

ANNUAL MEETING REPORT

# EQUITY & WOMEN'S PROGRAMS



# 2025



## Elementary Teachers' Federation of Ontario Equity Statement

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 results in equality, promotes diversity, and fosters respect and dignity for all.

### ETFO's Equity Initiatives

ETFO is a union committed to social justice, equity, and inclusion. The Federation's commitment to these principles is reflected in the initiatives it has established as organizational priorities, such as: ETFO's multi-year strategy on anti-Black racism; two-spirit, lesbian, gay, bisexual, transgender, queer, and questioning education; and addressing First Nations, Métis, and Inuit issues. ETFO establishes its understanding of these issues within an anti-oppressive framework. The Federation ensures its work incorporates the voices and experiences of marginalized communities, addresses individual and systemic inequities, and supports ETFO members as they strive for equity and social justice in their professional and personal lives. Using the anti-oppressive framework is one of the ways that ETFO is operationalizing its Equity Statement.

### Definition of an Anti-Oppressive Framework

An anti-oppressive framework is the method and process in which we understand how systems of oppression such as colonialism, racism, sexism, homophobia, transphobia, classism, and ableism can result in individual discriminatory actions and structural/systemic inequalities for certain groups in society. Anti-oppressive practices and goals seek to recognize and dismantle such discriminatory actions and power imbalances. Anti-oppressive practices and this framework should seek to guide the Federation's work with an aim to identify strategies and solutions to deconstruct power and privilege in order to mitigate and address the systemic inequalities that often operate simultaneously and unconsciously at the individual, group, and institutional or union level.

## ETFO Human Rights Statement

The Elementary Teachers' Federation of Ontario is committed to:

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

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

### ETFO Land Acknowledgment

In the Spirit of Truth and Reconciliation, the Elementary Teachers' Federation of Ontario acknowledges that we are gathered today on the customary and traditional lands of the Indigenous Peoples of this territory.



#### Elementary Teachers' Federation of Ontario (ETFO)

136 Isabella Street | Toronto, ON Canada | M4Y 0B5  
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# FOUNDATIONS FOR EQUITY WORK IN ETFO

The Elementary Teachers' Federation of Ontario (ETFO) provides equity and women's programs in the context of one of its fundamental constitutional objects:

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

And in the spirit of the definition of equity adopted by the ETFO Executive in 2011:

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 results in equality, promotes diversity, and fosters respect and dignity for all.

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

## ETFO POLICY ON EQUITY AND SOCIAL JUSTICE

- 35.1 That equity be defined as fairness achieved through proactive measures which result in equality, promote diversity, and foster respect and dignity for all.
- 35.2 That discriminatory practices not be accepted within ETFO and that ETFO work proactively to effect change within the Federation, in the education community and in Canadian and international society by recognizing, accommodating, and celebrating differences among people and groups.

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

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

Work incorporating these principles spans all ETFO service areas. The specific issues of women members; First Nations, Métis, and Inuit (FNMI) members; racialized members; members with disabilities; and two-spirit, lesbian, gay, bisexual, transgender, queer, questioning plus (2SLGBTQ+) members are addressed through standing committees, included in programs, and explored through a range of other equity resources.

## ETFO LAND ACKNOWLEDGMENT

The ETFO First Nations, Métis, and Inuit (FNMI) Education Committee recommended that ETFO change the FNMI Statement to the ETFO Land Acknowledgment in 2019. It was revised to read:

In the Spirit of Truth and Reconciliation, the Elementary Teachers' Federation of Ontario acknowledges that we are gathered today on the customary and traditional lands of the Indigenous Peoples of this territory.



WOMEN’S PROGRAMS

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

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

ETFO CONSTITUTION, ARTICLE X  
PROVINCIAL ORGANIZATION

Section 4 – Programs for Women

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

ETFO POLICY STATEMENTS, SECTION 91:  
WOMEN’S EQUALITY

Delegates to the 2016 ETFO Annual Meeting passed a policy on women’s equality:

- 91.1 That ETFO understands that women’s inequality remains a fundamental problem within our society and our institutions.
- 91.2 That ETFO is committed to working for women’s equality in all aspects of public and private life, both at the provincial and local levels. ETFO undertakes to participate in research, engage in community and labour partnerships, provide professional learning to members, develop and provide programs for women, and take action in areas including the following:
  - 91.2.1 social inclusion and political representation;
  - 91.2.2 health and wellness;
  - 91.2.3 economic status and employment;
  - 91.2.4 labour movement;
  - 91.2.5 violence against women and the justice system;
  - 91.2.6 education and child/dependent care;
  - 91.2.7 housing/shelter;
  - 91.2.8 media;
  - 91.2.9 global citizenship; and
  - 91.2.10 historical perspectives.



