24.0% self-identify as members of racialized groups.

No one self-identified as Métis or Inuit.

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### Woman Abuse Affects Our Children (WP)

May 2018 (33 participants)

- 3.0% self-identify as Métis; and
- 3.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Inuit, person with a disability or LGBTQ.

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### Women's Collective Bargaining Conference

### (WP) – Level II

May 2018 (33 participants)

- 3.0% self-identify as Métis;
- 9.0% self-identify as a person with a disability; and
- 12.0% self-identify as members of racialized groups.

No one self-identified as First Nations, Inuit or LGBTQ.

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### Local Leaders Virtual Academy: PRS Hot Button Topics

June 2018 (43 participants)

- 2.0% self-identify as Métis;
- 2.0% self-identify as a person with a disability;
- 5.0% self-identify as LGBTQ; and
- 7.0% self-identify as members of racialized groups.

No one self-identified as First Nations or Inuit.

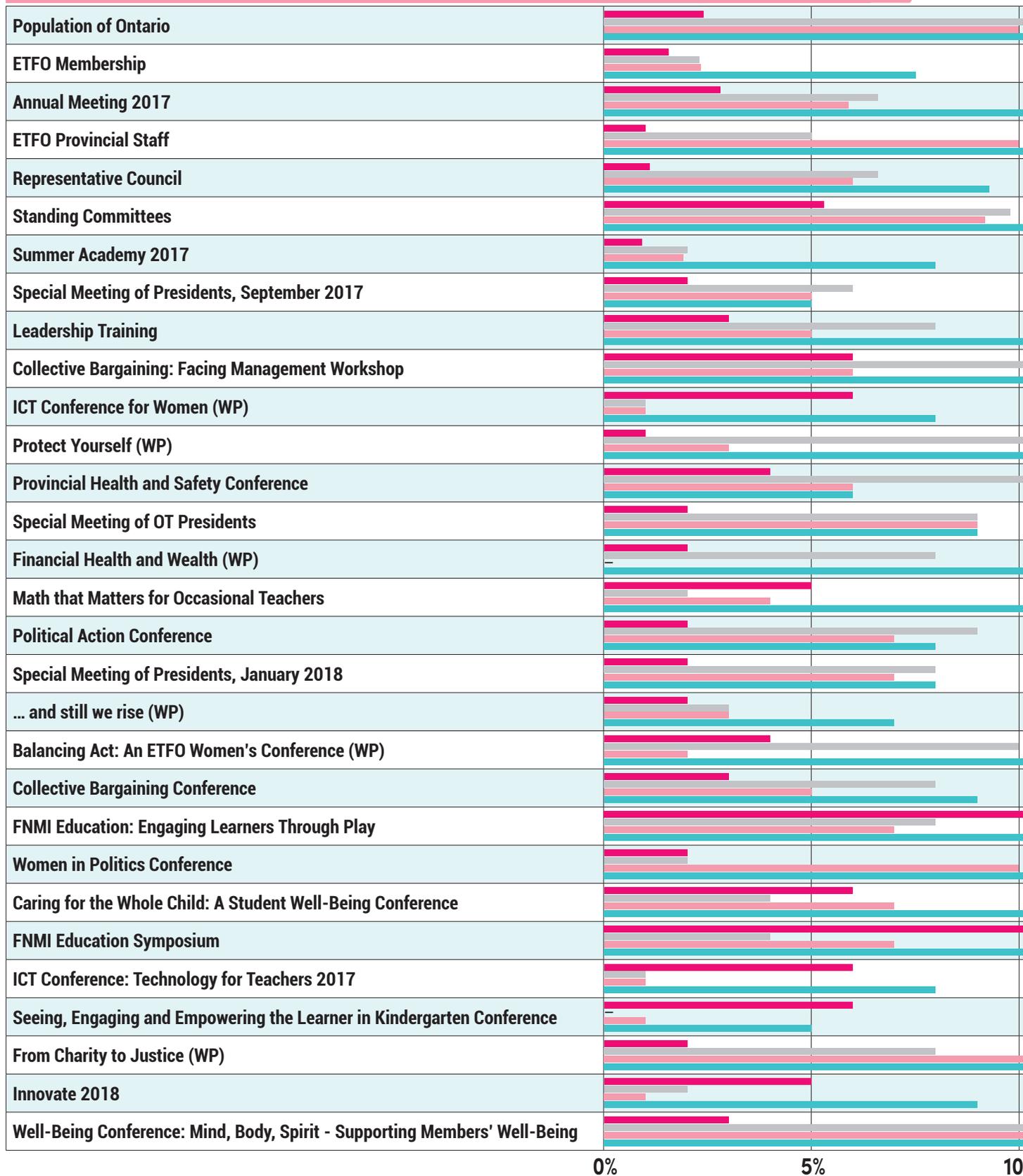
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### Treasurers' Resources and Training 2018

June 2018 (2 participants)

No one self-identified in any category.

**% Members from designated groups in ETFO groups/events over 50**





# WOMEN'S PARTICIPATION IN ETFO

**I**n accordance with an Executive motion, ETFO records the attendance and participation of women and men at its decision-making meeting. There may be transgender members speaking at microphones who do not identify as transgender when speaking, and therefore staff may categorize them as women or men. As well, a transgender member who does speak and identify may actually prefer to be recorded as a woman or man rather than in the transgender category. Therefore, as with all data collection, there is a very small margin of error. The following figures show participation rates for 2017-2018.

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## Membership

**81%** of ETFO members in 2017-2018 are women. This proportion has been constant (80%-81%) since the beginning of ETFO.

### **Among teachers:**

**81.5%** of members are women;  
**82%** of OT members are women;  
**90%** of ESP/ PSP members are women; and  
**96%** of DECE members are women.

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## Annual Meeting

*August 2017 (904 delegates and alternates)*  
Overall, 74.3% of members attending the 2017 Annual Meeting were women.

### **During information sessions:**

**58%** of the speeches/presentations were women;  
**40%** of those engaging in general discussion were women;  
**75%** of those responding to questions were women;

### **During business sessions:**

**53%** of those moving or seconding motions were women;  
**47%** of those speaking for or against a motion were women;  
**48%** of those moving or seconding an amendment were women;  
**57%** of those asking questions were women; and  
**46%** of those rising on a point of order were women.

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## ETFO Local Presidents

Overall, 57% of the presidents of ETFO locals are women.

**56%** of presidents of teacher locals are women;  
**48%** of presidents of occasional teacher locals are women;  
**67%** of presidents of ESP/PSP locals are women; and  
**90%** of presidents of DECE locals are women.

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## ETFO Chief Negotiators

Of the 40 locals for which we have information about chief negotiators. Overall, 73% of ETFO's local chief negotiators are women.

**81%** of teacher local chief negotiators are women;  
**42%** of occasional teacher local chief negotiators are women; and  
**100%** of ESP/PSP/DECE local chief negotiators are women.

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## ETFO Local Executive members

**74%** of ETFO members who hold local Executive positions are women.

### ETFO Local Executive release time

For the Local Executive for which we have release time information:

65% of local release time is used by women.

### ETFO Provincial Executive

64% nine of the 14 Executive members are women.

### Representative Council

Of the participants registered at the three meetings of Representative Council in October 2017, February 2018, May 2018, 62.5% were women.

### Of those who spoke at the meetings of Representative Council in 2017-2018:

#### During information sessions:

- 55% of the speeches/presentations were women;
- 49% of those engaging in general discussion were women;
- 73% of those responding to questions were women; and
- 78% of staff contributions were women.

