**ETFO’s 20th Anniversary: United Inclusive Strong**

**Elementary Teachers’ Federation of Ontario**

**REPORT TO THE 2018 ANNUAL MEETING**

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

This 2018 Report to the Annual Meeting can be read online at etfo.ca

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Sam Hammond

President

Hamilton-Wentworth Teacher Local

Karen Campbell

First Vice-President

Elementary Teachers of Toronto

Nancy Lawler
Vice-President

Bluewater Teacher Local

Monica Rusnak
**Vice-President (Female)**

Ontario North East Teacher Local

Diane Dewing
**OTF Table Officer**

Upper Canada Occasional Teacher Local

# EXECUTIVE MEMBERS

Gail Bannister-Clarke
Peel Teacher Local

Gundi Barbour
Upper Grand Teacher Local

Adelina Cecchin
Greater Essex County Teacher Local

Nathan Core
Waterloo Region Occasional Teacher Local

Mary Fowler

Durham Teacher Local

Joy Lachica
Elementary Teachers of Toronto

David Mastin
Durham Teacher Local

Mario Spagnuolo
Greater Essex County Teacher Local

Greg Weiler
Waterloo Region Teacher Local

# ETFO ADMINISTRATIVE LEADERSHIP

Sharon O’Halloran

General Secretary

Jerry DeQuetteville

Deputy General Secretary

Colleen Lee

Deputy General Secretary

The Elementary Teachers’ Federation of Ontario (ETFO) represents 83,000 members who include public elementary school teachers, occasional teachers, designated early childhood educators, education support personnel and professional support personnel.

These dedicated professionals work in approximately 2,400 schools across Ontario. They teach, support and inspire almost 920,000 children ranging in age from four to 14 years.

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

ETFO Priorities for 2017-2018

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

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

**PRESIDENT’S REPORT**

Twenty Years Strong. Building for the Future.

Twenty years ago this summer, the coming together of the Federation of Women Teachers’ Associations of Ontario (FWTAO) and the Ontario Public School Teachers’ Federation (OPSTF) was nothing short of momentous.

Many worked hard to meet the challenges of creating one union. They were driven to build a constitution that worked for all members, to ensure women had a place on the provincial Executive and that funding for women’s programs was guaranteed. They were building a Federation that would be the strongest and most influential teacher union in Canada.

In the first decade, provincial executives led by presidents Phyllis Benedict, Emily Noble and David Clegg, with support from General Secretary Gene Lewis and staff, laid the foundations for a solid financial and organizational structure to respond to the needs of locals and members. In our second decade, I have worked with Executive members, General Secretaries Victoria Réaume, Sharon O’Halloran and staff to build on that legacy and entrench ETFO’s pre-eminent position within public education and the labour movement.

A union is only as strong as its members and today ETFO is 83,000 members strong. In 2010, we welcomed Designated Early Childhood Educators (DECEs) to join our teacher and occasional teacher, Professional Support Staff (PSPs) and Education Support Staff (ESPs) members and we’ve kept growing ever since.

In two decades, ETFO has improved working conditions for its members with huge bargaining wins like 200 minutes of preparation time in 2004 and the enshrining of teacher professional judgement in its *2015 Central Agreement*. ETFO’s formidable advocacy efforts also resulted in primary class size caps in 2004 and a staffing model for the new Full-Day Kindergarten that included DECEs in 2009.

The Federation protected its members’ rights to collectively bargain when it successfully won a *Charter* challenge against *Bill 115* imposed by the government in 2012. More recently, ETFO has negotiated additional funding for special education and front line support staff, a cap on Kindergarten class size and a reduction in class size averages for grades 4 through 8, the latter in 13 school boards that were above previously negotiated class size. You’ll see more milestones of ETFO’s history throughout this *Annual Report*.

During ETFO’s 20th year, the Federation’s locals, members, provincial Executive and staff will have lots to celebrate as we honour those accomplishments and those who helped achieve them.

What’s most important is that we build on the unity and strength that we have as a union to meet the challenges ahead.

Advocating for Progressive Change and Values

With the 2018 election of a Doug Ford Conservative government in Ontario, ETFO must redouble its progressive advocacy efforts. The election of a right-wing government that has promised cuts to public services and fundamental changes to education may mean that many of the hard-won gains in education, labour law reform, social policy and economic equality could be lost.

With its commitment to equity and social justice, ETFO has increasingly recognized the importance of our solidarity with others. With the passing of *Bill 148*, the *Fair Workplaces*, *Better Jobs Act*, we saw how effective organizing is when we are working together to fight for a $15 minimum wage and to achieve reforms extending basic employment standards and protections to all workers.

Through its community organizing work, ETFO and its locals have been building and strengthening relationships with parents and families, school councils and community organizations and agencies. It is these important alliances that will help us put considerable pressure on the new government to make the right decisions concerning public education.

We must also continue our work with allies who are fighting for the environment, Indigenous rights, women’s rights and those standing strong against anti-Black and anti-Muslim racism. We cannot allow equity and social justice to be sacrificed in the name of political ideology.

The election may not have delivered the outcome that many of us wanted; however, we have an ally in Andrea Horwath’s NDP that became the official opposition. ETFO and its local leaders worked tirelessly to mobilize members to work on campaigns, yet again proving that our strength as a union can help yield results.

With a Conservative governing party, ETFO will need to marshal all of its advocacy skills at both the local and provincial level to stand up for students, educators and public services and advocate for the necessary investments in public education.

Bargaining and the Funding Formula

Since the 2010 release of our *Building Better Schools* platform, ETFO has had a significant impact on political platforms and policy documents. We must continue to push all political parties to address a funding formula that has never met student needs.

The results of the ETFO violence survey clearly show the results of a flawed funding model. The only way to guarantee safe and healthy working conditions for our members and our students is to ensure that all students receive the attention and resources that they need.

So many of the issues we encounter at central and local bargaining tables are rooted in a flawed education funding formula. While ETFO successfully pressed the previous government to make some funding changes, they were nowhere near enough to start fixing the issues we see in schools every day.

Now with a Conservative government promising cuts to public services, we will face new challenges at the bargaining table.

ETFO will face these challenges knowing that we have the strength that comes with 20 years of union activism. We have strength in our local leadership and members who time and again have mobilized to take a stand. We have strength in the growing partnerships we are building with local community organizations, agencies and parent groups who share our values for quality public education and social issues including child care, health care, housing affordability, decent work and wages and strong public services. And we have strength alongside our labour partners.

As we have done over the past 20 years, we will continue to marshal those strengths to fight for the best educational system for our students and the optimal social and living conditions that create healthy communities and families.

Our *Building Better Schools* education agenda, website and public relations campaigns will continue to be the basis for building member and public support for high quality public education.

Twenty years is a short time in the life of an education union that had its beginnings in 1918 with the formation of FWTAO and in 1920 with the OPSTF. Today, we must seize every opportunity to continue to shape the future of our profession, public education and a society that is inclusive and just.

Going forward, I invite every local leader and every member to be an activist and foster activism among our colleagues, families and friends. Just as with our leaders of the past, what we do today will form the legacy that future generations will inherit. Let’s give them the best that we can.

Sam Hammond

General Secretary’s Report

The Evolution of Service to All Members

Our world has rapidly evolved since ETFO’s first leaders began building the foundation for a strong union beginning in 1998. From digital technology to issues of inclusion, the recognition of Indigenous rights and classroom issues like violence in schools, ETFO has constantly evolved in its mission to serve locals and members.

# Moving Forward Inclusively

At the 2017 Annual Meeting, members passed a landmark motion. Beginning in 2019, five of the 14 seats on the provincial Executive will be for members of designated groups. Four positions will be for women (including one for a woman who is also a member of another designated group) and an additional position will be for any member of a designated group.

That ETFO’s governance will better reflect the diversity of our membership is a continuation of work to focus our Federation, our instructional practice and our public advocacy on issues of inclusivity for racialized groups, Indigenous persons, women, persons with disabilities and lesbian, gay, bisexual, transgender, queer and questioning (LBGTQ) people.

This year, the provincial Executive endorsed the United Nations Decade for People of African Descent and approved an ETFO multi-year anti-Black racism initiative. We also released a powerful resource, the *365 ETFO Black Canadian Curriculum*. In addition to this work, ETFO continues to produce workshops, webinars and resources to ensure that our leaders, members and students have a deep understanding of First Nations, Métis and Inuit (FNMI) perspectives that reflect current realities.

At ETFO’s 20-year mark, we are still fighting for women’s rights. The #MeToo movement has shone fresh light on the issues that women face when it comes to inequality, sexual abuse, assault and exploitation. On International Women’s Day, ETFO released a video about the importance and impact of women’s programs which are enshrined in our Constitution and a cornerstone of our commitment to equity.

Addressing Violence in Schools

A flawed education funding formula has given rise to an issue that hardly existed when ETFO was formed, and that is violence in schools. With lack of supports for an increasing number of students with special needs and high-risk behaviours, ETFO’s multi-year strategy to address violence in schools rolled out quickly.

ETFO’s release of *Shortchanging Ontario’s Students: An Overview and Assessment of Education Funding in Ontario* last summer provided a basis for continued advocacy through the Federation’s *Building Better Schools* campaign.

An ETFO member survey on violence provided more impetus for government action. In addition to lobbying the ministries of Education and Labour, MPPs, school boards and principal organizations, ETFO worked with both ministries to improve school board compliance with health and safety legislation and violence reporting procedures and training.

As a result, Ministry of Labour teams visited every district school board to review each board’s violence policies and programs, risk assessment, work refusals, training and reporting and the effectiveness of joint health and safety committees. In its *2017-19 Extension Agreements*, all members were entitled this year to training on a half-day PA day, including reporting on violent incidents.

ETFO and local leaders attended meetings with MPPs to discuss violence in the classroom and what needs to be done. Calls to fix the funding formula and provide supports to students were made via ETFO’s *BuildingBetterSchools.ca* website, radio and online advertising.

# Successfully Navigating an Evolving Digital Age

As digital technology has rapidly advanced in the last decade, ETFO has transformed its member communications and services and embraced social media as a public advocacy tool.

Our second decade has been marked by substantial training for local leaders, members and staff. In 2013, ETFO released its *Think Before You Click* video to assist member learning around professional boundaries and use of social media, electronic communications and digital technology. Successive workshops have assisted members with everything from whiteboards to coding and robotics, Google Apps and video-making to enhance their classroom instruction.

Communications have evolved as local leaders and provincial office have embraced Twitter, Facebook, shareables, online videos, podcasts, webcasts and web programs like NationBuilder that allow us to build online partners and advocacy campaigns dedicated to public education and social justice issues.

In the past year, technology allowed ETFO to better serve local leaders and members with new secure sites to share information, an online conference registration system, a new shopETFO online service and electronic e-transfers for reimbursing expenses more quickly.

It’s fitting on ETFO’s 20th anniversary to pay tribute to the provincial and local presidents, vice-presidents, executive members and members for all that they have done, and continue to do, to make ETFO the powerful Federation that it is today. Alongside our leaders, general secretaries and deputy general secretaries through the years has been a dedicated, professional staff that has organized countless programs, created materials and resources, provided collective bargaining and professional relations services to locals and members and created ETFO’s public advocacy and member communications.

In the years ahead, we will need all the efforts and coordination of leaders, members and staff to meet the challenges before us. I’m confident that we have a great, strong and inclusive ETFO team to carry us well into the future.

Sharon O’Halloran

Voting for Better Schools

Throughout the year, ETFO continued to promote its *Building Better Schools* agenda at Queen’s Park. When it was released in May, the NDP platform called for a public review of Ontario’s education funding formula, an end to EQAO testing, investing in repairing crumbling schools, a cap on Kindergarten class size and special education funding based on actual student needs – all priorities in the ETFO *Building Better Schools* agenda.

ETFO was honoured that NDP leader Andrea Horwath visited the Federation’s May Representative Council as her first campaign stop in the NDP’s four-week election tour. The announcement that ETFO was endorsing the NDP made media headlines across the province.

While the Doug Ford Progressive Conservative party won a majority government in the June provincial election, the NDP became the official opposition and almost doubled its seat count. ETFO and its local leaders worked tirelessly to mobilize members to work on campaigns and vote. In a hotly contested election, voter turnout for 2018 was the highest in almost 20 years.

Amid the uncertainties created by a governing party that offered no costed platform, ETFO

issued a media release reaffirming its commitment to stand up for students, educators and public services. President Hammond stated that “ETFO will advocate for, and defend, the necessary investments in public education that are needed to ensure a high quality education

system. We will work with all parties and education stakeholders to maintain the instructional excellence and curriculum initiatives that best prepare our students for a successful future.”

# Advertising Campaign

Developed by Communications and Political Action staff, ETFO’s strategy for the provincial election was to put its *Building Better Schools* priorities on the election agenda. With Ontario voters appearing overwhelmingly to believe that it was time for change, the Federation directed its efforts to contrasting the positive change offered by the NDP to the corporate tax cuts and cuts to government services promised by the Doug Ford Conservatives.

Ontario’s new election spending rules and restrictions affected the nature and timing of ETFO’s election advertising. The Federation purchased advertising in both the pre- and post-writ election periods, all timed to have the maximum impact possible.