# REFLECTING BACK ON THE YEAR

The past year was filled with turmoil that thrust equity, diversity, and inclusion (EDI) issues to the forefront of political landscapes. The 2024-25 school year saw the unique situation of provincial, federal, and U.S. elections all happening in the span of five months, with anti-inclusion rhetoric being a driving force for political parties attempting to further divide communities. While the decisions resulting from the Conservative and Republican platforms have made marginalized communities more vulnerable, they have also served as a reminder of how and why we need to continue to mobilize and stay engaged in countering these harmful attitudes and actions.

The intentionally damaging effects of the present U.S. government have been felt swiftly and present different and new challenges for Ontario residents. After running on a platform of destroying “woke” ideologies, we have seen the U.S. government acting to revoke 2SLGBTQ+ rights, ban books, roll back head start programs, defund social services including education, and immorally punish individuals, including U.S. citizens, based on perceived criminality or questions of nationality. These actions have been demoralizing for individuals and families across the globe who have seen how intentional policies can put the most marginalized people in society in perilous positions of increased instability. That said, for many communities who have survived (and thrived) through centuries of mistreatment, we know we can unite and do the same once again.

From tariffs to hypothetical pushes for the “51st state” this year has also inspired Canadians to unite and separate ourselves from right-wing American ideology. With buy-Canadian efforts, increased domestic trade and travel, and reflection on the values of inclusion that help weave the fabric of Canada, ETFO members have had opportunities to consider how to move forward. While the intention to “support Canadian” is broadly understood, it is important to note that the symbols and slogans of nationalism do not land the same way with all Ontario residents. Such overt symbolism conjures a harmful history for Indigenous Peoples and its positionality was somewhat co-opted in the wake of the convoy protests during the pandemic.

Despite pushback against anti-DEI attitudes, in federal politics, one of Prime Minister Mark Carney's first actions upon assuming leadership of the Liberal party was to reduce equity efforts in the name of efficiency. ETFO found it troubling that the new prime minister eliminated important equity and inclusion positions from his initial Liberal cabinet, including the minister for women and gender equality and youth; and the minister of diversity, inclusion, and persons with disabilities. With a renewed mandate after the election in April, we were relieved to see the return of a minister of women and gender equality to the Liberal cabinet. However, that no minister's portfolio includes disability, inclusion, or diversity continues to be worrisome.

We will continue to push for all levels of government to support Canadians and provide opportunities for members to come together to do the same. As an example, this year marked the one-time expansion of ETFO's signature Women's Program, *...and still we rise*, into a three-act conference spanning the 2024-25 and 2025-26 school years that allows women members to focus on political engagement over the course of multiple sessions.

ETFO remains steadfast in its commitment to anti-oppression, equity, and social justice work. This year, the Federation hosted its first anti-hate conference, bringing together members from across the province to discuss issues, gain practical strategies, and network. This conference will be held annually and will continue to focus on emerging equity issues. ETFO also launched a new provincial program titled Building Allyship for Gender Justice, which saw the Federation expanding our partnership with Gender at Work, an international feminist organization.

In 2024-25, EWS staff offered Anti-Oppressive Framework training to local executives, supporting 12 locals across the province. This opportunity to work closely with local leaders allowed for specific plans to be developed to address regional issues.

In addition, the 2SLGBTQ+ Members and Allies conference had a non-binary focus, including a discussion group during which non-binary members were invited to share their lived experiences and offer insights that will be used to help ETFO staff develop future programs and supports for members. And, as the result of a motion passed at the 2024 Annual Meeting, affinity spaces will be made available throughout the 2025 AM.

EWS is revising/developing three highly relevant workshops in 2025, which will be offered starting in the 2025-26 school year: Why Poverty, a revamped workshop on Islamophobia (formerly Islamophobia Affects All Our Students), and a new workshop on antisemitism in Ontario. These programs will be available to locals starting in fall 2025. An accompanying antisemitism resource is also being launched at the beginning of the 2025-26 school year. These resources will assist educators in their efforts to support all students for a variety of intersectional reasons, particularly during the tension in the Middle East and its repercussions in local classrooms.

Additionally, 2024 marked the inception of a new conference and resource addressing the interconnected issues of poverty and food insecurity. ETFO hosted its first anti-poverty conference in March and created a new partnership with CBC, the Daily Bread Food Bank, and Feed Ontario to launch the Make the Season Kind School Challenge to address food insecurity. The conference will occur biannually, and the food insecurity challenge will be an annual opportunity for members to use curated activities to engage students on this important issue.

Student engagement is also the goal of the new curriculum resource *Healing Conversations for the Primary Classroom*, which was created to help members contextualize Canada's history of residential schools and the National Day for Truth and Reconciliation with our youngest learners through age-appropriate activities centred on Indigenous-created texts.