#### During business sessions:

- 64% of those moving or seconding motions were women;
- 54% of those speaking for or against a motion were women; and
- 52% of those asking questions were women.

### Committees of Representative Council

Representative Council elected members to three committees at its October 2017 meeting.

- 100% Steering Committee: five of five members elected were women.
- 40% Selection Committee: two of five members elected were women.
- 80% Budget Committee: four of five members

elected were women.

### ETFO Standing Committees

78.9% out of the 208 applications submitted by members to serve on standing committees for 2017-2018, 164 were from women.

75.4% of the members in 2017-2018 who served on provincial standing committees were women.

### ETFO Provincial Staff

Overall, 80% of ETFO staff are women.

- 72% of ETFO Administration/Executive/Management are women; and
- 87% of ETFO Support Staff are women.

### Professional Relations Services Cases

Of members seeking support from ETFO criminal charges (physical or sexual assault), College of Teachers, College of Early Childhood Educators investigations (professional misconduct, competence, incapacity) and civil lawsuits, from September 2017 to June 2018, 48% were women.



Photo Credit: Pam Dogra

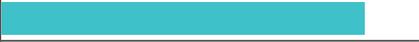
## WOMEN'S ATTENDANCE AT ETFO EVENTS AND PROGRAMS THAT ARE NOT WOMEN'S PROGRAMS

Summer Academy	July-August, 2017	91%
Annual Meeting	August 2017	67%
2017 Fall Leadership Conference	September 2017	80%
Special Meeting of Presidents	September 2017	64%
New Presidents' Training	September 2017	36%
Union School - Session 1	October 2017	78%
Community Organizing Workshop Part 1	October 2017	70%
Kindergarten Implementation Update, Advocacy and Supports	October 2017	73%
CB Services, Facing Management Conference	October 2017	78%
CB Provincial Health and Safety Conference	November 2017	70%
ETFO Grievance Arbitration Intensive Workshop	November 2017	50%
The Workshop Presenters Palette Part 1	November 2017	83%
Fall 2017 ETFO Classroom Management Course	November 2017	71%
ETFO Grievance Arbitration Intensive Workshop (General)	November 2017	50%
Local Leaders' Virtual Academy: Navigating the New ETFO Website and Extranet	November 2017	75%
ETFO Treasurers' Resources & Training	November 2017	80%
Expanding Our Knowledge & Skills - PRS Leadership Training	November 2017	69%
Leading the Way Part 1	December 2017	65%
Special Meeting of OT Presidents	December 2017	53%
Local Leaders' Virtual Academy: Solidarity Gets Social: Using Social Media to Engage and Mobilize Supporters	December 2017	72%
Special Meeting of Presidents	January 2018	64%
An Ounce of Prevention	January 2018	74%
Financial Health and Wealth Conference	January 2018	88%
Political Action Conference	January 2018	60%
Math That Matters for Occasional Teacher Conference	January 2018	87%
Local Leaders' Virtual Academy: Dealing with Difficult People and Challenging Situations	February 2018	68%
Building and Strengthening Partnerships in the Kindergarten Program	February 2018	97%
Leading the Way Part 2	February 2018	65%

Regional Health and Safety Training (Toronto)	February 2018	71%
Union School - Session 2	February 2018	79%
Raise your Voices - An ETFO conference for Racialized Members Part 1	February 2018	90%
Local Leaders' Virtual Academy: Strategic Use of Safety Plans and Behavioural Plans	March 2018	62%
Modern Math Learning Symposium	March 2018	87%
2018 Spring Classroom Management Course	March 2018	56%
2018 Collective Bargaining Conference	March 2018	69%
Local Leaders' Virtual Academy: Supporting our Trans and Gender Non-Conforming Members	April 2018	72%
FNMI Truth and Reconciliation On line Book Club	April 2018	100%
FNMI Cultural Connections On line Book Club	April 2018	100%
Special Meeting of Presidents 2018	April 2018	65%
FNMI Education Symposium	April 2018	87%
Campaign Training for Designated Groups	April 2018	57%
ETFO Seeing, Engaging and Empowering the Learner Kindergarten Conference	April 2018	91%
Workplace Violence - A Growing Concern	April 2018	85%
Caring for the Whole Child: A Student Well-Being Conference	April 2018	90%
Introduction to Collective Bargaining Conference	April 2018	59%
LEAD Conference	April 2018	89%
Innovate Conference 2018	April 2018	81%
Social Justice and Equity Conference for Male Educators	May 2018	0%
GSA Symposium: The Journey Gay Straight/ Gender Sexuality Alliance	May 2018	74%
Collective Bargaining Conference - Your Collective Agreement 101	May 2018	75%
Local Leaders' Virtual Academy: LTD Best Practices	May 2018	70%
Union School - Session 3	May 2018	81%
Well Being Conference: Mind, Body, Spirit - Supporting Members' Well-Being	May 2018	87%
Raise your Voices - An ETFO Conference for Racialized Members Part 2	June 2018	70%
ETFO Treasurers' Resources & Training 2018	June 2018	100%
Local Leaders' Virtual Academy: PRS Hot Button Topics	June 2018	70%
An Ounce of Prevention PRS Conference Keys to Success in the ESP Role 2018	June 2018	94%

## ETFO NON-WP PROGRAMS (RANKED)

% women

FNMI Truth and Reconciliation On line Book Club	100%	
FNMI Cultural Connections On line Book Club	100%	
ETFO Treasurers' Resources & Training 2018	100%	
Building and Strengthening Partnerships in the Kindergarten Program	97%	
An Ounce of Prevention PRS Conference Keys to Success in the ESP Role 2018	94%	
Summer Academy	91%	
ETFO Seeing, Engaging and Empowering the Learner Kindergarten Conference	91%	
Raise your Voices - An ETFO conference for Racialized Members Part 1	90%	
Caring for the Whole Child: A Student Well-Being Conference	90%	
LEAD Conference	89%	
Financial Health and Wealth Conference	88%	
Math That Matters for Occasional Teacher Conference	87%	
Modern Math Learning Symposium	87%	
FNMI Education Symposium	87%	
Well Being Conference: Mind, Body, Spirit - Supporting Members' Well-Being	87%	
Workplace Violence - A Growing Concern	85%	
The Workshop Presenters Palette Part 1	83%	
Innovate Conference 2018	81%	
Union School - Session 3	81%	
<b>MEMBERSHIP</b>	<b>81%</b>	
2017 Fall Leadership Conference	80%	
ETFO Treasurers' Resources & Training	80%	
Union School - Session 2	79%	
Union School - Session 1	78%	
CB Services, Facing Management Conference	78%	
Local Leaders' Virtual Academy: Navigating the New ETFO Website and Extranet	75%	
Collective Bargaining Conference - Your Collective Agreement 101	75%	
An Ounce of Prevention	74%	
GSA Symposium: The Journey Gay Straight/Gender Sexuality Alliance	74%	
Kindergarten Implementation Update, Advocacy and Supports	73%	
Local Leaders' Virtual Academy: Solidarity Gets Social: Using Social Media to Engage and Mobilize Supporters	72%	
Local Leaders' Virtual Academy: Supporting our Trans and Gender Non-Conforming Members	72%	
Fall 2017 ETFO Classroom Management Course	71%	
Regional Health and Safety Training (Toronto)	71%	
Community Organizing Workshop Part 1	70%	
CB Provincial Health and Safety Conference	70%	