* In October, ETFO ran a 30-second radio ad highlighting issues related to the education funding formula. The ad was turned into a shareable video for social media and it was complemented by an online ad promoting needed changes to the funding formula.
* Locals ordered over 12,000 ETFO lawn and window signs featuring the message “Vote for Fair Funding: BuildingBetterSchools.ca” that were delivered in mid-May to local offices and shared with members and the public.
* In April, an ETFO online video ad focused on the cuts and chaos that a Doug Ford Conservative government would bring to public elementary education was released in 15- and 30-second formats. They ran on television networks’ online streaming services and were promoted on social media.
* Three animated videos focusing on encouraging members to vote were used on social media and provided to locals. During the campaign period, ETFO produced three partisan videos that highlighted Doug Ford’s proposed cuts and promoted the Ontario NDP. There were over 1,645,413 million views of ETFO-produced videos over all platforms.
* For the first time, ETFO employed text messaging to reach out to members and the public about key issues related to the election. When prompted, over 21 per cent of those who received messages pledged to vote on June 7.
* Staff created an election page on the ETFO website and the BuildingBetterSchools.ca site featured ETFO election resources and ways for members and the public to understand, and take action on, key issues.

# Building Better Schools Updated and Released

The 2018 version of the ETFO *Building Better Schools* education agenda added two new “building blocks”: one that speaks to the importance of a new funding formula to better reflect actual student needs and another outlining ETFO’s position on a single secular school system.

The updated platform was launched at an April meeting of presidents and chief negotiators. That was followed by a media release and an eight-week roll out of social media messages supported by shareables for each building block. The agenda and summary brochures were sent to stewards and copies for public distribution were made available to locals.

In February, a new page, BuildingBetterSchools.ca/yourstory, was launched to ask members to share their stories and their priorities for publicly funded education in Ontario. Portions of these stories were posted online to promote and amplify member voices.

Tools and pages on BuildingBetterSchools.ca encouraged members and other site visitors to send letters to the editor, tell their story about public education and participate in other methods of engagement.

ETFO’s Public Survey Results

ETFO conducted public polling among Ontarians in January. The results provided support for ETFO’s *Building Better Schools* campaign:

* 75% believe it’s time for a full external review of Ontario’s education funding formula.
* 67% believe the funding formula should be changed to increase support for special education funding.
* 64% believe there are too many students per class.
* 67% agree that EQAO testing doesn’t accurately measure student success.
* 56% agree that public and Catholic school systems should be merged.
* 54% believe that current levels of school violence make learning more difficult.
* 88% agree that all students should have access to art, physical education and library services.

Mobilizing Members

ETFO created three animated videos to mobilize members and the public to get actively involved in the election and to vote. Timed for release in February, May and June, the videos were shown at provincial and local meetings and widely shared through social media.

Extensive provincial election resources were made available to local presidents and political action chairs to support their member mobilization efforts. Locals were invited to organize:

* information pickets supporting the NDP and ETFO’s Building Better Schools agenda at local MPP offices or community centres;
* in-school information meetings on May 30 to discuss the importance of voting and share information on the NDP platform; and
* special information meetings or town halls to address election issues, with funding made available by the provincial office to assist with some costs.

An ETFO election newsletter that profiled the political party positions on key issues was sent to members through a May stewards’ mailing and distributed to occasional teacher locals on request.

Political Action Conference

Over 100 local presidents and political action chairs attended the January ETFO *Political Action Conference*. Pollster Greg Lyle of Innovative Research provided a snapshot of Ontario voters’ intentions regarding the June election and detailed profiles of voters who tend to support particular parties.

A panel of labour and social justice partners representing the Ontario Federation of Labour (OFL), $15 and Fairness and the Ontario Coalition for Better Child Care reinforced the Federation’s focus on working with social justice allies and engaging with the broader community during election campaigns. The conference included an hour-long regional planning meeting for participants.

Women in Politics Conference

Fifty women attended ETFO’s *Women in Politics Conference* held in March. 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.

Three panels were held including one promoting the Student Vote project, a second featuring political and community activists and a third featuring a city councillor, campaign organizer, a candidate and a campaign worker. Participants engaged in a mock canvassing exercise designed to make them comfortable with the idea of working as a canvasser on a candidate’s campaign.

Safe and Healthy Schools

A safe and healthy working environment for education professionals is a safe and healthy learning environment for students. This year, ETFO established a new Health and Safety Service Area with the addition of a second Executive Assistant to assist locals, committees and members with advocacy and action for safer, healthier school communities.

ETFO Action on Violence in Schools

Multi-Year Strategy to Address Workplace Violence

ETFO’s multi-year strategy to address workplace violence began in winter 2017 and continued to roll out this year. Implementation of the plan focused on member communication, training and resources for local leaders and members, government advocacy and joint initiatives and engaging the public on advocacy related to violence in schools.

In September and January, President Hammond met with Education Minister Mitzie Hunter to discuss violence issues. In February, the presidents of ETFO and Ontario education affiliates came together as a united front in a joint meeting with Indira Naidoo-Harris, the new minister of education, and Labour Minister Kevin Flynn to highlight mutual concerns and press the government on a number of priorities to address the violence issue.

That same month, the ETFO general secretary and staff met with senior staff in the office of the minister of labour to review government actions related to supporting the reporting of workplace violence incidents and to advocate for action regarding other systemic problems underlying the violence issue.

Videos

Three short videos were produced to provide important initial messaging to members on issues related to workplace violence and serve as tools for training. *ETFO Takes Action on Violence in Schools*, released in August, describes the important role that ETFO members play in ensuring that workplace violence incidents are reported.

In October, a video entitled *Risk Assessment and Safety Plans* was released to focus on how the risks of violence are to be controlled in schools. The third video, released in February, *Violence – Workplace Injury and Illness*, focused on violence-related workplace injuries and illnesses and the important steps members must take when they occur.

Training for Local Leaders and Members

Three core training modules on *Reporting Workplace Violence and Serious Student Incidents*, *Risk Assessment and Safety Plans* and *Violence – Workplace Injury and Illness* were rolled out beginning in the fall. Delivered by ETFO staff in Collective Bargaining Services and some local leaders, the training models were included in local steward training.

ETFO Health and Safety Executive staff delivered workshops and presentations focused on the issue of workplace violence at 16 conferences and regional health and safety training events. Two conferences and four of the regional events dealt exclusively with workplace violence.

Along with training at Fall Leadership, local leaders were also provided with two webinars; *Local Leader Training on Addressing Workplace Violence*, and *Strategic Use of Safety Plans and Behaviour Plans*.

Resources

In September, unique glossaries of workplace violence definitions were provided for local leaders and members to engender a common understanding of issues related to workplace violence. The member glossary can be viewed at etfohealthandsafety.ca.

In the spring, a wallet card and an online interactive flowchart were produced for members. They provide a handy reference for members regarding their duty to report workplace violence and serious student incidents, the steps they need to know about reporting violent incidents and their right to refuse unsafe work. The wallet card and flowchart can be viewed at etfohealthandsafety.ca.

Throughout the year, updates related to ETFO’s *Action on Violence in Schools* initiative were communicated through regular provincial channels such as the Federation’s e-newsletter, stewards’ mailings and at etfo.ca and etfohealthandsafety.ca. Articles were provided for ETFO *VOICE* and online at etfovoice.ca.

ETFO Member Violence Survey

In October, ETFO conducted a survey of members regarding their experiences of workplace violence. The results affirmed ETFO’s concerns regarding the increasing incidents of workplace violence in elementary schools.

* 79% of members said that the number of violent incidents has increased.
* 70% said they have personally experienced violence or witnessed violence against another staff person.
* 75% said that the severity of violent incidents has increased.
* 38% reported that they have suffered mental stress, sustained physical injury or illness from violent incidents.
* 74% agreed that “violence is a growing problem” at their schools.

Advocacy

At the 2017 Annual Meeting, ETFO held a media conference and briefing that focused on the release of *Shortchanging Ontario’s Students: An Overview and Assessment of Education Funding in Ontario*, a position paper written by economist Hugh Mackenzie for the Federation. Among ETFO’s seven recommendations to fix the funding formula, one is to provide the necessary funding and resources for special education programs. This is essential for addressing the issue of violent incidents in Ontario’s publicly-funded elementary schools.

In addition to meetings with Opposition MPPs and cabinet members to lobby for action on issues related to violence in schools, ETFO presented a brief during the legislature’s pre-budget hearings. It spoke to how adopting a number of the Federation’s *Building Better Schools* policies would help address violence issues. These include smaller class sizes in Kindergarten and grades 4 through 8, more resources for students with special needs, increased funding for specialist teachers and more support for English Language Learners. The provincial *2018 Budget* contained increased funding for special education, including funding for educational assistants and paraprofessionals. The *Budget*, which included increases to the Grants for Student Needs, also increased funding for elementary guidance counsellors and arts programs.

The *Building Better Schools* website supported actions to address the issue of violence. Members and the public were asked to send a letter to their MPP with recommendations for improving the funding formula. They were also asked to pledge to vote in the provincial election. Online advertising also made reference to the need for more special education funding and supports for children with high risk behaviours and mental health issues.

Working with Government for Safe, Healthy Schools

Provincial Working Group on Health and Safety

The 2014 *ETFO MOU Task Force on Health and Safety Report* set out 22 recommendations to address health and safety issues that are of concern to ETFO members. It was also instrumental in creating the Provincial Working Group on Health and Safety, which involves representatives of education affiliates, school board and principal associations and government representatives.

Locally and provincially, ETFO has maintained steady pressure on the Ministries of Education and Labour to more closely coordinate their efforts to ensure safe and healthy schools. The implementation of the 22 Task Force recommendations continued this year with the Ministries of Education and Labour formally consulting with the Working Group on a bi-weekly basis.

The Working Group assisted in compiling the expectations of existing legislation into a document released in March by the Ministry of Labour called *Workplace Violence in School Boards: A Guide to the Law*. This document will continue to be revised based on input from local Ministry of Labour consultation visits with each school board this year and the Ministry of Education’s review of its Policy and Program Memoranda.

Along with the Ministry of Labour consultations at school boards, this Guide will help ensure that:

* everyone in the school system understands their existing rights and responsibilities under the *Occupational Health and Safety Act*, the *Education Act* and other legislation;
* school boards implement a common online reporting tool and training (with funding provided by the government) by fall 2018 to simplify the reporting process for workers and ensure that incident information is shared appropriately to reduce workplace injuries; and
* supervisors and employers follow the *Guide* and implement improved reporting and notification procedures regarding workplace violence.

This training will augment the half-day professional development on violence reporting that was negotiated by ETFO and implemented in 2017-2018. The Working Group will monitor the implementation of these first steps and these documents will be reviewed and updated as necessary.

Over the last year, the Working Group also began to develop resources and tools for school boards to address other concerns. For example, a resolution from ETFO’s 2017 Annual Meeting on heat stress in schools led to significant media attention which created a willingness among all parties to create *High Temperature Guidelines*.

Health and Well-being

Well-Being and Mental Health Webcast for Members

A webcast highlighting the importance of member well-being and mental health was created by a staff working group from four service areas. The webcast provides strategies to help members maintain optimum well-being and can be viewed on the ETFO YouTube channel or at etfo.ca/supportingmembers/employees/pages/prswebcasts.aspx.

Caring for the Whole Child: A Student Well-Being Conference

A two-day conference on the topic of student well-being was held in April for over 100 ETFO members with funding from the Ministry of Education. It provided learning opportunities through keynote presentations from leading experts followed by workshops from ETFO members and others. Participants explored a range of learning opportunities including the importance of relationships, mindfulness and self-regulation.

Everyday Classroom Mental Health Resource Development

ETFO staff continued to work in partnership with School Mental Health ASSIST and ETFO members on the development of the *Everyday Classroom Mental Health* resource. It will provide educators with quick and easy strategies and activities related to everyday classroom mental health practices in social/emotional learning. Following a pilot phase with members in nine district school boards, the resource will be further refined based on member feedback. The anticipated date of release of this online resource is fall 2018.

Ministry of Education’s Well-Being Advisory Committee

This year, ETFO staff continued to participate in the Ministry of Education’s Well-Being Advisory Committee which is comprised of representatives from a wide variety of stakeholders. The Committee’s work is focused on providing input into the *Well-Being Initiative*, including indicators and measures of well-being.

Dealing With Unsafe Working Conditions

Provincial Health and Safety Service Area staff continued to assist local leaders and members with violence-related concerns such as threats, lockdowns and emergency preparedness, harassment, notification of risk, reporting, safety plans, risk assessments and related stress issues.

In addition to violence, many hazards and concerns in education workplaces are dealt with by Joint Health and Safety Committees and local presidents. Local leaders and members contacted provincial office for assistance on issues including: asbestos; chemicals; diseases; heat; lead in drinking water; mould; Naloxone; noise; pest control; radon; roofing construction; sewage backup; and snow and ice removal.

Joint Health and Safety Committees

The Ministry of Labour consultation/enforcement visits with school boards this year also focused on the effectiveness of Joint Health and Safety Committees which was an ETFO recommendation from the 2014 MOU Task Force. Many concerns from locals involved the employers’ attempts to limit the rights of such committees. Protection of existing Multi-site Joint Health and Safety Committees is key as they provide central oversight for monitoring and addressing concerns.

Work Refusals

This year, education sector affiliates continued to monitor Ministry of Labour and Ontario Labour Relations Board decisions related to the right to refuse unsafe work. All members have a right to refuse work if there is a reason to believe the work is likely to endanger them; however teachers have a limited right to refuse since they can only exercise this right if students are not in imminent danger. All members are encouraged to contact their local or ETFO provincial office before exercising the right to refuse work to ensure that proper protocols are followed.