ETFO's efforts do not stand in isolation. In March, the Ontario Human Rights Commission (OHRC) issued a statement urging education stakeholders to take action to address anti-Black racism in education. The OHRC's report on this issue, *Dreams Delayed: Addressing Anti-Black Racism and Discrimination in Ontario's Public Education System*, is the culmination of over two years of regional consultations on issues affecting educators, students, and community. While the 29 recommendations listed in the document are primarily for the Ministry of Education, there are specific issues that relate to unions, including locals specifically, which have ramifications for ETFO members and their families.

ETFO firmly embraces our leadership role in advocating for those without privilege who experience marginalization in society. With our new and existing resources, programs, and lobbying efforts, we look forward to continuing to provide a more just education system and society for our members and the public at large.

**EQUITY AND WOMEN'S SERVICES  
(EWS) STAFF**

(June 2025)

Carol Aldover	Administrative Assistant
Punita Bhardwaj	Executive Staff
Mandisa Bromfield	Executive Staff (.5)
Sonia Ellis-Seguin	Executive Staff (.5)
Catherine Inglis	Executive Staff
Althea Jensen	Administrative Assistant
Kyla King	Executive Staff
Erin Orida	Administrative Assistant
Matthew Sinclair	Coordinator, Executive Staff

# NEW & UPCOMING EQUITY INITIATIVES

Throughout the year, ETFO staff work collaboratively with other service areas, members, and like-minded external organizations to create and update programs, services, and resources to help ETFO members and the broader education community learn, promote, and take action on issues related to equity and social justice.

## RESOURCES

### Equity and Women's Services Strength in Supports and Connections

EWS staff will be launching a new web page that will provide members and the public at large with easy access to resources that address issues of social justice and advocacy. Topics that will be covered include: EWS leadership programs, the importance of women's programs, connections to First Nations, Métis, and Inuit programming and [etfofnmi.ca](http://etfofnmi.ca), and the importance of self-identification. Connections will also be made with resources from other service areas, including equity-related PRS Matters bulletins, *Voice* magazine content, and *Elementary* podcasts. Importantly, this hub will also share policy and legislation that supports equity work, including links to curriculum connections, Ontario Ministry of Education Policy/Program Memoranda (PPMs), Ontario Human Rights Commission information, Truth and Reconciliation Commission Calls to Action, Ontario College of Teacher advisories, and ETFO documents such as the constitution, policies, and priorities.

### Healing Conversations: A Collection of Activities for the Primary Classroom

EWS released the new resource *Healing Conversations: A Collection of Activities for the Primary Classroom*, which is designed to support educators in "building student capacity for intercultural understanding, empathy, and mutual respect," as stated in Call to Action 63 from the Truth and Reconciliation Commission. Delivered in



a balanced, scaffolded approach, the activities in this resource speak to both the individual and collective losses and challenges faced by Indigenous Peoples. They also celebrate the resilience and strengths of Indigenous individuals, communities, and nations and provide opportunities to focus on traditions, reclamation and revitalization, reconciliatory acts, and Indigenous joy. By incorporating Indigenous children's literature; engaging in dialogue; and integrating aspects of storytelling, creative writing, art and visuals, and music, educators and learners can reflect on the concepts of identity, family relationships, and community and begin to understand the histories and impacts of colonialism on Indigenous Peoples in Canada. Available for download at [etfofnmi.ca](http://etfofnmi.ca).

### Antisemitism Resource

A team of ETFO members who self-identify as Jewish were selected to complete the development of an antisemitism resource and EWS workshop, which will be available to locals and the membership as of fall 2025. The professional resource and workshop will support members and students with practical strategies to address antisemitism within Ontario classrooms, while incorporating ETFO's anti-oppression, equity, and social justice principles.

### English Literacy Development (ELD) Programs for English Language Learners (ELLs)

ETFO's Professional Learning/Curriculum Services released two new English Literacy Development (ELD) resources for members focused on supporting English language learners or, more inclusively, multilingual language learners.

The new ELD Program Brief provides useful information about supporting multilingual language learners through ELD program supports and includes a comprehensive glossary of terms for educators. As a companion to the document, ETFO also developed an



ELD webcast. This video, which can be found on ETFO's YouTube channel, highlights important ideas to keep in mind when supporting multilingual language learners and their families through ELD programs.

### PRS Matters Bulletin: Understanding Human Rights Complaint Processes

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This new PRS Matters bulletin, available under the About Us/Resources tab on the ETFO website, was released in October 2024. As there can be many challenges associated with navigating human rights complaints, the document provides a general overview of board processes and advises members to contact their ETFO local or Professional Relations Services staff for help as soon as they become involved with a human rights complaint.