### ETFO NON-WP PROGRAMS (RANKED)

% women

Local Leaders' Virtual Academy: LTD Best Practices	70%	
Raise your Voices - An ETFO Conference for Racialized Members Part 2	70%	
Local Leaders' Virtual Academy: PRS Hot Button Topics	70%	
Expanding Our Knowledge & Skills -PRS Leadership Training	69%	
2018 Collective Bargaining Conference	69%	
Local Leaders' Virtual Academy: Dealing with Difficult People and Challenging Situations	68%	
Annual Meeting	67%	
Leading the Way Part 1	65%	
Leading the Way Part 2	65%	
Special Meeting of Presidents 2018	65%	
Special Meeting of Presidents	64%	
Local Leaders' Virtual Academy: Strategic Use of Safety Plans and Behavioural Plans	62%	
Political Action Conference	60%	
Introduction to Collective Bargaining Conference	59%	
Campaign Training for Designated Groups	57%	
2018 Spring Classroom Management Course	56%	
Special Meeting of OT Presidents	53%	
ETFO Grievance Arbitration Intensive Workshop	50%	
ETFO Grievance Arbitration Intensive Workshop (General)	50%	
New Presidents' Training	36%	
Social Justice and Equity Conference for Male Educators	0%	

### ETFO GOVERNANCE 2017-2018 (RANKED)

% women

<b>MEMBERSHIP</b>	<b>81.0%</b>	
Staff	80.0%	
Standing Committees	78.9%	
Annual Meeting	74.4%	
Local Executive Members	74.0%	
Chief Negotiators	73.0%	
ETFO Local Executive Release Time	65.0%	
Pres and CN Meeting, April 2018	65.0%	
Pres and CN Meeting, January 2018	64.0%	
Provincial Executive Members	64.0%	
Representative Council	62.5%	
Local Presidents	57.0%	

# ETFO EQUITY AND WOMEN'S PROGRAMS 2017-2018

I.

## MULTIMEDIA RESOURCES FOR STUDENTS, MEMBERS AND COMMUNITIES

### Asian Heritage Month Poster:

This year's poster features six authors who have written recent children's picture books and novels. To accompany the online digital version of this year's Asian Heritage Month poster, a brief resource document that includes information about the authors and the featured books, as well as additional curricular ideas and resources have been developed. For PDF versions of the poster, resource document and additional items to highlight Asian Heritage Month, please visit: [etfo.ca/buildingajustsociety/equityresources/pages/asianheritagemonth.aspx](http://etfo.ca/buildingajustsociety/equityresources/pages/asianheritagemonth.aspx)

### International Women's Day (IWD) T-shirts:

Elementary Teachers' Federation of Ontario (ETFO) produced t-shirts in recognition of International Women's Day (IWD). Many locals bought them for members to distribute at local IWD events and to use as fundraisers for community women's groups. This year's theme was 'Allyship' with the logo *I am your feminist ally*. Over 900 t-shirts were distributed and sold this year.



### #Metoo:

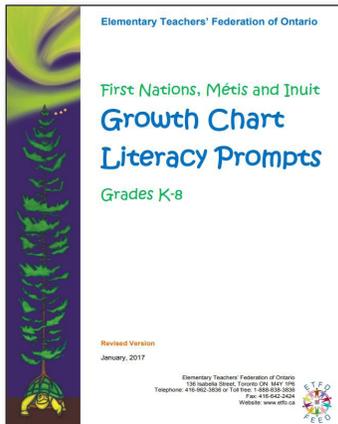
The Elementary Teachers' Federation of Ontario is committed to addressing issues of sexual harassment and gender-based violence in our schools, communities and workplaces. As educators, we recognize that the path towards social change includes supporting our members' understanding and bringing to light these issues. Highlighted on the ETFO web-page are information, resources and community and government organizations that are focused on addressing these issues.

[etfo.ca/supportingmembers/employees/pages/metoo.aspx](http://etfo.ca/supportingmembers/employees/pages/metoo.aspx)



### "What have you heard? An introduction to the Indigenous Peoples of Canada."

To support members in their learning journey of First Nations, Métis and Inuit (FNMI) People, and the legacy of Canada's relationship with Indigenous peoples and the move to reconciliation, ETFO's hyperlinked FNMI brochure introduces members to relevant content, information, resources and ideas on what educators can do in their learning and reconciliation journey. This resource is available online at [spirithorse.ca](http://spirithorse.ca).



### First Nations, Métis and Inuit Growth Chart Literacy Prompts

This grades K-8 resource is a companion to the *Growth Chart* poster that highlights a variety of texts that include diverse worldviews, perspectives and presence of First Nations, Métis and Inuit (FNMI) experiences, histories and knowledge. This resource includes prompt sheets organized by text and grade division. Each sheet includes seven “Literacy Prompts” to encourage digging deeper in thinking and expression and four “Enrichment Activities” that further promote knowledge building, understanding and dialogue. This resource is available online at [spirithorse.ca](http://spirithorse.ca).

### Working towards Equity Video

*The Power of ETFO Women's Programs* celebrates the power of women and the incredible impact of ETFO Women's Programs. Four members talk about leadership, mentorship and the importance of allocating resources to ensure that women have the training and supports they need to be leaders within ETFO, their schools and their broader communities. The video is available on the ETFO Provincial YouTube page.

### VOICE Women's Issue

Every year ETFO produces a women's issue of *VOICE* Magazine. This year articles focus on teaching from a feminist perspective, the transformative power of ETFO women's programs, microaggressions against racialized women teachers, teaching elementary students in the context of #metoo and a conversation between two women members about the importance of mentorship and ETFO women's leadership programs.

### Spirit Horse FNMI Resources

ETFO has compiled FNMI education resources for educators to access at [spirithorse.ca](http://spirithorse.ca).

## II. LEADERSHIP DEVELOPMENT

### Visions Program (WP)

The six-day *Visions Program* for members identifying as women in their first five (5) years of ETFO membership focuses on building participants' knowledge of ETFO, the broader labour movement and opportunities for union and social activism. For *Visions* 2018, three sessions were held between January and April. The second session had them participating in the ETFO annual women's ... *and still we rise* conference. Women acquired a diverse and full understanding of how ETFO works including our structure, service areas and Annual Meeting. Additionally, there was an intentional focus this year for the *Visions* cohort to develop a feminist, anti-oppression framework for union participation and activism and understanding of women's issues and labour history. We are now seeing *Visions* graduates in various positions at the local level and on Provincial Standing Committees and participating in other programs.



Photos Credit: Jill Aoki-Barrett

### Beyond the Basics (WP)

The Beyond the Basics program took place over four days throughout February, March and April. A group of 50 women leaders and aspiring leaders from locals across the province took part in workshops that covered: supporting members through allegations, leaves, evaluations, conflict resolution strategies and workplace accommodations. Participants also experienced a workshop that focused on well-being. The keynote speaker, Bo Yih Thom, addressed the topic of assertive communication.

### Leaders for Tomorrow (WP)

This is an intensive, year-long leadership development opportunity for women members who self-identify as FNMI, persons with a disability, LGBTQ and/or racialized. The program includes a variety of workshops and experiences related to leadership roles within ETFO both locally and provincially. The course is designed to enhance leadership skills in an inclusive, anti-racist/anti-oppression framework. The program focuses on leadership in the area of equity and social justice, personal and professional development and union involvement.