ETFO Health and Safety Milestones

1998: ETFO offers health and safety workshops and a Health and Safety Women’s Program.

2001: Health and safety regional training is established.

2004: *Take Every Precaution Reasonable: An ETFO Guide to Occupational Health and Safety in Schools* is the highest selling ETFO publication.

2007: The first province-wide ETFO health and safety conference is held.

2009: A clause is negotiated in all *Collective Agreements* that school boards and ETFO will promote a safe and healthy environment for employees and fulfil their duties and obligations under the *Occupational Health and Safety Act*.

2010: ETFO hires its first Executive Assistant dedicated to health and safety.

2013: ETFO negotiates a *Memorandum of Understanding (MOU)* to establish a provincial Task Force on Health and Safety.

2014: The ETFO *MOU Task Force on Health and Safety Report* is released containing 22 recommendations.

2015: ETFO negotiates a half PA day for health and safety, and provisions for occasional teachers to lock classroom doors.

2016: ETFO is an inaugural member of the Provincial Working Group on Health and Safety.

2017-2018: ETFO establishes a Health and Safety service area and hires a second Executive Assistant dedicated to health and safety issues.

Driving Labour Action

Bill 115 Remedy

Since the *Bill 115* Charter challenge victory by ETFO and other unions, the Federation and the government had attempted to reach a fair remedy for members. When the government failed to improve a proposed settlement offered to ETFO in June 2017, the provincial Executive decided to make the case for a fair *Bill 115* remedy to the Ontario Superior Court of Justice. In July, Justice Thomas Lederer proposed that the parties use the services of a mediator.

ETFO and the government met with a mediator in December. After a few hours of discussion, it became clear that the government was unwilling to make improvements on the same settlement offer that had been rejected by ETFO in June.

As ETFO was preparing to return to the court in order to obtain a fair remedy, it became apparent that the government was making payments to other unions not involved in the *Bill 115* Charter challenge. ETFO responded with an unfair labour practice complaint.

ETFO’s Unfair Labour Practice Complaint

In April, ETFO filed an unfair labour practice complaint with the Ontario Labour Relations Board (OLRB) against the Ontario Liberal government based on its conduct during and after the 2014 round of central bargaining. In its complaint, ETFO detailed how the Liberal government:

* made payouts worth tens of millions of dollars to unions and employee bargaining agencies that did not challenge and, in fact, co-operated in the Liberals’ agenda to strip education sector workers’ collective agreements during the 2012 round of education sector bargaining under *Bill 115*;
* engaged in coercion and reprisals, and discriminated against ETFO members because their union successfully challenged the violation of its members’ constitutionally protected rights under *Bill 115*; and
* bargained in bad faith during 2014 education sector negotiations by consistently representing that all four of Ontario’s teacher unions would be receiving substantially identical financial settlements for their *2014-2017 Collective Agreements*.

The Government’s conduct came to light in April when it made payments to other unions who were not part of the *Bill 115 Charter* challenge. At the same time, the government had refused to offer a fair settlement to the members of ETFO, a union that challenged *Bill 115* at every turn and sought to protect its members’ *Charter* rights in court.

The Ontario Secondary School Teachers’ Federation (OSSTF) filed a similar complaint on the same day as ETFO as announced in a joint media release. The government raised objections to the complaints in June and the Board has agreed to hear arguments on the preliminary objections.

The ETFO Employee Life and Health Trust Benefits Plan

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

All locals transitioned into the Trust during the 2016-2017 school year, with over 60,000 plan members enrolled. Eligible retirees are anticipated to transition into the ELHT after November 1, 2018.

The ELHT launched a new website in March at etfo-elhtbenefits.ca. Additional information, including *Frequently Asked Questions* and contact information, is available at that site along with the first *2016 Annual Report*. The *2017 Annual Report* will be posted this fall after the completion of the 2017 audit.

ETFO BARGAINING Milestones

2004: Following extensive ETFO lobbying, the government introduces a cap on primary class size of 20 students.

2004: ETFO negotiates *2*00 minutes of preparation time in its *Collective Agreements*.

2009: ETFO successfully lobbies for a DECE and full-time teacher in Full-Day Kindergarten.

2011: ETFO organizes and welcomes 10 DECE locals into its membership.

2015: ETFO’s *Central Agreement* enshrines teachers’ rights to use professional judgement in assessment and evaluation of students.

2015: ETFO negotiates a reinstatement of the 2 percent salary penalty incurred during Kathleen Wynne’s term as education minister.

2016: ETFO wins its *Charter* challenge with a court finding that Bill 115 violated members’ rights to meaningful collective bargaining.

2017: ETFO negotiates a cap on Kindergarten class size and a reduction in class size averages for grades 4 to 8.

2017: ETFO negotiates investments in Special Education and a Priorities Fund to hire more teachers in early years special education, Indigenous students, at-risk students and English language learners.

Union Solidarity with the OFL

As the fourth largest affiliate of the Ontario Federation of Labour (OFL), ETFO added its voice to the Federation’s call for the government to amend *Bill 148* resulting from the *Changing Workplaces Review* to protect workers. At a July Queen’s Park media conference, union leaders called for stronger equal pay for equal work language in the bill, prohibition of any occupations from being excluded from the *Labour Relations Act* and the enabling of workers to form a union without interference by the employer. *Bill 148* was passed in November. *The Fair Workplaces*, *Better Jobs Act* raised the province’s minimum wage to $15 dollars an hour as of January 1, 2019 and included other hard-fought gains and protections.

In November, 88 ETFO delegates attended the OFL convention. Along with helping set the Federation’s action plan for the next two years, delegates joined a rally to press for changes to *Bill 148*, and another organized by the Coalition of Black Trade Unionists regarding the need for police accountability. At the convention, retired ETFO Executive Assistant Valence Young was presented with the 2017 Linda Jolley Lifetime Achievement Award in Health and Safety for her work in raising the profile of health and safety issues in Ontario public schools.

Solidarity with the Canadian Labour Congress

As a member of the Canadian Labour Congress (CLC), ETFO has a seat for President Sam Hammond on the CLC Executive. In Canada, 130 labour councils are affiliated with the CLC and many locals participate in these councils which are the face of organized labour in communities. This year, ETFO offered training at Fall Leadership on how to get more involved in labour councils to drive labour action. ETFO also supported the CLC’s *Pharmacare: A Plan for Everyone* campaign.

ETFO protests proposed OCT fee increase

In December, ETFO’s provincial Executive passed a motion condemning a proposed 20 per cent increase to the Ontario College of Teachers (OCT) member fee. Much of this increase was to go towards paying off the College’s mortgage. Along with a media release and a letter to the College’s Governing Council issued by the Federation, ETFO provincial and local leaders rallied outside the OCT building on the day of the vote. The OCT Council voted down the proposed increase.

Supporting Student Vote

Student Vote is a school-based initiative dedicated to building a strong understanding of democracy and civic engagement among young Canadians. Run by CIVIX, a non-partisan registered charity, it provides extensive resources to ETFO members to bring parallel elections for students under voting age that coincide with official election periods. In February, ETFO made a commitment to provide CIVIX with $10,000 yearly over the next three years.

ETFO Wins Library Award

In February, the Ontario School Library Association presented ETFO with its *Award for Special Achievement* that recognized ETFO’s ongoing advocacy efforts to protect the Teacher-Librarian role and enhance school library programs in public elementary schools.

“Say No to Nestle” Campaign

In April, the ETFO provincial Executive endorsed the “Say No to Nestle” campaign mounted by the Wellington Water Watchers volunteer citizen group in Guelph, following a motion from Representative Council in February. Along with a $2,000 campaign donation, ETFO committed to sharing campaign information with members through its website, e-newsletter and social media channels.

The campaign aims to end the extraction of water for profit by Nestle Waters Canada, which has reduced water levels in aquifers and been characterized by a lack of consultation with Indigenous Peoples impacted by these operations.

Supporting Social Justice Causes

In September, ETFO sent a letter to the Ontario Teachers’ Pension Plan requesting that it divest of all investments in commercial child care. ETFO advocates for affordable, accessible not-for-profit child care, which research indicates is generally of higher quality. It does not support government-funded child care subsidies or wage-enhancement grants going to commercial enterprises.

In October, ETFO sent a letter to the Ontario Public Services Employees Union that it would endorse and support that union’s “We Own It” campaign to keep public services publicly run and properly funded.

In October, ETFO responded to urgent appeals for aid launched in response to the hurricanes in the Caribbean and one of the worst monsoon seasons Bangladesh has ever experienced. The Federation donated $20,000 to the Education International Solidarity Fund and matched local contributions of $20,000 for a total of $60,000 in donations. The ETFO Humanity Fund also contributed an additional $10,000.

In November, ETFO asked members to support the call by Children’s Mental Health Ontario that the government increase services so that no child or youth waits longer than 30 days for mental health treatment. Program cuts due to chronic underfunding, skyrocketing hospitalization rates, and long, growing wait lists for treatment are serious challenges for kids with mental health issues. More information is available at kidsmentalhealthcantwait.ca.

ETFO Union School

This year, 31 ETFO members graduated from ETFO’s Union School program. Participants from across the province spent the year building networks and relationships with their peers and utilizing their learning and enhanced skills back in their locals.

A rigorous program with high expectations of participants, Union School remains a foundational component of ETFO’s leadership training with a focus on building leadership skills including advocacy and member mobilization. Throughout the year, participants engaged in online and face-to-face learning and developed a practicum project in consultation with local leaders to address needs in their respective locals. Participants worked on projects including:

* creating an Ad Hoc Member Engagement Committee;
* organizing a workshop for non-Indigenous members looking to increase their capacity for teaching with a more inclusive lens for Indigenous content/perspective;
* creating a video for members on workplace violence reporting; and
* creating a pocket guide for stewards.

Building a More Just Society

ETFO equity initiatives

ETFO 365 Black Canadian Curriculum and Calendar Workshop

In February, the Federation launched ETFO *365 Black Canadian Curriculum*, a resource and workshop for elementary teachers of grades 1 through 8 to encourage teachers to incorporate and embed the contributions, struggles and lived experiences of Black Canadians throughout the school year. It includes a variety of Black leaders in the area of culture, science, history and political life in Canada, and provides teachers with a balance of history and research to support student learning and development. The resource is available free of charge at etfo.ca/SupportingMembers/Resources/Pages/365.aspx.

Racialized Members Conference

Two sessions of the new Raise Your Voices Conference for racialized ETFO members were held in February and June at the provincial office. Keynote speakers included York University’s Dr. Vidya Shah, who teaches in the Master of Leadership and Community Engagement and Initial Teacher Education Programs and has worked on the Model Schools for Inner Cities Program at the Toronto District School Board. Dr. Andrew Allen of the University of Windsor also spoke to participants. A University Teaching Leadership Chair and Associate Professor in the Faculty of Education, he is the coordinator of the Urban Education Partnership designed to develop responsive teacher education programs in schools and diverse communities in Windsor-Essex County.

The conference offered workshops on the 365 *Black Canadian Curriculum Resource, Draw the Line on Sexual Violence* resource, a presentation by the 519 Community Centre on Trans Identities and Inclusion and a panel presentation with racialized union activists.

Supporting the Equality and Rights of Black People

In declaring the International Decade for People of African Descent from 2015-2024, the United Nations (UN) recognized “that people of African descent represent a distinct group whose human rights must be promoted and protected.”

Given the legacy and current prevalence of anti-Black racism in colonial systems, institutions and society that groups like Black Live Matters have brought to light, ETFO is committed to creating policies, professional learning and curriculum resources that protect and support the equality and rights of Black people. Public advocacy is also an important aspect of ETFO’s work in this area.

In June, the provincial Executive approved a multi-year transformative strategy to address anti-Black racism. The strategy calls for enhanced data collection of Black and racialized ETFO members, a review of the Federation’s policies, training, advocacy and continued development of curriculum resources that explore Black history, culture, identity and current day realities of racism and discrimination in a respectful and reflective manner.

Understanding Marginalization in Public Education

In May, over 40 male members participated in a social justice and equity men’s conference focused on understanding marginalization in public education. Keynote speaker Professor Rinaldo Walcott provided an overview of the causes and impacts of systemic marginalization and how public spaces and institutions including the education system continue to perpetuate stereotypes of race and gender. He outlined the importance of conducting purposeful conversations in schools about race and gender to overcome institutionalized marginalization.

Participants rotated through three workshops entitled “Everyone is Able,” “Social Justice Begins with Me” and “Understanding First Nations, Métis and Inuit (FNMI) World View in the Public Education Context” designed to assist participants to develop an in-depth understanding of equity and social justice as it relates to race, poverty, abilities/disabilities and the experiences of FNMI People. Strategies on creating classroom environments that are safe, respectful and inclusive were also provided.

Re-Thinking White Privilege Book Club

A facilitator guide for a new book club was developed by writers of the *Re-Think, Re-Connect, Re-Imagine: Thinking about ourselves, our schools and our communities*. *Reflecting on White Privilege* resource in collaboration with staff in Professional Learning/Curriculum Services. The *Rethinking White Privilege* book club is available to locals and members at etfo.ca/SupportingMembers/ProfLearning/Pages/ETFOsBookClubs.aspx. The facilitator’s guide is posted at etfo.ca/SupportingMembers/ProfLearning/Facilitator\_Guides/WhitePrivilege.pdf.