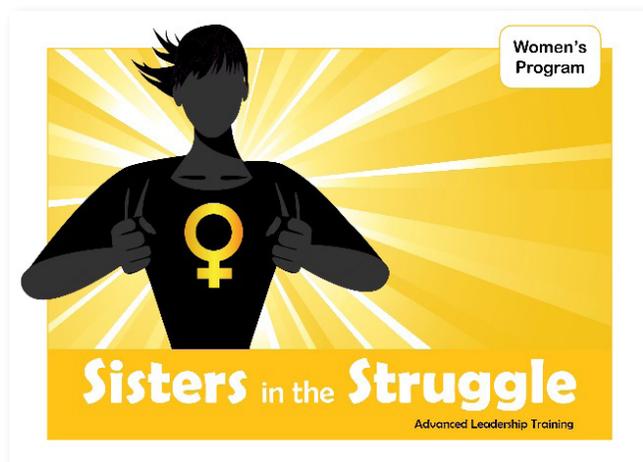
### E-Women Networking Program (WP)

Members participated in two face-to-face sessions and three online modules. The modules included: discussions and readings to explore leadership roles. Topics discussed in detail were:

- What role leadership plays in infusing equity issues throughout the formal and informal curriculum.
- The challenges inherent in assuming leadership roles to promote issues of equity and inclusion.
- The importance of privilege and identity as part of our knowledge construction.

### Sisters in the Struggle (SIS) Part II (WP)

The Canadian Labour Congress (CLC) held its annual Women's Summer School in July 2017 at the Unifor Family Education Centre. Within that school, ETFO offered our Sisters in the Struggle Program (WP). This year, a Part II was developed for members who had completed part one. This program was designed to further participants' knowledge on feminism, transformation of the union movement and leadership. This year, participants had the privilege of spending time with guest facilitator Sheila Sampath, Creative Director of The Public. ETFO participants also attended several morning and evening sessions with the rest of the CLC School.



### Intensive Grievance Arbitration Workshop for Women Leaders (WP)

Twenty-four local presidents, grievance officers, chief negotiators and other women local leaders responsible for collective agreement enforcement through the grievance arbitration process participated in this two-day workshop. Participants received in-depth training in grievance basics, how to critically assess a possible grievance, investigating and writing grievances, effective grievance advocacy and resolving collective agreement disputes from a position of strength. Participants also prepared for and participated in a mock arbitration hearing before an actual arbitrator.

### Effective Negotiation Skills for Women Leaders, Part 2 (WP)

This workshop is built on the principles of negotiation taught in *Effective Negotiation Skills for Women Leaders, Part 1*. The workshop's target audience is current and aspiring local chief negotiators. Twenty-two women participated in an in-depth, two-day negotiations workshop. The workshop involved participating in interactive, dynamic negotiation activities and focused on:

- recognizing and acquiring skills in different negotiation styles;
- building skills for complex negotiations and dispute resolution;
- dealing effectively with potential employer/union disputes;
- building relationships with board negotiations teams; and
- communicating effectively as an ETFO leader and negotiator.

### MentorCoaching Institute for Women (WP)

This three-year program reached its finale in June. At the beginning of the program, 17 MentorCoaches were paired up with mentees from across the province. In November 2016, these 34 women came together for the first

time to discuss the statistics around women in ETFO: the barriers and challenges as well as opportunities. Mentees spent time with their mentorcoaches discussing and developing action plans. The pairs met again in the winter and spring. Throughout the year, mentees communicated formally with their mentorcoaches and came together online to read articles, watch pertinent videos and continue the mentoring dialogue. A variety of guest speakers were invited over the three years to share, discuss and mentor. The speakers included Barb Byers, Hadiya Rodrique and Mojdeh Cox. For the 2017-2018 year, mentees actively pursued goals developed in the previous year. A new group of mentees will begin their two-year journey in the fall 2018.

### ETFO's Annual Leadership Symposium for First Nations, Métis and Inuit (FNMI) Women Members (WP)

On February 1 and 2, 2018, 28 First Nations, Métis and Inuit (FNMI) women members participated in the third annual leadership gathering at the provincial office. The gathering provided members with an opportunity to learn about the Federation and leadership while networking with other FNMI women members. The theme for this year's leadership event was on Speaking Up! Courageous Conversations about Oppression and Racism.



Photo Credit: Pam Dogra

## III.

## WORKSHOPS, CONFERENCES, SYMPOSIA AND PROFESSIONAL LEARNING COMMUNITIES

### ETFO's Annual First Nations, Métis and Inuit (FNMI) Education Symposium

ETFO held its third annual First Nations, Métis and Inuit (FNMI) Symposium at the provincial office on April 7, 2018. This year's theme was Inuit 101 where 70 members had an opportunity to learn from two inspiring Inuit teachers, who taught about Inuit worldviews and traditional practices and the current and historical relationship between Canada and Inuit.

### *... and still we rise* 2018 (WP)

ETFO's Annual Conference for Women This conference continues to be a highlight each year with over 400 women in attendance. Keynote speakers and performers this year included Vivek Shraya, a Toronto-based author and artist who spoke to participants about her journey of transitioning from a man to a woman. She also shared the story behind her children's book, *The Boy & the Bindi*.

The *... and still we rise* Gala evening gave participants the opportunity to hear broadcaster and Juno Achievement Award winner Denise Donlon discuss highlights of her career in a male-dominated field. Participants were then treated to the sounds and stories of Canadian-Columbian performer Lido Pimienta.

The final keynote speaker was Jessica Bennett, *New York Times* columnist on gender, as well as author of the bestseller, *Feminist Fight Club*.

In addition, for the first time, *... and still we rise* hosted an Artist in Residence. Zoey Roy, a Métis artist and teacher, joined us at the conference and performed several pieces throughout, which she based on the themes of the conference.

### Balancing Act (WP)

This conference was attended by 98 women ETFO members from across the province. Keynote speaker Farah Khan from Ryerson University discussed how educators can translate conversations into action to support people affected by sexual violence, address vicarious trauma and prevent further harm. Conference participants attended workshops building positive professional relationships, conflict resolution, compassion fatigue, WSIB/LTD and health and safety.

### Enhancing Public Speaking Skills Workshop (WP)

While educators engage with students every day, it can be a different challenge to give a public speech to adults. This two-day conference was held on April 24-25, 2018 with 25 participants. They received practical suggestions to overcome anxiety, improve delivery, motivate audiences to take action and structure a speech for maximum impact. Each had two practice sessions at the podium and received valuable feedback to take their public speaking writing and delivery skills to a new level with confidence.



Photo Credit: Christine Cousins

### A Social Justice and Equity Conference for Male Educators: Understanding Marginalization in Public Education

In early May, over 40 male ETFO members participated in a social justice and equity conference that had a central focus of understanding marginalization. The conference was developed by a cross service area planning team made up of staff from Equity and Women's Services, Professional Learning/Curriculum Services, Professional Relations Services and Collective Bargaining Services. ETFO staff provided participants with an overview of the wide array of programs, resources and services ETFO has to offer, as well as an outline of the many ways that members can get involved in the union at the provincial level. Keynote speaker, Professor Rinaldo Walcott, outlined the importance of educators having purposeful conversations in their schools about race and gender in order to overcome institutionalized marginalization.

### Women in Politics Conference (WP)

Fifty women attended ETFO's Women in Politics conference held on March 22-23, 2018. Keynote speaker Kathleen Monk outlined the slow progress in women being elected to political office and spoke to the importance of women running as candidates and supporting women candidates. The program included three panels – one promoting the Student Vote project, a second that featured political and community activists and a third that included a city councilor, a campaign organizer, a candidate and a campaign worker. Each panel featured at least one ETFO member activist. The conference concluded with participants engaging in a mock canvassing exercise designed to make them comfortable with the idea of working as a canvasser on a candidate's campaign.