Asian Heritage Month Poster

This year’s poster celebrating Asian and South Asian Heritage Month in May featured six authors of recent children’s picture books and novels. An online resource document accompanying the poster includes information about the authors and books as well as additional curricular ideas and resources. It can be viewed at etfo.ca/buildingajustsociety/equityresources/pages/asianheritagemonth.aspx.

The #Metoo Campaign

ETFO is committed to addressing issues of sexual harassment and gender-based violence in schools, communities and workplaces. The path towards social change includes supporting members’ understanding and bringing these issues to light. To support this work, information on resources, community and government organizations were posted on ETFO’s website at etfo.ca/supportingmembers/employees/pages/metoo.aspx.

Draw the Line Curriculum and Workshop

In partnership with White Ribbon and the Ministry of Education, ETFO launched an online teacher resource in November to support conversations around gender-based violence and the importance of consent for elementary students, and assist teachers in discussing consent. Elementary lesson plans connect to curriculum expectations and are meant to spark age- and stage-appropriate conversations on the role bystanders can play to prevent sexual violence. The resource is available at etfo.ca/SupportingMembers/Resources/Pages/DrawingTheLine.aspx.

AODA Compliance Report

ETFO filed its *Accessibility for Ontarians with Disabilities Act (AODA)* compliance report in accordance with legislation in December. The Federation continues to provide information on AODA, ETFO’s obligations, its *Customer Service Standard and its Multi-Year Accessibility Plan*. These materials can be viewed at etfo.ca/aboutetfo/provincialoffice/pages/aoda.aspx.

Accessibility Standard for Education

In summer 2017, ETFO provided feedback to the Accessibility Directorate of Ontario, the Ministry of Education and the Ministry of Advanced Education and Skills Development on the development of the *Accessibility Standard for Education* for AODA. ETFO stressed the importance of having the standard cover both students and educators with disabilities.

ETFO provided feedback on: the accessibility awareness and training; awareness of accessibility accommodations – policies, processes and programs/supports; communication and inclusive decision-making; transition planning; and inclusive and accessible learning spaces.

ETFO staff attended meetings of the AODA K-12 Education Standard Development Committee in February and April and made it clear that professional development is a crucial piece of the education standard that must occur during the instructional day and be provided in multiple ways.

Environment and Climate Justice Resources

Staff worked to develop a new section on *Environment and Climate Justice* under the Professional Learning section at etfo.ca that went live in March. The site contains classroom activities for World Water Day, Earth Day, World Environment Day and World Oceans Day suggested by members of ETFO’s Environmental Standing Committee.

There are also links to VOICE articles on *Climate Justice* and water issues, some of which are authored by ETFO activists. The website section will continue to be populated with resources developed for educators by leading environmental organizations.

ETFO Equity Milestones:

1999: Equity and Women’s Services service area is created to work specifically on equity and social justice issues.

1999: *...and still we rise*, ETFO’s annual leadership and social justice conference for women is launched.

2000: *Positive Space* posters are distributed to schools. In 2001 ETFO participates in Gay Pride activities and provides LGBT training for provincial and local executives.

2004: *Leaders for Tomorrow*, a year-long leadership development opportunity for women members who self-identify as FNMI, persons with a disability, LGBTQ and/or racialized, is introduced.

2010: *Visions*, a multi-session program for women members in their first five years of Federation membership, is launched.

2011: ETFO’s *LGBT Strategy for Challenging Homophobia and Championing Safe Workplaces* is adopted, leading to the creation of the *Inclusive SchoolPlace Starts Here* video and resources.

2011: *Social Justice Begins With Me* is launched to assist teachers to address issues of equity and social justice in their classroom.

2012: The first ETFO *GSA Symposium* for members is launched.

2013: *Everyone Is Able*, a DVD and guidebook curriculum resource that focuses on issues of abilities/disabilities, is released.

2015: ETFO designs *The MentorCoaching Institute for Women*, bringing together mentors and mentees for a two-year mentoring journey.

2015: Delegates to the Annual Meeting adopt a *Transgender Policy*.

2016: The annual *First Nations, Métis and Inuit Education Symposium* is launched to engage members in learning about FNMI perspectives and content.

2016: ETFO launches its *Welcoming Refugee Children and Their Families Into Our Schools Workshop* to assist locals and members to welcome Syrians and other newcomers arriving from crisis situations.

2018: The *ETFO 365 Black Canadian Curriculum* resource and workshop for grades 1 through 8 is released to encourage teachers to incorporate Black studies throughout the year.

First Nations, Métis and Inuit Education Initiatives

ETFO continued to introduce new professional learning programs and initiatives to ensure that educators and students have a deep understanding of FNMI perspectives that reflect current realities. The Federation also added to the FNMI education resources for educators available at spirithorse.ca.

Building on FNMI Learning

New workshops and resources included the following:

*Engaging Learners Through Play Workshops*: In November and March, one-day workshops were offered based on ETFO’s *First Nations, Métis and Inuit Education Resource: Engaging Leaners Through Play* that was developed in partnership with Right To Play Canada. Fifty-two women members attended each workshop that included play-based activities from the new resource and culturally sensitive strategies to engage FNMI and all learners.

*Celebrating 21 First Nations, Métis and Inuit Women Teacher Companion*: This resource provides teachers with prompts focusing on each of the 21 women highlighted in the ETFO FNMI women’s poster that can be applied to various subject areas. The resource was made available at spirithorse.ca in summer 2018.

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

ETFO continued to offer:

* two ETFO online book clubs on *Truth and Reconciliation* and *Cultural Connections* for members;
* the online AQ course *Teaching First Nations, Métis and Inuit Children*;
* the annual *First Nations, Métis and Inuit Education Symposium* for 70 members in April that focused on Inuit history, practices, innovations and residential schools with speakers Qauyisaq Etitiq and Monica Ittusardjuat; and
* the annual *Leadership Symposium for First Nations, Métis and Inuit Women Members* for 28 members in February that focused on Speaking Up! Courageous Conversations about Oppression and Racism.

Workshops for Leaders and Beyond

This year, ETFO offered workshops for local leaders on *Embedding First Nations, Métis and Inuit Content in Your Local* and a stewards’ workshop on *Being an Ally to Indigenous Peoples*.

Currently, the two FNMI workshops provided through Equity and Women’s Services for locals have been revised based on feedback from members. The workshop names are being changed to *Busting Myths and Misconceptions about Indigenous Peoples* and *Indigenous Community Engagement*.

ETFO staff was offered a professional learning opportunity on *Busting Myths and Misconceptions of Indigenous Peoples* in January to further learning and understanding of FNMI perspectives and realities.

In July, ETFO staff responsible for FNMI education gave a presentation on Indigenous pedagogies at the 2017 Education International Seminar on Indigenous Peoples’ Right to and Rights through Education that was sponsored by the Canadian Teachers’ Federation.

Staff also attended the National Centre for Truth and Reconciliation (NCTR) Education Roundtable in May which included representatives from provincial and territorial ministries of education, teachers’ federations and educational partners. Participants shared the work they are doing in FNMI education, specifically on the topic of residential schools and reconciliation.

Ministry of Education Joint Implementation Working Group

The Ontario Ministry of Education has moved forward on a comprehensive plan with FNMI partners and education stakeholders to improve curriculum. Curriculum for grades 4-6 social studies and grades 7-8 history have been revised to be more inclusive and authentically reflective of Indigenous histories, perspectives, cultures, contemporary realities and other topics of significance.

A Steering Committee and a Joint Implementation Working Group, comprised of ETFO staff and representatives from FNMI organizations, subject and division associations, Ontario teacher federations, Ministry of Education divisions and Indigenous knowledge holders, focused on the newly revised Ontario *Curriculum* expectations specific to FNMI inclusion. The committee developed a call for proposals for the creation of new resources to support these new curriculum expectations and then reviewed and selected applicants.

ETFO Support and Donations

Community Support

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

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

* Canadian Women’s Foundation
* DisAbled Women’s Network (DAWN) Canada
* Retired Women Teachers’ of Ontario
* YWCA Canada

Overseas Support

*Education for Change Project in Cambodia*

In May, the provincial Executive approved a donation of $75,000 for each of the next two years to support the Education for Change Project in Cambodia. The Partners for Rural Development is a women-led Cambodian non-governmental organization that focuses on environment, gender equity, food security and education in rural parts of the country.

*Canadian Teachers’ Federation Trust Fund*

Through the Canadian Teachers’ Federation (CTF) Trust Fund Initiatives, ETFO contributed $67,500 to support women’s projects by international organizations including:

*Teachers’ Action for Gender Equity (TAGE):*

African Women in Education Network (AWEN)

All India Primary Teachers’ Federation (AIPTF)

Burkina FASO

Caribbean Region

EI Latin America Women’s Network

Fédération des Syndicats de l’Éducation Nationale du Togo (FESEN)

Ghana National Association of Teachers (GNAT)

Sierra Leone Teachers’ Union (SLTU)

South Asia Women’s Network (SAARC)

South East Asia Women’s Network (ASEAN)

Uganda National Teachers’ Union (UNATU)

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

*Teachers’ Action for Teaching Organizations (TATO):*

Caribbean Region

Fédération des Syndicats de l’Éducation Nationale du Togo (FESEN)

Ghana National Association of Teachers (GNAT)

Guyana Teachers’ Union (GTU)

National Teachers’ Association of Liberia (NTAL)

Sierra Leone Teachers’ Union (SLTU)

Syndicat National des enseignants Africains du Burkina Faso (SNEAB)

Syndicat National des enseignants du Secondaire et du Supérieur (SNESS)

*Teachers’ Action for Teaching (TAT)*

All India Primary Teachers’ Federation (AIPTF)

Ghana National Association of Teachers Union (GNAT)

Guyana Teachers’ Union (GTU).

Pan African Teachers’ Centre (PATC)

Sierra Leone Teachers’ Union (SLTU)

Uganda National Teachers’ Union (UNATU)

MATCH International Centre

CODE – Canadian Organization for Development Through Education

*Project Overseas*

Project Overseas is a program of the Canadian Teachers’ Federation (CTF) under which educators from across Canada volunteer their time in the summer to work with co-tutors in host countries to present professional learning workshops to teachers in host countries. The following members were chosen to provide professional learning with teacher organizations in ten countries this summer:

*Burkina Faso:* Bruno Dallaire (Ontario North East Teacher Local), team leader and Charlotte Davet (Peel Teacher Local), team member.

*Ghana:* David Douglass (Rainbow Teacher Local) and Martine Engel (Lakehead Teacher Local), team members.

*Grenada:* Laurie MacKechnie (Waterloo Region Teacher Local), team member.

*Guyana:* Filomena Yamashita (Greater Essex County Teacher Local), team member.

*Haiti:* Nicole Beaulieu (Upper Canada Teacher Local), team leader and Natasha Feghali (Greater Essex County Teacher Local) and Marie-France Jeaurond (Ottawa-Carleton Teacher Local), team members.

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

*St. Vincent:* Cheryl Sheffield (Ontario North East Teacher Local), team leader.

*Togo:* Reed Thomas (Elementary Teachers of Toronto), team member.

*Uganda:* Melissa Rabess (Elementary Teachers of Toronto), team leader and Peggy Sue Bacon (Keewatin-Patricia Teacher Local), team member.

Building a Strong Federation

Professional Learning/Curriculum Services

Plus qu’une pièce Short Plays

ETFO’s new *Plus qu’une pièce* is a collection of three original short plays written by Francophone playwrights and translated into English. A companion to ETFO’s *More Than A Play* publication, it was developed in partnership with Association des enseignantes et des enseignants franco-ontariens (AEFO) and the Ministry of Education Inclusive Education Branch. The scripts are designed to be read out loud by junior/intermediate students and each play highlights a different social justice or equity issue – a First Nations child whose school is closed, a child who suffers from severe anxiety and the story of three friends trying to cope with a new kid who won’t come out from underneath an umbrella.

ETFO and AEFO presenters offered joint workshops this year on how to use script as well as drama and literacy strategies to explore the social justice and equity themes in the plays. Along with a glossary of terms, a teacher page poses critical questions and suggests follow-up activities for the classroom.

Modern Math Learning Symposium

This two-day March symposium, funded through a grant from the Ministry of Education, provided 95 ETFO members with hands-on opportunities to explore various ‘tech tools’ and how they could be infused into math programs. Members deepening their understanding of how to use technology as a math learning tool to enhance and accelerate learning. They learned about the importance of growing a mathematical mindset, as well as leveraging new media and technologies to create authentic contexts for each learner while ensuring learning environments are equitable and inclusive.

Seeing, Engaging and Empowering the Learner in Kindergarten Conference

In April, ETFO held a two-day conference in Mississauga for 162 members with funding provided by the Ministry of Education. It focused on dealing with conflict in the workplace, oral language and writing and early years mathematics, and offered a wide variety of workshops and keynote presentations.

Kindergarten teachers, occasional teachers, designated early childhood educators and teacher leaders explored effective practices and pedagogy in the early years that recognize the diverse nature and needs of children and educators. Participants learned strategies for creating engaging learning environments for children and enhanced their knowledge about content and exemplary practices.

Building and Enriching Partnerships in Kindergarten Workshop

Fifteen of ETFO’s new *Building and Enriching Partnerships in Kindergarten* workshops were offered in partnership with designated early childhood educator (DECE), teacher and occasional teacher locals across Ontario. An ETFO Kindergarten team shared their journey of working together to develop their team in the Kindergarten classroom. They focused on how to build, maintain and enrich partnerships and provided members with opportunities and tools to proactively build trusting relationships, communicate and plan as a team, consider the classroom environment and work through constructive conversations. This workshop was offered with funding provided by the Ministry of Education.

ETFOconnected.ca Website

Launched in February 2018, etfoconnected.ca provides an overview of the *ETFO Connected Communities* program. The website includes a repository of 16 related webinars focused on mathematics, Kindergarten and technology that members can access as part of their personal professional learning.

External Review of EQAO and Classroom Assessment

ETFO Professional Learning/Curriculum (PL/C) staff participated in the external review of Education Quality and Accountability Office (EQAO) and classroom assessment that took place from December through March. Staff provided suggestions and feedback in all-affiliate sessions held by the EQAO research team and provided a written submission outlining the many problems related to the over-emphasis on literacy and numeracy and misuses of EQAO school-based results. ETFO also provided suggestions related to *Growing Success* and the need for resources and professional learning related to classroom assessment practices.

EQAO and Assessment

ETFO staff kept in regular contact with the EQAO office to answer questions and address concerns and participated in the Assessment Advisory Committee. EQAO staff provided updates on plans for modernizing assessments and EQAO’s research framework and Committee members provided input on ways that EQAO could address equity and inclusion in its assessments. ETFO continued to lobby for the complete elimination of EQAO testing. Staff worked with the Ontario Teachers’ Federation (OTF) to review and update an EQAO position paper entitled *More than Dots on a Chart – Setting* *a New Course for Assessment in Ontario*, which was submitted by OTF to EQAO.

ETFO staff attended a series of meetings and submitted a formal written response related to the external review of EQAO and classroom-based assessment conducted in winter. Staff raised many serious concerns throughout the process around the following topics: collective agreement language being upheld, educator workload, developmental nature of students in elementary grades, move to random sampling, stronger focus on the role of classroom assessment, and updating *Growing Success* as opposed to complete revision.

The report from the independent review, *Ontario: A Learning Province*, was published in April. It summarized the review process and made 18 recommendations regarding assessment (K-12) in Ontario both for classroom and large-scale assessment. While the review panel made some bold recommendations, they did not suggest a random sample assessment nor did they recommend the end to school-based reports. These two issues were central to ETFO’s messages throughout the review process in order to prevent the misuse of data, the ranking of schools and other consequences of large-scale assessment including increased test preparation and decreased time spent on the arts, physical education and other subject areas.

ETFO Assessment Website

The ETFO *Members Sharing in Assessment* site at etfoassessment.ca continued to be a destination to help members enhance their understanding of assessment and learn new strategies and approaches that are meaningful, well-organized and utilized by peers in the classroom. The entire website was updated with additional practical tools developed by members for members including occasional teachers. The website, which supports the use of teacher professional judgement, has had over 30,000 visitors and 145,000 page views to date.

Provincial Committee on Ministry Initiatives

ETFO staff represented the Federation on the Provincial Committee on Ministry Initiatives which is responsible for providing ongoing feedback on new Ministry initiatives including implications for training, resources and timing. In four sessions this year, staff provided feedback on a Ministry list of initiatives and suggested ways to reduce and slow down initiatives such as the implementation of global competencies on the report card and the *Community-Connected Experiential Learning* policy.

Provincial Committee on Collaborative Professionalism and Leadership

With representation from ETFO staff, the Provincial Committee on Collaborative Professionalism and Leadership provided input into the development and content of regional Ministry sessions for local union presidents and board management teams from every district school board. The sessions, which took place from February through April, provided union-management teams with the opportunity to develop a shared and more consistent understanding of collaborative professionalism as articulated in Policy/Program Memorandum 159: *Collaborative Professionalism*.

Provincial Transformation Steering Committee

ETFO staff participated with other stakeholder groups on the Transformation Steering Committee to provide input into the development of guiding principles for the *Curriculum* review process and proposed changes to the *Provincial Report Card*. The committee developed a set of guiding principles for curriculum review that were shared with the minister of education. They represented areas of consensus and were organized in categories including: Success for All Students; Equity, Inclusivity and Well-Being; Learner Knowledge, Skills and Perspectives; Addressing an Overloaded Curriculum; Pathways and Transitions; Requirements for Successful Implementation; and Outreach and Consultation. The committee also recommended that the minister of education postpone the change on the *Provincial Report Card* from Learning Skills to Global Competencies.

ETFO AQs

ETFO is one of the largest AQ providers in Ontario and is accredited by the Ontario College of Teachers to offer 78 courses delivered primarily online. Mathematics, Special Education, Teaching English Language Learners, Kindergarten and Integration of Information and Communication Technology (IICT) continue to be very popular.

In spring 2018, ETFO AQ launched an enhanced and responsive online platform. Along with a new and modern interface, the design allows candidates to easily access their course from any device.

New AQs for 2018-2019 include: FNMI Peoples – Understanding Traditional Teachings, Histories, Current Issues and Cultures Part 1, Part 2 and Specialist; Teaching LGBTQ Students; Environmental Education Part 2 and Specialist; Classroom Management; and Teacher Leadership Part 1, Part 2 and Specialist.

Summer Academy

The 2018 Summer Academy Program featured 60 three-day courses that took place across the province. A variety of topics were addressed with additional courses in technology and Kindergarten funded through the Ministry of Education.

Yearly Workshops

PL/C Services again offered a number of yearly workshops including:

* *Math that Matters for Occasional Teachers* offered for occasional teacher members, which was funded by the Ministry of Education;
* *Math for Occasional Teachers* offered in locals;
* *Presenters on the Road* workshops offered in locals;
* the two-part *Classroom Management for Occasional Teachers*;
* *Classroom Management Course* designed for members experiencing difficulties with classroom management;
* *Heart & Art* workshop designed to introduce new teachers to practical strategies for their classrooms;
* *Inspire and Inquiry* two-part workshop in locals;
* *Workshop Presenter’s Palette Part I* for members interested in refining and expanding their workshop facilitation skills;
* workshops in locals focusing on assisting members with strategies to support student mental health;
* January’s *Financial Health and Wealth Conference* for 110 members offering strategies to increase their financial literacy and fitness;
* two-part *Learning in the Early Years* workshops in locals;
* *ETFO FNMI: Engaging Learners Through Pla*y symposium for 120 members;
* April’s L.E.A.D Conference *Bold Moves for Schools* for 50 members in system-wide roles such as consultants, coordinators and facilitators;
* April’s *ICT Conference for Women: Technology for Teachers* held for 130 members; and
* *Innovate*, a May conference for 135 AQ instructors.

Staff conducted 33 ETFO workshops at 13 faculties of education for 3,413 teacher candidates on topics including Engaging FNMI Learners, Re-Thinking White Privilege, Professional Boundaries, Classroom Management and Student Mental Health & Well-Being.They also provided 16 Federation Day presentations for 2,352 teacher candidates at 13 faculties of education across Ontario.

ETFO Professional Learning/Curriculum Milestones

2001: ETFO launches *Reflections of Me…ETFO’s Body Image Curriculum*, a research-based resource to assist teachers in ensuring that children develop positive body image and self-esteem.

2003: ETFO’s *Summer Academy* is launched, providing three-day courses throughout the summer on a range of topics to support member-directed professional learning needs.

2007: ETFO hosts *Teacher Working Conditions That Matter: An International Perspective* for local leaders, other education leaders and stakeholders to explore three themes: Schools for Learning; Leadership for Learning; and Teacher Working Conditions for Learning.

 2007: ETFO launches the multi-year *Poverty and Education Project* to support educators in understanding poverty issues, including tours of the play *Danny*, *King of the Basement*, *One in Six* DVD, a Poverty Symposium and continuing workshops.

2007-2011: ETFO’s *Teachers Learning Together (TLT) Project*, a program of teacher team collaborative action research to support professional learning, involves 600 teachers, 95 teams and 17 researchers. Resulting resources include *Teachers Learning Together Lessons from Collaborative Action Research in Practice* and *Learning Through Teacher Research: A Guidebook for Your Action Research Journey*.

2008: *I am the Teacher: Effective Classroom Management for Occasional Teachers* resource and workshop is created to assist daily and long-term occasional teachers with classroom management strategies, procedures and routines.

2010: ETFO’s *Online Additional Qualification (AQ) Courses* are launched. ETFO becomes one of the largest Ontario AQ providers, offering a lower course cost, which other providers mirror.

2010-2014: Province-wide tours of the Drew Hayden play *Spirit Horse* serve as a catalyst for professional development on the arts and FNMI perspectives.

2011: ETFO organizes the *Ultimate Block Party* with the Ontario Science Centre, Royal Ontario Museum (ROM), Toronto Public Library and others, focused on play-based learning for educators and families.

2014: ETFO becomes the first education union in Canada to hire a full-time, permanent staff member responsible for FNMI education for members.

2015: *The PrideHouse That Kids Built*, an arts installation and inclusion project, engages elementary students, educators and school communities in the Toronto 2015 Pan Am/Parapan Am Games.

2016: *ETFO Members Sharing in Assessment* at etfoassessment.ca is launched to reinforce and support the importance of teacher professional judgement and classroom assessment.

Equity and Women’s Services

Promoting Women’s Equity and Allyship

This year’s theme for International Women’s Day in March was *I Am Your Feminist Ally* which was featured on t-shirts and social media. A total of $30,000 in Local Incentive Funding was provided to over 20 locals to support events and initiatives in recognition of the day.

In March, ETFO vice-presidents, Executive members and administrative staff attended the 62nd session of the United Nations Commission on the Status of Women in New York to participate in forums with other non-governmental organizations. First Vice-President Karen Campbell, Vice-Presidents Nancy Lawler and Monica Rusnak and OTF Officer Diane Dewing delivered a workshop on “Fostering Women’s Leadership: A Union’s Perspective” that outlined ETFO’s commitment and programs to advance women’s leadership.

Identity-Based Data Collection – ETFO Response

The new Ontario Education Equity Secretariat requested feedback and input from all federations and school boards on a document entitled *Identity-Based Data Collection Statement of Principles*. The Ontario Ministry of Education plans to have school boards collect student identity-based data in the next several years. ETFO provided feedback and raised concerns about the collection, storage, access and privacy of personal information. It also shared concerns about how the work on Policy/Program Memorandum #119 - *Developing and Implementing Equity* and *Inclusive Education Policies in Ontario Schools* - will be used. The importance of defining who students are from equity-seeking groups, and having school boards share best practices, was also noted. ETFO received a response from the Secretariat that answered and addressed its questions and concerns.

Public Speaking Skills Workshop

While educators engage with students every day, it can be a different challenge to give a public speech to adults. The two-day *Enhancing Public Speaking Skills WP* conference, presented by staff from EWS and Communications and Political Action Services, was held in April with 25 participants. They received practical suggestions to overcome anxiety, improve delivery, motivate audiences to take action and structure a speech for maximum impact. Participants had two practice sessions at the podium and received feedback to take their public speaking skills to a new level with confidence.

MentorCoaching Institute for Women WP

This year wrapped up the three-year-long program, with mentees and mentorcoaches continuing work on action plans to assist mentees with leadership skills. Along with hearing from guest speakers, participants came together online to read articles, watch pertinent videos and continue the mentoring dialogue.

… and still we rise WP

More than 400 women participated in *…and still we rise*, ETFO’s social justice conference for women. Keynote speakers included artist and author Vivek Shraya, media guru Denise Donlon and New York Times gender editor Jessica Bennett. For the first time, the conference housed a Poet in Residence, young Métis educator and poet Zoey Roy. Internationally-renowned singer/songwriter Lido Pimienta also performed. Workshops on collective bargaining, equity and social justice, public speaking, community building, political action, health and safety, self-care, transphobia, the women’s movement and time management were offered.

Sisters in the Struggle Part 2 WP

*Sisters in the Struggle* (SIS) is a week-long advanced leadership program for women and is offered as part of the Canadian Labour Congress Women’s Summer School. This year, a Part 2 program was offered for participants who had completed Part 1. It focused on feminism, work-life balance, leadership planning and goal setting.

Implementation of ETFO Transgender Policy

As part of ETFO’s ongoing work to implement the Federation’s Transgender Policy, staff received a second session of *Fostering Transgender Inclusive Environments*; the online document *Suggested Resources for Gender Independent Children and Transgender Youth/Adults* was updated; a webinar for local leaders called *Supporting our Trans and Gender Non-Conforming Members* was offered in April; and the ETFO provincial Executive approved a recommendation to have all nametags at ETFO provincial events accommodate space for members to write their pronouns starting with the 2018 Annual Meeting.

LGBTQ Programs and GSAs

This year, EWS staff created an *ETFO LGBTQ Program and Initiatives Document*, a two-page resource which outlines all of the LGBTQ programs, initiatives, resources and community connections created by ETFO. The document is shared with members at events and conferences.

ETFO’s *Gay Straight Alliance (GSA) Symposium* held in May for 22 teachers and occasional teachers featured ETFO members and students sharing their experiences in running GSAs as well as a keynote presentation from representatives of the Get REAL Movement.