Photo Credit: Anne de Haas

### Protect Yourself (WP)

This conference was attended by 100 women members from across the province. Indigenous singer/songwriter Pam Levi shared songs of strength and resiliency. Keynote speaker Sheilagh Turkington, senior partner with Cavalluzzo LLP, addressed the topic of professional peer relations. She explored the impact of negative peer relations, the broader professional impact and the importance of individual reflective practice.

The participants attended a variety of workshops including: teacher performance appraisal (TPA), harassment, social media, reporting violent incidents in the workplace, professional boundaries and the Ontario College of Teachers and College of Early Childhood Educators.

### Regional Health and Safety Training (WP)

In 2017-2018, workshops were held in London, Kingston, Sudbury and Thunder Bay. These regional workshops support the leadership development of women members as they build their knowledge and advocacy for safer and healthier workplaces. The focus of this year's regional trainings was on workplace violence in our schools.



Photo Credit: Pam Dogra

### Collective Bargaining for Women Part 1 (WP)

This fall conference gave women the opportunity to determine if they are interested in learning more about collective bargaining. They explored personal bargaining skills and received an introduction to collective bargaining and negotiations. Participants also learned about advocacy through the grievance and arbitration process. This participant-based workshop was for women who are interested in learning more about collective bargaining and want to become more involved.

### Collective Bargaining for Women Part 2 (WP)

This spring conference was for women members who attended ETFO Women's Collective Bargaining Conference Part 1 (or equivalent). It allowed participants to practise collective bargaining skills through mock bargaining sessions, expand personal knowledge of the grievance and arbitration process using case studies and network with other women who intend to be actively involved in collective bargaining in ETFO.

### From Charity to Justice Conference (WP)

Charity work is one of the pillars of community engagement; the other side of the continuum is critical social justice activism. This conference is for members who identify as women, working actively in their communities, particularly women's communities and interested in taking the step from charity to justice. Participants focused on the connections between the labour movement and social justice movements. This year, 50 members came together in May to learn about the frameworks of community involvement through a social justice framework and heard from women members in our locals and communities entrenched and active in community partnerships that are social justice oriented, sustainable and reciprocal. Keynote speaker and workshop facilitator Dr. Nicole West-Burns, social justice educator and scholar investigated with participants the similarities, differences and convergences of charity and social justice mobilization.

### GSA Symposium: The Journey - Gay Straight/Gender Sexuality Alliance

The GSA Symposium took place on May 11 and May 12, 2018 and was attended by 22 teachers from across Ontario. Natasha Garda from the Toronto District School Board presented the keynote called *GSAs: The Journey*. In the morning, a panel of educators and students shared their own experiences in running GSAs. Staff from Equity and Women's Services (EWS) led a session on the *LGBTQ Education Timeline* and how to use the resource in schools. Marley Bowen and Max Denley from the Get REAL Movement presented an engaging session called *Get REAL Inclusivity Workshop*. Participants were provided with useful information, strategies and resources to establish and maintain a GSA. The GSA Symposium alternates every other year with the LGBTQ Conference.

# 365 Days and Ways to Celebrate Remarkable Black Canadians

Who do you know?



## Woman Abuse Affects Our Children (WP)

This program focuses on the effects on children exposed to woman abuse in the home and how educators can support these children. ETFO held three two-day “train the facilitator” sessions involving approximately 100 members, who are now expected to pass the knowledge along locally and will receive support to do so. The three sessions were held in:

- Toronto, representing members attending from Toronto, Durham, Peel and York Region;
- Waterloo Region, representing members attending from Hamilton-Wentworth, Grand Erie, Niagara, Waterloo, Halton and Upper Grand; and
- Sudbury, representing members attending from Rainbow, Algoma, Ontario North East and Near North.

An online program, *Be Aware, Prepare, Educate*, provides ETFO members with opportunities to complement and deepen the learning in these face-to-face workshops. This online version will be revised in the upcoming year.

## 365 ETFO Black Canadian Curriculum Resource, Calendar, Poster & Workshop

ETFO’s newest curriculum resource for educators focuses on the lived experiences of Black Canadians from the past and present 365 days a year. The document was created to support elementary teachers in building inclusive, historically factual and safe learning environments for their students while discussing issues of racism and discrimination in a respectful and reflective manner that brings to the fore the current realities of Black Canadians in Canada. The workshop balances history and research with ongoing reflection, application and collaboration to help educators make intentional, purposeful and positive decisions in the classroom, while inspiring students to succeed.

The combination of the calendar, primary, junior and intermediate lesson plans, workshop and poster ensures that Black Canadian history is embedded in Ontario schools on a daily, weekly and monthly basis.

These new resources are available online at: [etfo.ca/SupportingMembers/Resources/Pages/365.aspx](http://etfo.ca/SupportingMembers/Resources/Pages/365.aspx)

### Draw the Line Curriculum Resource & Workshop

ETFO in partnership with White Ribbon and the Ministry of Education has developed an online educators curriculum resource guide to provide concrete examples of how to support the development and maintenance of positive relationships amongst students based on their gender and intersectional identities. The lesson plans connect to curriculum expectations in combination with the *Draw the Line* activity cards and are meant to spark age and stage appropriate conversations with students on the role bystanders can play to prevent sexual violence. The workshop reviews several of the lesson plans, resources and links to support educators in the classroom with the implementation of the curriculum. These new resources are available online on [etfo.ca](http://etfo.ca) and are available in English and French.

### Next Steps: Designated Women's Workshop on Résumé Writing and Interview Skills (WP)

This two-day program is designed to support designated women members in the area of résumé writing and interview skills preparation. This program has been developed to build confidence and provide opportunity to build on these essential skills in a proactive, safe space.

### E-Women Networking Program (WP)

Women members participated in two face-to-face sessions and three online modules. The modules included: discussions and readings to explore leadership roles. Topics discussed in detail were:

- What role leadership plays in infusing equity issues throughout the formal and informal curriculum.
- The challenges inherent in assuming leadership roles to promote issues of equity and inclusion.
- The importance of privilege and identity as part of our knowledge construction.

### Enhancing Public Speaking Skills (WP)

The ability to speak competently in public is a key skill required by women members who want to assume leadership positions within ETFO and their communities. Rooted within a social justice/trade union context, the workshop offered videotaped podium practice, as well as ways to overcome anxiety, improve delivery, motivate people to take action and structure a speech for maximum impact.

## IV.

## SUPPORT FOR ETFO LOCALS' EQUITY WORK

### Equity Workshops

Equity and Women's Services workshops provide equity training to all members, in formats that can be modified for after-school meetings, professional development days or weekend conferences. Fifty-eight equity workshops were delivered in 2017-2018; 43 were sponsored by teacher locals, 13 by OT Locals and two by DECE Locals.

### The following Equity Workshops were available in 2017-2018:

#### 365 ETFO Black Canadian Curriculum & Calendar Workshop

This practical and timely workshop provides resources and supports for educators to deliver primary, junior and intermediate curriculum, which outlines the contributions, struggles and lived experiences of Black Canadians. The *365 ETFO Black Canadian Curriculum* resource supports the inclusion of Black Canadians into classroom and teaching practice every day of the year. The workshop balances history and research with ongoing reflection, application and collaboration to help educators make intentional, purposeful and positive decisions in the classroom, while inspiring students to succeed.

### Busting Myths & Misconceptions About Indigenous Peoples

This workshop is intended to provide members with opportunities to engage and interact in dialogue and gain a broader understanding of the impacts and issues related to misconceptions and stereotyping of Indigenous Peoples.



### Draw the Line Curriculum Workshop

ETFO, in partnership with White Ribbon and the Ministry of Education, has developed an online educator's curriculum resource guide to provide concrete examples of how to support the development and maintenance of positive relationships amongst students based on their gender and intersectional identities. The lesson plans connect to curriculum expectations in combination with the *Draw the Line* activity cards and are meant to spark age and stage appropriate conversation with your students on the role bystanders can play to prevent sexual violence. This workshop will review several of the lesson plans, resources and links to support educators in the classroom in the implementation of the curriculum.



### Everyone is Able

This is an introduction to ETFO resources designed to increase sensitivity to, and awareness of, issues around abilities/disabilities, including curriculum resources for use with students.

### Gender and Sexuality 101

This workshop increases members' understanding of what being transgender means. Participants learn new terminology and how to create safe and inclusive classroom space for gender independent/transgender children.



### Indigenous Community Engagement

This workshop engages members in dialogue and activities to gain a broader understanding of Indigenous Peoples and in using approaches to consider when engaging with, or inviting, Indigenous families and communities into the school environment.





Photo Credit: Rachel Mishenene

### Islamophobia Affects All Our Students

Islamophobia is prejudice against, hatred towards or fear of Islam or Muslims. This workshop is designed to build awareness relating to issues of Islamophobia and critically examine personal and professional biases, explore resources to meet the diverse needs of schools that represent a multiplicity of perspectives and encourage members to take further actions relating to inclusion within their classrooms, schools, families and communities.

### LGBTQ Awareness in Primary Classrooms

Even our youngest students may confront issues of homophobia and heterosexism, in relation to their families and peers, as well as to their own gender identities. This workshop is designed to assist educators in exploring these issues and including all children and families in our schools.

### LGBTQ Inclusive SchoolPlace Starts Here

This is an introduction to ETFO's 40-minute video, featuring interviews with LGBTQ educators discussing the issues they face in the classroom. The accompanying resource guide supports educators and school communities challenging homophobia, heterosexism and transphobia.

### Re-Thinking White Privilege

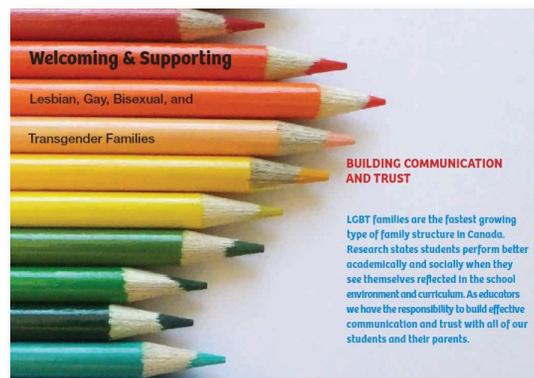
This revised workshop is an exploration of white privilege, building awareness and understanding of what educators can do to re-think their own privilege.

### Social Justice Begins With Me

This workshop is designed to help educators address issues of equity and social justice in their classrooms and assist students in developing awareness and understanding of these issues.

### Welcoming and Supporting LGBTQ Families

In this workshop participants discuss how to foster positive communication with LGBTQ families, use of inclusive language and curriculum connections.



### Why Poverty?

This workshop examines the impact of poverty on classrooms and communities, exploring teaching practices and community activism that address these impacts.

### Equity Workshop Incentive Funding

Equity Workshop Funding provides \$300 to up to 20 locals to assist them with costs related to offering equity workshops to members. Six occasional teacher locals, one DECE local and 13 teacher locals accessed the funds this year.

**International Women's Day (IWD) Incentive Fund (WP)**

Local Incentive Funding for International Women's Day (IWD) is a WP program that provides funding to locals in order to assist with costs related to providing programs in the local to promote and celebrate International Women's Day (IWD) events. This year \$30,000 in funding was provided to over 20 locals to support events and initiatives in recognition of International Women's Day. Five occasional teacher locals, two DECE locals and 17 teacher locals accessed the incentive funds.

**Pride!**

Each year, Pride events are planned in many communities across Ontario. Pride is not just a parade. Many communities offer a variety of activities in which everyone – including ETFO locals, Gay Straight Alliance (GSA) committees and social justice clubs – can participate. Pride is about creating inclusive schoolplaces and communities. It's an opportunity for lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) people and allies to challenge homophobia, biphobia and transphobia and promote social justice and equity.

A 2018 Ontario Pride Events poster with events planned across the province from May through September was distributed to locals.

**Pride Toronto 2018**

This year ETFO participated in the Trans March, Dyke March and Parade. ETFO also had a booth for the street fair where ETFO resources were shared with the public.



Photo Credits: Jill Aoki-Barrett

### Implementation of ETFO Transgender Policy

#### a) Staff Training - Fostering Transgender Inclusive Environments Part 2

As part of our ongoing work to implement the ETFO *Transgender Policy*, The 519 provided a three-hour follow-up session to the fall 2016 *Fostering Transgender Inclusive Environments* training for staff. The second session included activities and discussions to build on the first part of the training, including looking at intersectionality and how oppressions connect (e.g., transphobia, ableism, gender, race) and at what can be done to make the organization more trans inclusive.

#### b) Suggested Resources for Gender Independent Children and Transgender Youth/Adults

ETFO continues to update and enhance this online document, which lists resources that educators can use when working with gender independent children (GIC) and transgender youth/adults. The document lists organizations, resources and links to school board gender expression and gender identity policies. Members can access the document to help raise their own awareness, understanding and empathy towards students who are GIC/transgender.

#### c) Local Leaders' Virtual Academy

Staff facilitated a webinar session for local leaders called *Supporting our Trans and Gender Non-Conforming Members*. Staff examined topics such as the ETFO *Transgender Policy*, fostering a trans inclusive environment at the local office, advocating for members, using inclusive language, a review of terminology and sharing helpful resources. The session was designed to provide local leaders with information and help them feel more knowledgeable about supporting members.

#### d) ETFO Events

The ETFO Provincial Executive approved a recommendation from the Human Rights Standing Committee to add the word pronoun(s) to all lanyards. By Annual Meeting 2018, lanyards at all ETFO provincial events will include the member's name, local and a space for them to write in their pronoun(s).

### Status of Women Chairperson Training (WP)

Members who chair local Status of Women Committees have two training opportunities annually to support their work. The first workshop in September had over 55 local Status of Women Chairs represented from across the province. Approximately half of the Chairs were new in the role. Participants reviewed the *Status of Women Resources* document, shared questions and successes in the role and reminded participants about incentive funding programs available for local work. The new *365 Black Canadians* and *Draw the Line* resources were highlighted. Participants engaged in an intentional focus on building on the group's collective feminist and anti-oppression framework.



Photo Credit: Christine Cousins

The focus for the May workshop was on aspects of building capacity within locals. Two workshops were offered to the group to support leadership of women and build networking: *How to Run a Women in Action I in your Local* and *Using Social Media to Engage Members*. There was also a specific goal to have all the Status of Women Chair access Sharepoint and the Team site as an electronic ongoing way to support the group and network with each other.

### Equity and Social Justice Chairs Training – Fall Leadership

As part of Fall Leadership, 43 Equity and Social Justice (ESJ) Chairs attended an all-day training session. There were ESJ Chairs from teacher, occasional teacher and designated early childhood educator (DECE) locals. Highlights of the day included sharing of ETFO programs, resources and opportunities. There were presentations on two new EWS resources titled *Draw the Line* and *365 ETFO Black Canadian Curriculum*. ETFO members wrote both resources. In the afternoon, the participants took part in a workshop called *How to be an Ally* by Sheila Sampath from The Public.