Faculty of Education Equity Workshops

Staff facilitated workshops on various equity and social justice topics at seven faculties of education on topics including: Why Poverty?; Engaging with Indigenous Families and Communities; Deconstructing Stereotypes of Indigenous Peoples; LGBTQ; Equity 101; Positive Classroom Behaviours; and Supporting Newcomers in The Classroom.

For a full description of ongoing EWS programs, see the 2018 Report to the Annual Meeting on ETFO’s Equity and Women’s Programs at etfo.ca/aboutetfo/provincialoffice/pages/annualreports.aspx

Collective Bargaining Services

Collective agreements define ETFO members’ working conditions.

As ETFO enters its twentieth year and prepares for a critical round of central and local bargaining in 2019, inspiring ETFO members to be active participants in their Federation and take an interest in collective bargaining has become more important than ever.

Previously, conferences and workshops offered by Collective Bargaining (CB) Services focused on ensuring local leaders had the knowledge and skills necessary to effectively negotiate and enforce collective agreement terms.

This year, CB Services provided a wide variety of opportunities to engage members with little or no background in collective bargaining but who have an interest in learning more about the process. Five new workshops and conferences were offered to meet the needs of both members and local leaders.

Inspiring the Next Generation of CB Activists

*Facing Management: It’s Everyone’s Collective Agreement* was an introductory workshop in October geared to new stewards, members thinking of assuming the role of steward and those interested in learning more about standing up to management and enforcing collective agreements. Members:

* examined roles, rights and effective communication in the union/management relationship;
* explored communication styles, dynamics/emotions and strategies for conflict resolution; and
* learned to address workplace issues confidently and effectively.

Participants had the opportunity to engage with an expert keynote speaker as well as a panel of experienced local leaders around best practices for workplace advocacy.

In the new *An Introduction to Collective Bargaining* in April, members acquired the information and skills to become more informed about the central and local bargaining processes and more active in collective bargaining at the local level.

ETFO legal counsel Howard Goldblatt described the events leading to the 2018 unfair labour practice complaint filed by ETFO against the government. A history lesson on education sector bargaining in Ontario provided context about gains made by ETFO and predecessor unions through the decades. Participants learned about the relationship between collective bargaining and political activism, the current two-tier bargaining regime, the importance of contract enforcement and the connection between collective agreement language and health and safety and particularly in relation to classroom violence. A panel of local leaders described how they got involved in ETFO and started on the path to local leadership.

One of ETFO’s new CB program offerings in May, *Your Collective Agreement 101*, educated members about the basic legislative and financial underpinnings of collective bargaining. Ontario’s funding formula for the education sector and the gap in funding between the elementary and secondary panel were of particular interest to participants. Along with an historical review of ETFO collective bargaining campaigns, they were introduced to the importance of infusing equity into all aspects of the collective bargaining process.

Building Better Bargainers

ETFO’s *Provincial Collective Bargaining Conference* is CB Services’ signature annual event. Almost 300 local leaders attended the conference in March, which was themed “Protecting Through Connecting.” It provided focused training on monitoring and defending collective agreement provisions as well as on how to engage and mobilize members between rounds of bargaining.

Participants interacted with a thought-provoking display created by Anishinaabe artist Chief Lady Bird, who uses street art, digital illustration and mixed media work to highlight the diverse experiences of Indigenous Peoples.

The keynote speaker was J.P. Hornick, Bargaining Team Chair for the OPSEU Colleges of Applied Arts and Technology–Academic (CAAT-A) Division representing approximately 12,000 instructors at 24 Ontario colleges. Hornick was its public face during a five-week strike that began in October 2017 and ended through back-to-work legislation.

Defending Working and Learning Conditions

This year. ETFO offered two new *Intensive Grievance Arbitration Workshops* for local presidents, grievance officers and/or chief negotiators in October for women and in November for all leaders.

Participants received in-depth training in: the grievance arbitration process; collective agreement interpretation; investigating and writing grievances; effective advocacy; and resolving grievances from a position of strength. As part of the workshop, participants prepared for, and participated in, mock grievance meetings and simulated arbitration hearings.

Advancing the Role of Women in Collective Bargaining

An ongoing objective of CB Services is to encourage women members to become active in local collective bargaining and to take on leadership roles in negotiations. Three Women’s Programs offered by CB Services are designed to build the skills and develop the confidence needed to be an effective negotiator.

The ETFO *Women’s Collective Bargaining Conference Part 1*, held in October, was an introductory conference that provided opportunities for women members to learn information and skills to become involved in the bargaining process locally and understand the importance of the grievance arbitration process.

The ETFO *Women’s Collective Bargaining Conference, Part 2*, held in May, provided intermediate skill building around negotiations and collective agreement enforcement.

*Effective Negotiation Skills for Women Leaders, Part 2*, held in April, was built on the principles of negotiation taught in *Effective Negotiation Skills for Women Leaders, Part 1*. Targeted to current and aspiring local chief negotiators, 22 women in local leadership positions participated in this in-depth, two-day negotiation workshop developed in conjunction with the Stitt Feld Handy Group. Members participated in interactive, dynamic negotiation activities and focused on:

* acquiring skills in different negotiation styles;
* refining 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.

Health and Safety Services

In addition to providing leadership for ETFO’s action on violence in schools and safe and healthy schools, staff from the new Health and Safety Services area planned a number of workshops.

Training is the cornerstone of every health and safety program to ensure members are aware of their rights, know how to control their exposure to hazards and use Joint Health and Safety Committees and the Ministry of Labour for enforcement if necessary. Workshops included:

* *ETFO Provincial Health and Safety Conference* held in November for 74 health and safety activists from 65 locals;
* *ETFO Health and Safety in the Workplace* regional training held in Toronto to help members develop knowledge, advocacy and leadership in health and safety; and
* *ETFO Health and Safety Regional Training (WP)* workshops with a focus on workplace violence held in London, Kingston, Sudbury and Thunder Bay. This training supports the leadership development of women members as they build their knowledge and advocacy for safer and healthier workplaces.

Health and Safety Services staff also participated in workshops offered by other service areas including: *Fall Leadership*; *New Presidents’ Training*; the *Collective Bargaining Conference*; *Introduction to Collective Bargaining*; *Women’s Legal Conference*; *Expanding Our Knowledge and Skills*; *Beyond the Basics*; *Visions Conference*; *Union School*; and the inaugural *Workplace Violence Conference*. For further work on health and safety issues including ETFO Action on Violence in Schools, see pages 13-17.

Professional Relations Services

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

PRS Matters

Through *PRS Matters* bulletins, staff provide advice about legislative changes and legal and professional issues in stewards’ mailings and at etfo.ca. This year’s topics included: Your Sick Leave Questions Explained; School Board Investigations Related to Harassment Complaints; Behaviour Management Training; Occasional Teacher Evaluation Process; and Pregnancy and Parental Leaves and Benefits.

Children’s Aid Society and Police Investigations

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

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

College of Teachers/College of Early Childhood Educators

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

In May, *Bill 31*, the *Amendments to the Ontario College of Teachers Act and the Early Childhood Educators Act*, passed third reading in the Ontario legislature. The bill was intended to further the changes to the *Ontario College of Teachers Act (OCTA)* and the *Early Childhood Educators Act (ECEA)* in 2015 and 2016 in response to the 2012 report issued by former Justice Patrick LeSage. The legislation’s purpose was to harmonize legislative requirements regarding responses to sexual abuse for all professions entrusted with caring for others – including regulated health professionals, teachers and registered early childhood educators – by:

* strengthening the OCT and CECE’s ability to respond to cases of professional misconduct involving findings of sexual abuse or child pornography;
* providing authority for the Colleges’ councils or executive committees to make an interim order to suspend or impose terms, conditions or limitations on a member’s Certificate of Registration at the investigation stage if the actions or conduct of the member exposes or is likely to expose students or children to harm or injury;
* improving the colleges’ ability to determine whether a member is incapacitated, based on evidence from health professionals; and
* requiring the colleges to establish and administer new programs to provide funding for counselling/therapy for students/children who were subject to alleged sexual abuse or an act of child pornography by a regulated educator.

ETFO submitted a brief to the Standing Committee on Finance and Economic Affairs during debate on *Bill 31* to express concern that provisions in the bill fail to ensure that members facing allegations of professional misconduct will be treated in a fair and just manner by their respective professional regulatory bodies. ETFO stated that *Bill 31* proposes to impose provisions of the *Regulated Health Professions Act* (RHPA) on the legislation governing the professions of early childhood educators and teachers without sufficiently considering the different work environments and the nature of our members’ regular contact with children in the classroom as they perform their professional duties.

Workshops, Conferences, Webinars, Webcasts

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

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

Mental health and wellness are issues that cut across many workshop and conference topics. Awareness of and understanding rights and responsibilities in this area is embedded in the work of the department. PRS staff in conjunction with PL/C staff developed a new *Member Well-Being Conference* this year.

WSIB and LTD

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

A new entitlement for Chronic Mental Stress was established effective January 1, 2018 under the *Workplace Safety & Insurance Act*. Workers are entitled to benefits for chronic mental stress arising out of and in the course of workers’ employment. Events giving rise to the chronic mental stress need to be identified and verified by others in the workplace. Chronic mental stress is not compensable if it is caused by decisions or actions of the employer relating to a worker’s employment, including decisions to change the work to be performed or working conditions, worker discipline or terminations of employment.

ETFO continues to work with members who have been denied LTD claims on appeal. A *Member’s Guide to Long-Term Disability* is also a resource for members contemplating an LTD claim.

Workplace Violence: A Growing Concern Conference

A one-day introductory level conference on the issue of workplace violence took place in April with 41 members from across the province. A keynote address and workshops provided clarity and information on issues related to workplace violence and serious student incidents. Reporting procedures were addressed along with grievance information.

PRS Town Hall with Local Leaders

This year, PRS staff worked on expanding service to local leaders. A PRS Town Hall for local leaders called *Just a Call Away Town Hall* provided an opportunity for an open dialogue between leaders and with PRS staff. They discussed a wide variety of PRS workplace issues and members’ rights and responsibilities.

Annual Workshops

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

*Workshops for DECE* *Members* throughout the year focused on building and maintaining positive relationships and effective communication strategies along with webinars and presentations for local leaders on Continuous Professional Learning Program (CPL), professional boundaries, performance appraisals and learning plans and the CECE complaint process;

*Expanding Our Knowledge and Skills: PRS Leadership Training for Local Released Leaders* in November focused on professional judgement, professionalism and the role of the local leader, human rights issues, behaviour and safety plans, leaves and special benefits and records tracking;

*Two Women’s Legal and Health Conferences* for women members were held in November and March and focused on legal and health issues related to work and personal life;

*PRS Training for Women Leaders: Beyond the Basics* for 50 aspiring leaders from locals in April focused on supporting FNMI members, human rights, harassment, WSIB, LTD and dealing with conflict and allegations;

A *Professional Boundaries* course was offered in November and May for members who are required by the school board or OCT to take training on professional conduct and boundaries to assist them in knowing their responsibilities; and

A *Planning and Programming* course was offered in January and May to provide assistance to teachers who are experiencing difficulties using the curriculum to plan their programs.

ETFO PRS Milestones

1998: The first PRS resource, *After the Chalk Dust Settled*, is published to provide strategies to cope with change, find a balance between work and home and achieve overall wellness.

2001: The first PRS Matters Bulletin is provided to members, providing timely advice on key professional issues.

2003: *Infection in Pregnancy: Minimizing the Risk in Schools* is released.

2004: 24/7 legal assistance is provided to members.

2008: ETFO releases the *ETFO Guidebook to Pregnancy and Parental Leave*.

2009: First PRS conference for members, *Professional Relations Issues and Leadership Skills for Women*, is held.

2010: ETFO creates workshops and webinars for its new DECE membership.

2012: ETFO achieves central language on supplemental top-up benefits for pregnant teachers, providing consistency throughout the province.

2013: PRS develops a local leadership training program, *Expanding Our Knowledge*, on relevant legal issues, member rights and responsibilities and professional boundaries.

2013: *Think Before You Click* is released to assist member learning around professional boundaries and use of social media, electronic communications and digital technology.

2014: ETFO creates a course to assist members with professional boundaries.

2017: ETFO wins protection for members on maternity leave. They aren’t required to set foot in the classroom to accept a job if they are on maternity leave.

2018: ETFO provides local leader Town Hall for dialogue on PRS issues.

Communications AND Political Action SERVICES

Community Organizing

Eleven locals organized community forums starting in the fall. Resources to assist locals plan, promote and deliver the forum were made available through the BuildingBetterSchools.ca campaign site. Staff also assisted locals to set up a Facebook events page to promote and register participants.

Bluewater, Durham, Kawartha Pine Ridge, Lakehead, Ottawa-Carleton, Peel, Rainbow, Simcoe, Trillium Lakelands, Upper Canada and York Region locals all held community events to engage members of the public in discussions about improving public education, including addressing the challenges related to violence in schools.

Community Organizing for Social Justice

In October, Communications and Political Action (CPA) staff held a *Community Organizing for Social Justice* conference for 23 local leaders. The workshop focused on building alliances and solidarity with community groups, examined what leaders can learn from organizers in communities and explored how to be more effective allies. A Part 2 conference was held in April. Local leaders reported on the community organizing work they had engaged in since the fall and focused on election-related community organizing.