### Take Back the Night Local (TBTN) Incentive Funding (WP)

The month of September is typically recognized across Canada and around the world for *Take Back the Night (TBTN)* activities. Numerous events are held to raise awareness of the issue of safety for women and children and to celebrate freedom from violence. Many locals organize *TBTN* events for local women members and/or work in partnership with other community groups for women to raise awareness about this critical issue and the importance of working together to end violence against women and girls. ETFO provides funding of up to \$300 per local to a maximum of 16 locals per year for *TBTN* activities.



Photo Credit: Christine Cousins

### Women in Action I and II (WP)

These three-day programs form an introduction to ETFO's political processes, a call to action for women to become more involved and an opportunity to develop leadership skills such as public speaking and "working a room." Members who self-identify as women, holding leadership positions in ETFO facilitate the workshops. Nine *Women in Action* programs were sponsored by locals in 2017-2018, six at level I and three at level II. A new *Women in Action III* program will be developed and held in 2019. This program will be available to graduates of *Women in Action I and II*, and will provide continued opportunities and skills building for women in local and provincial leadership.

### Day of Pink

As in previous years, Equity and Women's Services (EWS) staff provided resources and flyers to schools and had a webpage that listed classroom resources, organizations and past *VOICE* articles on the Day of Pink. EWS staff responded to many phone calls and emails answering member's and local leader's questions about the Day of Pink. ShopETFO sold our very popular Day of Pink t-shirts. This year, we sold a record amount of 550 t-shirts.

## V. PARTNERSHIPS

### White Ribbon Campaign

ETFO, in partnership with the White Ribbon Campaign, provided support and resources to locals interested in holding the "Boys' Conferences" and teacher workshops. This year, locals were provided with the option to hold a boys' conference or a teachers' workshop to increase the level of awareness for students and teachers about issues of gender equity and violence against women in our society.

### LGBTQ Education Timeline - Poster and Booklet

In 2016, the Canadian Lesbian and Gay Archives (CLGA) and ETFO collaborated to revise and update the existing *LGBTQ Education Timeline* poster and create an accompanying booklet. ETFO members and staff and CLGA volunteers and staff compiled historical news clips and data from the CLGA's collection of LGBTQ archival materials. This information was used to create the latest version of the *LGBTQ Education Timeline*. The resource was completed at the end of June 2017. It is hoped that educators will use this resource to increase their own awareness and understanding about important milestones in LGBTQ education. Educators will be able to use this resource with their students to learn about LGBTQ history, communities and education. This knowledge will only add to the other sources of information that they use in their classrooms to create safe, welcoming and inclusive spaces for everyone. A limited number of posters and booklets were printed. The resource is available online on both the ETFO and CLGA websites. In 2018-2019, a workshop will be created for members.

### Everyday Classroom Mental Health Practices Resource

ETFO staff in Equity and Women's Services and Professional Learning/Curriculum Services have been working in partnership with School Mental Health (SMH) ASSIST and the Centre for Addiction and Mental Health (CAMH) to create and pilot the *Everyday Classroom Mental Health Practices* resource for educators. This online resource focuses on social/emotional learning and is comprised of evidence based strategies and activities that Kindergarten to Grade 8 educators can use in their practice.



Photo Credit: Vivian McCaffrey

In the 2016–2017 school year, 10 ETFO members from different boards were chosen to participate in a focus group to pilot the strategies. Teachers, occasional teachers and designated early education educators were represented across all regions and divisions in the province. Each of the 10 members who served as the core focus group for this project invited colleagues to join them in piloting the draft resource. Thirty-eight additional members participated in the next level of engagement.

The resource was revised based on feedback received from the participants and SMH ASSIST. ETFO started the pilot in February 2018 and included a research component to ensure that the resource is meeting its objectives. As such, SMH ASSIST has approached each of the original 10 boards with a research proposal in which the boards must approve. If the board does consent to the research, then members in that board will have the opportunity to use their professional judgement to participate in this pilot project. Once approved for the research project, the pilot will be open to all ETFO members within the board, including teachers, occasional teachers and designated early education educators.

### Faculty of Education Equity Workshops

ETFO provides equity workshops for teacher candidates as requested by the Faculties of Education. Staff facilitated workshops on Supporting Newcomers in the Classroom, Equity 101, FNMI issues, Poverty and LGBTQ issues at seven Faculties of Education.

### United Nations Commission on the Status of Women (UNCSW)

ETFO attended the 62nd Session of the United Nations Commission on the Status of Women (UNCSW61) in March 2018 in New York City, as part of the Canadian Labour Congress (CLC) delegation. This year's theme was "Challenges and opportunities in achieving gender equality



Photo Credit: Christine Cousins

and the empowerment of rural women and girls." The Commission on the Status of Women (CSW) reviewed the agreed conclusions from the 47th session on "participation in and access of women to the media, and information and communication technologies and their impact on and use as an instrument for the advancement and empowerment of women." Both themes held particular interest for trade union delegates and observers.

There were more than 10,000 registered attendees and over 440 parallel organized by non-governmental organizations that provided best practices, insight into techniques that work and lessons learned, perspectives on the problems facing women everywhere and information on how to advance the women's agenda in achieving gender equality.

For the first time, ETFO offered a workshop on *Fostering Women's Leadership: A Union's Perspective* which was presented by First Vice-President Karen Campbell, Vice-Presidents Nancy Lawler and Monica Rusnak and OTF Table Officer Diane Dewing.

# ETFO SUPPORT FOR COMMUNITY INITIATIVES 2017-2018



Photo Credit: Pam Dogra

**ETFO** supports many community groups doing equity and social justice work.

## Anti-Homophobia and Heterosexism Initiatives Grant

This grant is provided to ETFO locals to assist with the costs of providing training on, awareness of, and/or participation in events that address homophobia and heterosexism. In 2017-2018, 13 locals accessed this funding support.

## Anti-Poverty Groups

In 2017-2018, ETFO made donations totaling \$10,000 to grassroots level groups working on poverty issues, undertaking political activities to further their cause or working directly to benefit those living in poverty in their communities.

## Local Incentive Funding (WP)

This program provides flexible funding to locals for a variety of events and activities related to the status of women. In 2017-2018, 24 locals accessed almost \$45,600 for women's programs.

## International Assistance/International Donations

ETFO contributed \$67,500 and supported projects funded through the Canadian Teachers' Federation (CTF) Trust Fund Initiatives and MATCH International Centre and CODE.

- ✓ Teachers' Action for Teaching (TAT)
- ✓ Teachers' Action for Teacher Organizations (TATO)
- ✓ Teachers' Action for Gender Equity (TAGE)
- ✓ MATCH International Centre
- ✓ Canadian Organization for Development Through Education (CODE)

## Status of Women Donations

ETFO allocates \$20,000 for Status of Women Donations. These donations are made to organizations whose goals are to improve the status of women and/or girls in Ontario or Canada. Women's organizations that received funding this year include:

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

## Women's Crisis Centres

In 2017-2018, ETFO made donations totalling \$60,000 to 74 women's crisis centres across Ontario.

# APPENDIX A

## ETFO STATEMENT ON SOCIAL JUSTICE AND EQUITY

The objects of the Federation shall be:

to foster a climate of social justice in Ontario and continue a leadership role in such areas as anti-poverty, non-violence and equity. (ETFO *Constitution, Article III, Objects, 3.4*)

A member shall:

- strive to eliminate all forms of harassment between individuals in the educational system;
- endeavour to ensure equity and inclusiveness in the workplace. (ETFO *Constitution, Article VI, Code of Professional Conduct, 6.1.6-6.1.7*)

ETFO recognizes that we live in a society characterized by individual and systemic discrimination against particular groups. Within this context ETFO defines equity as fairness achieved through proactive measures which result in equality for all. (Definition of “equity” adopted by ETFO Executive, October 1999.)