Mobilizing for Justice

CPA staff worked with other service areas to present the *Mobilizing for Justice* conference for 27 women members. This new two-year program offers an opportunity for ten teams of three participants from locals to work together to develop community organizing skills. The teams researched organizations and community groups in their communities, developed an understanding of charity and social justice and learned from various presenters such as Nrinder Nann, a Hamilton-based community organizer, and community groups such as Parkdale Organize.

EQAO Online Letter Campaign

In October, the Peel District School Board’s request to suspend EQAO testing for this year while the province considered curriculum changes provided an opportunity to encourage other school boards to follow suit. Staff created a searchable form for visitors to the BuildingBetterSchools.ca site to email their local school board chair with a request to join the Peel board’s call. The tool was shared widely online and used by a number of locals prior to school board meetings. Over 1,320 letters were distributed to school board chairs.

Media Conferences and Releases

ETFO’s social media and traditional media releases continued to support ETFO’s *Building Better Schools* and other issues of key importance to members.

During the 2017 Annual Meeting, ETFO held a media conference to brief reporters on its report *Shortchanging Ontario’s Students: An Overview and Assessment of Education Funding in Ontario* and provide seven recommendations to fix the education funding formula. This assisted media to understand the true issues and facts of the very complex 20-year-old formula. The message that the education system has been underfunded for two decades was reported widely across the province. The report can be viewed at etfo.ca/aboutetfo/publications/positionpapers/pages/positionpapers.aspx

Other media activity included the following:

The 2017 Annual Meeting motion regarding the renaming of Sir John A. McDonald schools snowballed into national coverage and a dialogue around reconciliation with FNMI Peoples.

In response to the December *Auditor General’s Report* on the rise in sick days among teachers, President Hammond conducted media interviews and emphasized that teachers are stressed due to increased workloads and Ministry initiatives, rising levels of violence in schools and large class sizes in grades 4 through 8 and Kindergarten.

In January, release of the summary report of ETFO’s all-member survey of workplace violence generated significant media interest across all regions. A number of local presidents conducted interviews and were profiled in articles.

A February media release for the launch of the *365 ETFO Black Canadian Curriculum Resource* garnered media attention in select radio and print outlets and publications like *Today’s Parent*.

A joint ETFO release with the Ontario Secondary School Teachers’ Federation announcing their unfair labour practice complaints against the Liberal government received widespread coverage with President Hammond quoted in major media outlets.

At its May Representative Council, ETFO hosted a campaign rally stop for NDP leader Andrea Horwath and publicly announced its endorsement of the party. Media across the province made this “historic endorsement” the news of the day for the launch of the NDP’s four-week election tour.

ETFO Communications and Political Action Milestones

1998: ETFO’s first website goes online. The fourth and current iteration is at etfo.ca

1998: *VOICE* first appears as a broadsheet. One year later, the magazine format is launched.

Early 2000s: ETFO holds its first Caucus Liaison breakfasts with the Liberal and NDP parties.

2003: ETFO joins Working Families to launch one of the most successful anti-Tory campaigns in history, including the TV ad “Not Now Ernie.”

2006: ETFO holds the first of many Queen’s Park MPP receptions.

2007: The first *Women in Politics* conference is held.

2010: ETFO joins social media with Facebook and Twitter handles and *VOICE* goes online.

2010: ETFO launches its *Building Better Schools* Education Agenda, which is subsequently updated for provincial elections in 2014 and 2018.

2013: To support its *Charter* challenge against *Bill 115*, ETFO runs province-wide billboards and full-page newspapers ads entitled *Charter Rights are for Everyone*.

2014: ETFO launches an effective anti-Hudak campaign that included lawn signs, household mailers in targeted ridings, print and radio advertising.

2016: BuildingBetterSchools.ca, ETFO’s public campaign website, is rebuilt to better support ETFO’s member and public engagement initiatives.

2016: ETFO launches its *Community Organizing and Outreach Training Manual for Locals*, ushering in subsequent workshops and advocacy work to engage members and the public in education issues.

2017: ETFO holds its first full Queen’s Park lobby day.

2017: ETFO releases its *Shortchanging Ontario’s Students: An Overview and Assessment of Education Funding in Ontario* authored by economist Hugh Mackenzie.

VOICE Wins Canadian Association of Labour Media Award

ETFO *VOICE* was awarded the 2018 Canadian Association of Labour Media Award for best overall print publication and best combined use of writing, graphics, design, editorial content and judgment! Here’s what the judges said: *The beautifully designed publication contains fresh, inspired writing at the vanguard of what the most innovative teachers are bringing to their classrooms: intersectional thinking on climate justice, gender expression, feminism and union engagement. If its member magazine is a window into how Ontario teachers are thinking and approaching their working lives, the next generation is in great hands.*

Fall:

Building alliances across social movements.

Thinking critically about representation in our schools and our *Curriculum*.

Building support for 15 and Fairness.

Treaties recognition and curriculum.

Winter:

Teaching democracy and active citizenship with *Student Vote*,

Experiences of Black students and teachers.

Supporting youth mental health.

Spring:

Impacting the 2018 provincial election through member mobilizing.

Bringing the impacts of labour law reform to the classroom.

Teaching about food security and the protection of water.

Summer:

Bringing feminism to the classroom.

Racialized women and micro-aggressions in the workplace.

The importance of ETFO women’s programs and the power of mentorship.

Related ETFO Websites

Building Better Schools

buildingbetterschools.ca

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

ETFO Health and Safety

etfohealthandsafety.ca

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

The Heart and Art of Teaching and Learning

heartandart.ca

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

ETFO Members Sharing in Assessment

etfoassessment.ca

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

ETFO Connected Communities

etfoconnected.ca

A website that summarizes research on the *ETFO Connected Communities* program and hosts 16 archived webinars on mathematics, technology and Kindergarten.

Professional Learning in the Early Years

etfopley.ca

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

Playing to Learn: Engaging J/I Learners

etfolearn.ca

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

Spirit Horse Spring 2015 Tour of Southern Ontario

spirithorse.ca

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

ETFO-AQ

etfo-aq.ca

ETFO’s microsite for Additional Qualifications courses from ETFO.

ETFO Occasional Teachers

etfo-ots.ca

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

ETFO Union History

etfounionhistory.ca

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

ETFO *Voice*

etfovoice.ca

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

ETFO 2018 Member Survey: Who We Are

The ETFO All-Member Survey helps to inform decisions about programs and activities, and predict future member needs. The 2017-2018 All-Member Survey was completed online using Microsoft Dynamics CRM. When the information for this report was compiled, ETFO had received responses from more than one-third of its members.

## Membership Population\*

*\*The same member may have multiple membership types.*

## Membership

* Teacher membership increased significantly this year. This is due to added hiring as well as having more members identify that they are on leave.
* Occasional teacher membership has increased substantially. This is due to occasional members being active for 120 working days after their last engagement.
* There was also a slight increase in ESP, PSP and DECEs.

## Gender

The percentage of ETFO members who are women has remained stable at between 80-82 per cent over the past 14 years. In a new question this year, 0.06% of the membership identified as ‘other’ in addition to those who identified as female and male.

## Age

### Teacher members:

* Sixty-nine per cent are aged 35-54, while 15% are under 34.
* Over the past 10 years, those aged 45-54 increased from 28% to 34% this year.
* Those aged 55-64 decreased from 13% last year to 11%.

### Occasional teacher (OT) members:

* Eleven per cent are aged 55-64 while 51% are under the age of 34.
* The 45-54 age group has remained between 10% and 11% for the last 10 years except for a one-time increase in the 2016-2017 year.
* Those aged 55-64 decreased from 13% to 10% this year.
* Eight per cent of occasional teacher members are 65 years of age or over. This has increased from 5% in 2007-2008.

### ESP/PSP members

* Thirty per cent are over 45 while 10% are under 34.

### DECE members

* Those under the age of 34 represent 28%, while 35% are over 45.

## Grades Taught

* Approximately 38% of ETFO members reported that they taught a combined grade, with the most common combined grade being JK/SK.
* Three per cent of members reported that they taught in a triple-combined grade.
* Fourteen per cent of women members reported teaching Kindergarten, compared with only 4% for men. Eleven per cent of men members reported teaching Grade 8 compared with 4% of women members.

## Part-time Work

* Six per cent of teacher members work part-time.
* Only 3.9% of male teachers work part-time while 8.4% of female members work part-time.

## Qualifications

ETFO members with a B.A. 77%

ETFO members with a B. Ed. 78%

ETFO members with a Master’s degree 15%

Members with one specialist certificate 32%

Members with two specialist certificates 16%

Members with no specialist certificate 44%

QECO (Qualifications Evaluation Council of Ontario)

ETFO members with rating of A4 72%

ETFO members with A3 rating 18%

Teacher Members – Years of experience

Almost 8% of teacher members have less than five years of experience, 31% have less than 11 years of experience and only 2% have more than 30 years of experience.

Occasional Teacher Members – Years of Experience

Slightly over 51% of occasional teacher members have less than five years of experience and slightly over 11% have more than 30 years of experience.

ESP/PSP Members – Years of experience

Seventeen and one-half per cent of ESP/PSP members have less than five years of experience and six and one-half per cent have more than 30 years of experience.

DECE Members – Years of experience

About 72% of DECE members have less than eleven years of experience.

All Members - Self-Identification

* Just under one and one-half per cent of teacher members report being either First Nations, Inuit or Métis. That compares with just over one and one-half per cent for occasional teacher and DECE members. Just over 5% of ESP/PSP members reported they were FNMI.
* The percentage of teacher and occasional teacher members who report being a person with a disability is over 2%. That compares to just over 1% for DECE members. No members of the ESP/PSP reported being a person with a disability.
* Over two and one-half per cent of teacher members identify as being lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ). Male teachers represent 55% of those teacher members who self-identified as LGBTQ.
* Over 7% of teacher members identify as belonging to a racialized group. That compares with just over 9% for occasional teacher members and 2% for DECE members.

Activities Outside Teaching

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

Teacher members with at least one dependent child 60%

Occasional teacher members with at least one dependent child 32%

DECE members with at least one dependent child 62%

ESP/PSP members with at least one dependent child 57%

Teacher members caring for a parent or other dependent adult 16%

Occasional teacher members caring for a parent or other dependent adult 11%

DECE members caring for a parent or other dependent adult 12%

ESP/PSP members caring for a parent or other dependent adult 15%

Teacher members active in their community 75%

Most common activity being volunteer work 42%

Occasional Teacher members active in their community 60%

Occasional most common activity being volunteer work 67%

ESP/PSP members active in their community 52%

Most common activity being volunteer work 66%

DECE/DECE members active in their community 43%

Most common activity being volunteer work 59%

2017-2018 LOCAL PRESIDENTS

Algoma

Occasional Teacher Local Peter Mead

Teacher Local Lee Mason

Avon Maitland

Occasional Teacher Local Kim Finlayson

Teacher Local Kent Cleland

Bluewater

Occasional Teacher Local Andrew Chittka

Teacher Local Julie Stanley

Durham

Occasional Teacher Local George Taylor

Teacher Local David Mastin

Catholic DECE Kelly Mulville

DECE Local Rayna Barrese

Grand Erie

Occasional Teacher Local Kevin Utley

Teacher Local Shawn Martin

DECE Local Pamela Grandpre

Greater Essex County

Occasional Teacher Local Sharon Ciebin

Teacher Local Adelina Cecchin

Halton

Occasional Teacher Local Bette Anne Stevenson

Teacher Local Rob Smolenaars

DECE Local Amy Korzack

Hamilton-Wentworth

Occasional Teacher Local Barry Naidoo

Teacher Local Jeff Sorensen

DECE Local Tamara DuFour

Hastings-Prince Edward

Occasional Teacher Local Doug Thur

Teacher Local Dave Henderson

James Bay

Teacher Local Andrea Sillius

Kawartha Pine Ridge

Occasional Teacher Local Jennifer Deck

Teacher Local Shirley Bell

Keewatin-Patricia

Occasional Teacher Local Martin Laffin

Teacher Local Kimberly Douglas

Lakehead

Occasional Teacher Local Nancy Nix

Teacher Local Mike Judge

Lambton Kent

Occasional Teacher Local Karen Churcher

Teacher Local Ron Rivait/Laurel Liddicoat-Newton

Limestone

Occasional Teacher Local Ken Gee

Teacher Local Debbie Wells/Jane Roberts

Near North

Occasional Teacher Local Dave Bartlett

Teacher Local Judith Arai

Niagara

Occasional Teacher Local Mark Carter

Teacher Local Jada Nicklefork

Ontario North East

Occasional Teacher Local Shannon Whittmaack

Teacher Local Monica Rusnak/Lori Ridley-Whyte

Ottawa-Carleton

Occasional Teacher Local David Wildman

Teacher Local Janet Fraser

Peel

Occasional Teacher Local Shazilla (Shelly) Jan

Teacher Local Matthew Jackson

Rainbow

Occasional Teacher Local Bernadette Lamirande

Teacher Local Barb Blasutti

DECE Local Gina McAfee

Rainy River

Occasional Teacher Local Mickey Christiansen

Teacher Local Monica Armour

ESP Local Jackie Dupuis-Brandli

Renfrew County

Occasional Teacher Local Kristopher Douglas Barrie/Jamieson Dyer

Teacher Local Allison Ryan

ESP Local Colleen Mackin

PSP Local Glen Mulvihill

Simcoe County

Occasional Teacher Local Amy Chevis

Teacher Local Janet Bigham

DECE Local Amanda Judd

Superior-Greenstone

Occasional Teacher Local Artie Cooper

Teacher Local Colleen Lemieux

Thames Valley

Occasional Teacher Local Terry Card

Teacher Local Craig Smith

Toronto

Occasional Teacher Local Robert Fulford

Teacher Local Andy Lomnicki

Catholic DECE Local Diego Olmedo

Trillium Lakelands

Occasional Teacher Local Lara Waterhouse

Teacher Local Karen Bratina

DECE Local Sara Michel/Tina Matthews

Upper Canada

Occasional Teacher Local Diane Dewing

Teacher Local Erin Blair

Upper Grand

Occasional Teacher Local Andrew Aloe

Teacher Local Gundi Barbour

Waterloo Region

Occasional Teacher Local Nathan Core

Teacher Local Greg Weiler

DECE Local Jenn Wallage

York Region

Occasional Teacher Local Nadia Ciacci

Teacher Local David Clegg

2018 ETFO Award Recipients

Anti-Bias Award

Emily Fortney Blunt

Lambton Kent Teacher Local

Arts and Culture Award

Katie Tremblay-Beaton

Durham Teacher Local

Children’s Literature Award

Mark Gunning

Niagara Teacher Local

Curriculum Development Award

Ryan Richards, Elementary Teachers of Toronto

Environmental Education Award

Kimberly Johnstone

Waterloo Region Teacher Local

Health and Safety Activist Award

Colin Wackett

York Region Teacher Local

Humanitarian Award for an ETFO Member

Carol Sheardown

York Region Occasional Teacher Local

Member and Service Engagement Award

Durham Occasional Teacher Local

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

Michelle Buckner

Breastfeeding Buddies Program Coordinator

Kitchener Downtown Community Health Center

Writer’s Award

Nadia Hohn

Elementary Teachers of Toronto

Writer’s Award – Women’s Program

Rachelle Bergen

Kawartha Pine Ridge Teacher Local

Bursaries and Scholarships

New Member Award

Sai Amrita Kaul

York Region Teacher Local

Bachelor of Education Bursaries for Sons and Daughters of ETFO Members

Elena Baker

 York Region Teacher Local

Jonathan Clodman

 Elementary Teachers of Toronto

Adeline Friend

 Hamilton-Wentworth Teacher Local

Valerie Lucic

 York Region Teacher Local

Maria Luiza Samoilescu

 Peel Teacher Local

Bursaries for Members of Designated Groups

Padma Auger

 Near North Occasional Teacher Local

Kamau Butterfield

 non-ETFO member

Arifa Ghaffar

 Durham Teacher Local

Katrina Howes

 non-ETFO member

Natalie Kim

 non-ETFO member

Sophia Royen

 non-ETFO member

Deanne Wah

 non-ETFO member

ETFO Member Bursary

Simone Austin

 Elementary Teachers of Toronto

Sameer Bhagirathi

 Toronto Occasional Teacher Local

Megan Ouellette

 Elementary Teachers of Toronto

Tahera Teja

 Halton Teacher Local

FNMI Women in Education Bursary – WP

Jennifer Gatti

non-ETFO member

 FNMI Women’s Scholarship - WP

Jamie Labrador

 non-ETFO member

Starla Sky

 non-ETFO member

Master’s Scholarship

Brianne Bearinger

 Waterloo Region Teacher Local

Shannon Morgan

 Halton Teacher Local

Karl Svab

 Halton Teacher Local

Olivia Vaughan

 Upper Grand Teacher Local

Master’s Scholarship – Women’s Program

Anika Agowissa-Guthrie

 Lakehead Teacher Local

Dale Davis

 Elementary Teachers of Toronto

Juanita Spears

 Durham Teacher Local

Tammy Sikakane

 York Region Teacher Local

Faculty of Education Award

Sophia Mac

 Brock University

Kelsey Couturier

 Brock University – Hamilton Campus

Brianne Sherwin

 Lakehead University

Christopher Paine

 Laurentian University

Janna Barkman

 Ontario Institute for Studies in Education

Jenny Mbamulu

 Ottawa University

Justin DeMarchi

 Trent University

Katelyn Ferguson

 York University

2017-2018 ETFO Standing Committees

Annual Meeting Committee

Andrea Jackson York Region Teacher Local

Ruth Mackie Rainy River District Teacher Local

André Mrozewski Hastings-Prince Edward Teacher Local

Uloma Onyido Elementary Teachers of Toronto Local

Susan Gail Ritchie Algoma Teacher Local

Anti-Racist Education Committee

Shurki Farah Elementary Teachers of Toronto Local

Samantha Hendricks York Region Teacher Local

Dinah Jung Lakehead Teacher Local

Darryl Romesh Pandoo Elementary Teachers of Toronto Local

Christine Stought-O’Gilivie Elementary Teachers of Toronto Local

Arts Committee

Ayesatta Conteh Elementary Teachers of Toronto Local

Elisabetta De Santis Toronto Occasional Teacher Local

D. Gavin Foster Hastings-Prince Edward Teacher Local

Betty Lee-Daigle Greater Essex County Teacher Local

Laurie Provenzano York Region Teacher Local

Awards Committee

Helen Alice Hobden Halton Teacher Local

Heather Latam Greater Essex County Occasional Teacher Local

Nicole Schultz Lambton Kent Teacher Local

Jennifer Sims Murray Niagara Teacher Local

Jeremy Smith York Region Teacher Local

Collective Bargaining Committee

Amy Chevis Simcoe County Occasional Teacher Local

Colleen Mackin Renfrew County ESP Local

Jada Nicklefork Niagara Teacher Local

Sean Seccareccia Algoma Teacher Local

Jenn Wallage Waterloo Region DECE Local

Disability Issues Committee

Lesly Kapush Lakehead Teacher Local

Terri Louise Lyons Thames Valley Teacher Local

Miranda Marles Trillium Lakelands Occasional Teacher Local

Aviva Rosenberg Peel Teacher Local

Karen Spanton Limestone Teacher Local

Early Years Committee

Jessie Daniell Keewatin-Patricia Occasional Teacher Local

Rose McCulloch Hamilton-Wentworth DECE Local

Deanna Pecaski McLennan Upper Canada Teacher Local

Marlene Sutton Greater Essex County Teacher Local

Trish Turner Renfrew County Teacher Local

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

Amy Korzack Halton DECE Local

Dawn Lorbetskie Renfrew County ESP Local

Tina Matthews Trillium Lakelands DECE Local

Christine Murray Simcoe County DECE Local

Wendy Sullivan Renfrew County ESP Local

English as a Second Language

Kimberley Arfo Peel Teacher Local

Katie Brubacher Peel Teacher Local

Sukayna Dewji Elementary Teachers of Toronto Local

Rob Persad Peel Teacher Local

Heather Ripmeester Ottawa-Carleton Occasional Teacher Local

Environmental Committee

Molly Brunet Limestone Teacher Local

Catherine Floyd York Region Teacher Local

Tammy Lam Grand Erie Teacher Local

Kimberly Maich Greater Essex County Occasional Teacher Local

Patricia Sawkins Grand Erie Occasional Teacher Local

First Nations, Métis and Inuit Education Committee

Edith Duncan Bluewater Teacher Local

Tracy Hendrick Near North Teacher Local

Lisa King Hamilton-Wentworth Teacher Local

Christina Saunders Elementary Teachers of Toronto Local

Julie Savard Thames Valley Teacher Local

French as a Second Language Committee

Mitzy Alarcon Peel Teacher Local

Christina McKibbon Greater Essex County Teacher Local

Kolette Myers Lambton Kent Teacher Local

Janet-Marie Ramsaywak Keewatin-Patricia Teacher Local

Rebecca Zuckerbrodt Ottawa-Carleton Teacher Local

Human Rights Committee

Laurel Farrell Upper Grand Teacher Local

Deepakshi Mansharamani Limestone Teacher Local

Kim McIntosh Greater Essex County Teacher Local

Rosalyn Pagendam Niagara Occasional Teacher Local

Krista Pedersen Upper Grand Teacher Local

Intermediate Division Committee

Andrew Bailey Durham Teacher Local

Sean Hazeldine Kawartha Pine Ridge Teacher Local

Michaela Kargus Grand Erie Teacher Local

Anik Mackey Ottawa-Carleton Teacher Local

Tim Worthy Limestone Teacher Local

International Assistance Committee

Michael Beetham Waterloo Region Teacher Local

Angela Cote Lambton Kent Teacher Local

Wes Delve York Region Teacher Local

Rose Kantiono Peel Teacher Local

Cheryl Sheffield Ontario North East Teacher Local

Bea Yeung Upper Grand Occasional Teacher Local

Labour Committee

Janet Fraser Ottawa-Carleton Teacher Local

Janet Fuchek Lakehead Teacher Local

Brian Jackson Halton Teacher Local

Devon K. Moore Upper Grand Teacher Local

Jefferey Pelich Waterloo Region Teacher Local

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

Amanda Hardy Peel Teacher Local

Corey-Lyla MacAulay Elementary Teachers of Toronto Local

Andres Musta Durham Teacher Local

Andrea Sillius James Bay Teacher Local

Melissa Sky Waterloo Region Teacher Local

Library Committee

Karen Churcher Lambton Kent Occasional Teacher Local

Johanna Gibson-Lawler Greater Essex County Teacher Local

Mike Mayes-Stewart Trillium Lakelands Teacher Local

Deborah McCallum Simcoe County Teacher Local

Heather Thompson Peel Teacher Local

Men’s Focus Committee

Ken Gee Limestone Occasional Teacher Local

Shane Gibson Kawartha Pine Ridge Teacher Local

Martin Kay Halton Teacher Local

Paul Oberoi York Region Teacher Local

Edward Stewart Upper Canada Teacher Local

New Members Committee

Sabrina Carew Limestone Teacher Local

Steve Dell Durham Teacher Local

Jillian Janzen Niagara Teacher Local

Sai Amrita Kaul York Region Teacher Local

Cecilia Poblete Toronto Occasional Teacher Local

Occasional Teachers Committee

Amanda Anderson Bluewater Occasional Teacher Local

Sue Beltrano Algoma Occasional Teacher Local

Rod Marijan Peel Occasional Teacher Local

Adam Methot Lakehead Occasional Teacher Local

Karen J. Walker Durham Occasional Teacher Local

Occupational Health and Safety Committee

Jennifer Barry Lakehead Teacher Local

Tracy DiCostanzo Niagara Occasional Teacher Local

Isabel Landrey Thames Valley Teacher Local

Sherri Madore Renfrew County Teacher Local

Terry White Elementary Teachers of Toronto Local

Pension Committee

Shannon Brooks Limestone Teacher Local

Lee-Ann Matteau Algoma Teacher Local

Sabrina Pennesi Elementary Teachers of Toronto Local

Kim Ryckman Avon Maitland Teacher Local

Cindy Wynter-Francis Ottawa-Carleton Teacher Local

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Christopher Hoffman Peel Teacher Local

Cory Judson Grand Erie Teacher Local

Velma Morgan Elementary Teachers of Toronto Local

Shelly Predum Algoma Teacher Local

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Sophie Kroesen Toronto Occasional Teacher Local

Kait Rainey-Strathy Limestone Teacher Local

Shelly Vohra Peel Teacher Local

Professional Relations and Discipline Committee

Andrew Aloe Upper Grand Occasional Teacher Local

Janet Bigham Simcoe County Teacher Local

Patti Monteith Waterloo Region Teacher Local

Allison Ryan Renfrew County Teacher Local

Jamie Thom Elementary Teachers of Toronto Local

Special Education Committee

Martha Brown Ottawa-Carleton Teacher Local

Laurie Josevski Durham Occasional Teacher Local

Wendy Lauwerier Grand Erie Teacher Local

Elizabeth Anne Mitchell Halton Teacher Local

Thomas Widstrand Elementary Teachers of Toronto Local

Status of Women Committee

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Olive Creary-Satchell Elementary Teachers of Toronto Local

April Elliott Limestone Teacher Local

Krissy Mayer-Craigie Ottawa-Carleton Occasional Teacher Local

Lianne Wyatt Niagara Occasional Teacher Local

Teacher Education/Faculty Liaison Committee

Amrit Bains Ottawa-Carleton Teacher Local

David Berger Kawartha Pine Ridge Teacher Local

Sherri Conley Rainbow Teacher Local

Cereita Goulbourne Peel Teacher Local

Terri Anne Jackson Durham Teacher Local

Lyne Kelly Near North Teacher Local

Dale Napier Thames Valley Teacher Local

Annamari Pouti-Fletcher Greater Essex County Teacher Local

Jane Roberts Limestone Teacher Local

Safia Saleh Peel Teacher Local

Angela Salvatori-Corapi Niagara Teacher Local

Corinne Scarfo Lakehead Teacher Local

Joanne Threndyle Waterloo Region Teacher Local

ETFO STAFF June 30, 2018

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Molly Ng

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Jim Giles

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Dave Wing

TECHNOLOGY AND COMPUTER SERVICES

Bilal Ahmed

Lynda Beebe

Jasraj Chahal

Christopher Hoang

Hemanth Kumar

Phi Phung

\*On Leave

\*\* Secondment

ETFO

Proud of our teachers and occasional teachers, designated early childhood educators, education support personnel and professional support personnel who have never ceased their public advocacy!

ELEMENTARY TEACHERS’ FEDERATION OF ONTARIO

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

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