ETFO’s *Constitution* clearly states its commitment to social justice and equity. In articulating this commitment in the following statement, ETFO is acting from an understanding of itself as an agent for social change.

ETFO is a union committed to protecting and furthering the interests of its members. We see these interests as all-encompassing, not narrowly economic. Teachers and education workers look to their union to support their learning, growth,

personal identities, professionalism, working conditions and livelihood.

ETFO is a union whose members, in their work with children in schools can perpetuate the current organization of society or can, by education and example, foster a positive social transformation. We choose to support each other in learning to change the beliefs, behaviours and systems that damage all of us by excluding and harming some of us.

### 1. ETFO recognizes that discrimination is a fundamental, defining feature of our society and takes many forms

Discrimination against particular groups of people is one of the central organizing principles by which resources and power are allocated in our society.

Individuals can and do consciously and unconsciously practice discrimination. Discriminatory practices will not be accepted within ETFO. ETFO’s *Constitution* sets out a complaint and discipline procedure in *Article VII: Disciplinary Procedures*.

Discrimination is also “systemic,” the result of seemingly neutral policies or practices that, because they are grounded in the understandings of the dominant group, exclude or otherwise disadvantage members of other groups.

ETFO’s members live and work within these discriminatory systems; some benefit from them, some are disadvantaged. As a union committed to social justice and equity, ETFO works actively to change these systems internally, in education and in society.

## 2. Discrimination is experienced differently by different groups, each of which requires support designed to meet its particular needs

Groups that experience discrimination in Ontario today include:

- women;
- racialized people;
- Indigenous Peoples;
- people with disabilities;
- gay, lesbian, bisexual, transgender, queer or questioning people; and
- people living in poverty.

Members of these groups are in the best position to identify and analyze the differences in issues and needs. ETFO commits to recognize and accommodate these differences between people and groups. ETFO will modify programs and will develop and provide special programs for particular groups where necessary, since in an unequal world, ignoring differences perpetuates inequality.

## 3. Growth means change and change is difficult

Equity work requires planning, commitment and continual reflection. It is multifaceted and to be effective, involves “walking the talk,” changing the self as well as the world.

It is controversial. Equity work is about fundamental change which is often vigorously resisted. Those who benefit from the way society is currently organized, or who are unaware of the pervasiveness of discrimination, or who are simply comfortable with the status quo, are often reluctant to contemplate new ways of doing things.

ETFO embraces the need for change and is committed to moving forward on equity and social justice. Members and staff will be supported by ETFO in the learning that is necessary to effect change.

## 4. ETFO devotes time, staff and other resources to work for social justice and equity at all levels of the organization

ETFO has identified eight goals as part of an ongoing, long-range equity implementation plan:

- ✓ **Policy Development:** ETFO's own policies and practices must be exemplary and as such will support our members' own equity work as well as positively influencing the policies of other groups.
- ✓ **Accountability:** ETFO must develop clear indicators (for example, data on participation of members of equity-seeking groups in ETFO programs, leadership and staff) by which our progress in equity can be measured and report regularly on progress to the membership.
- ✓ **Staff Development and Involvement:** ETFO must have a diverse staff, informed about and committed to social justice and equity.
- ✓ **Professional Development:** ETFO must provide a variety of professional development opportunities and other forms of education in equity to members, staff and provincial and local leadership.
- ✓ **Communications:** All ETFO publications must use inclusive language, represent diversity, recognize special needs and include equity content. ETFO spokespersons must advocate for social justice and equity with members, governments and the public.

- ✓ **Programs:** ETFO must provide programs consistent with its commitment to equity. Programs are needed for member education on issues of social justice and equity, and to support the particular identified needs of members who belong to equity-seeking groups.
- ✓ **Outreach:** ETFO must continually seek to include, involve and promote members who belong to equity-seeking groups. ETFO must build alliances with labour, parents, community groups and other partners to counter discrimination and to advocate for social justice.
- ✓ **Service Area Development:** Equity and Women's Services provides an operational focus for equity work: identification of equity issues, both internally and externally; making recommendations for action; and monitoring action in all the areas above.

*A belief in equity, supported by organizational structures and expressed in actions are the components of social justice and equity within ETFO.*

*Approved by the ETFO Executive, July 2002*



Photo Credits: Anne de Haas

# APPENDIX B

## ETFO PROTOCOL CONCERNING MEMBERS' SELF-IDENTIFICATION

### 1. Current practice

Self-identification for ETFO members is voluntary and confidential.

Since 2000, ETFO has invited members to self-identify as a member of one of the following designated groups on all application and registration forms:

- ✓ First Nations;
- ✓ Métis;
- ✓ Inuit;
- ✓ Persons with a disability;
- ✓ Lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ);
- ✓ Members of racialized groups; and
- ✓ Woman.

In 2016, the terminology for Aboriginal was replaced in the self-identification box with the following three separate designated groups: First Nations, Métis and Inuit.

Members are also invited to self-identify on ETFO's annual member information survey. Beginning in 2007, members who elect to self-identify on the survey have two options: to self-identify for statistical purposes only or for statistical purposes and for outreach (including direct mail) regarding ETFO programs including leadership programs, focus groups, writing groups, standing committees, etc.

### 2. Personal identity

Many people bear identities that have been imposed upon them by those around them. These identities are often based on stereotypes and can result in social marginalization.

Voluntary self-identification provides individuals with autonomy in defining their identities at a particular time and according to their own criteria. These criteria can include race, gender, sexual orientation, religion, personal history, culture and tradition and social and political knowledge.

Since identities are multiple and shifting, the process of self-identification is never straightforward or clear-cut. The objective is not to categorize people but to increase our collective knowledge of the identities of ETFO members in order to meet their needs better.

### 3. Why has ETFO chosen to collect self-identification information only for these particular "designated groups?"

With one exception, ETFO's "designated groups" are the same groups identified in Ontario's *Employment Equity Act* (enacted in 1994 and repealed by the Harris government in 1995) and in Canada's *Employment Equity Act* (1986, still in effect). The LGBTQ group has been added to ETFO's "designated groups" as this group has in recent years been identified by courts throughout Canada as a key equity-seeking group.

These "designated groups" are identified in ETFO's *Statement on Social Justice and Equity*, approved by the provincial Executive in 2002.

## ETFO PRIORITIES FOR 2017-2018

- 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; and
- To promote and protect the health and safety of members, both physically and psychologically.

### 4. Why is ETFO collecting this information?

ETFO's constitutional objects and current priorities include commitments to social justice and to member involvement.

Collecting and reporting self-identification statistics is one way ETFO holds itself accountable to members for those commitments.

Members' self-identification information enables ETFO to reach out to members from equity-seeking groups, to alert them to relevant programs and to seek their input and assistance in developing inclusive services and programs.

Self-identification helps to ensure that all of ETFO's policies and practices are inclusive, reflective of our diverse membership and reflect our priorities.

### 5. ETFO's commitment to members' privacy

The Elementary Teachers' Federation of Ontario is committed to respecting members' privacy and protecting members' personal information.



Photo Credit: Jill Aoki-Barrett



## ETFO'S EQUITY & WOMEN'S PROGRAMS



Elementary Teachers' Federation of Ontario (ETFO)  
Fédération des enseignantes et des enseignants de l'élémentaire de l'Ontario (FEEO)  
136 Isabella St, Toronto ON M4Y 0B5  
Telephone: 416-962-3836 Toll Free: 1-888-838-3836  
Fax: 416-642-2424  
etfo.ca