### Ontario College of Teachers Draft Advisory on Hate and Discrimination

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The Ontario College of Teachers requested feedback on its draft professional advisory on countering hate and discrimination, which outlined a commitment to anti-oppression, equity, diversity, and inclusion. Professional Relations Services and EWS staff reviewed and provided feedback on how to best support ETFO members to counter hate and discrimination within their school communities.

### Race Matters: Teaching Students to be Race-Conscious – Early Years Resource

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A writing team of three ETFO members will focus on developing a new classroom resource, to be released in 2026, to support Early Years educators in addressing race, racism, and anti-Black racism with children in Kindergarten classrooms.

### Disability Issues Resources (name pending)

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A resource is being developed about disability issues in Canada. Topics will include the history of disability rights in Canada, key legislation, understanding ableism, disability justice, and tips for building an inclusive union.



### Make the Season Kind – CBC School Challenge

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2024 marked a new partnership between ETFO, the Daily Bread Food Bank, Feed Ontario, and food banks across the province. ETFO created resources to launch the CBC School Challenge as part of CBC's annual campaign Make the Season Kind.

This engaging challenge not only sparked meaningful conversations about social justice, poverty, and food access, but also empowered students to think critically and creatively about real-world issues. Students gained valuable knowledge and had the chance to earn recognition for their hard work with the CBC acknowledging three outstanding submissions per division. The challenge was open from mid-November until December 20 and saw over 100 classes participate across the province.

### Addressing Anti-Black Racism in Classrooms (name pending)

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ETFO, with contributions from the Peel District School Board, is creating a resource for educators that will explore Black history and current-day realities of racism. The resource, to be released in 2025-2026, will discuss power, privilege, oppression, intersectionality, bias, and microaggressions. The resource will also provide practical strategies that can be used by educators.



## PROVINCIAL PROGRAMS & CONFERENCES

### *...and still we rise: Act I, II and III (WP)*

This year, ETFO had the opportunity to expand our signature women's program into a large-scale, three-part mobilizing conference series for 300 women. The three conferences (acts I, II, and III) began in 2024-25 and will continue in 2025-26, and address a range of issues, including:

- assisting women members who are interested in running for provincial or municipal elections
- supporting women activists who want to mobilize and engage other members to effect change in 2026
- encouraging women members who want to work in their communities to mobilize and engage others to speak out on the importance of public education in upcoming elections
- responding to women members who want to effect change in their classrooms by learning more about political action issues

Budgeted funding for the current *...and still we rise* events in 2025 and 2026 is being used to support the overall concept of the three-act series. Funding for Act II: Mobilizing for Change came from the retroactive remedy and salary arbitration monies that were allocated to Women's Programs.



#### **Act I: Advancing Change Together**

Women members from across the province gathered at the Sheraton Centre in Toronto in February for this first of three sessions. Participants joined workshops led by other members, staff, and external organizations. They also participated in plenary panel discussions.

Keynote addresses included Zulfat Suara, a city councillor from Nashville, Tennessee who spoke about her experiences as a Black, Muslim elected public official, and Kim Wright, who spoke about the provincial election results and strategies for future elections. Jeanne Beker, an iconic Canadian fashion and lifestyle journalist, joined ETFO President Karen Brown in a fireside chat to talk about her experiences as a child of Holocaust survivors, a woman in a male-dominated profession, a parent, and a cancer survivor.

There was also a panel discussion with four women activists who were "firsts" in some way. Lyra Evans, the first trans school board trustee in Canadian history; former MPP Bhutla Karpoche, the first person of Tibetan heritage to be elected to public office in North America; Harnoor Kochar, a political organizer and outreach coordinator working to make politics more equitable, inclusive, and accessible for women, immigrants, and racialized individuals, and the first young South Asian woman in many of these spaces; and Velma Morgan, chair of Operation Black Vote Canada, where she is the architect of the first-ever Black community provincial leaders debate, Black Women's Political Summit, and Next Generation Political Summit.



#### **Act II: Women Mobilizing for Change**

The same members gathered for Act II in April/May, bringing new members with them to engage in political discussions and actions. While Act I focused on hearing from politicians and activists and learning about challenges and opportunities, Act II focused on skill building, developing engagement plans, and learning the ins and outs of campaigns. Workshops were offered on building a campaign team, analyzing leadership skills, Indigenous governance, and public speaking. One workshop was designed specifically for Black women and another specifically for South Asian women.

Participants had the unique opportunity to discuss the complexities of caregiving with two experienced mentors, Jill Andrew, former MPP; and Marie Clarke Walker, former Canadian Labour Congress vice-president. Andrew and Walker shared stories of being responsible for children, parents, self, and work and both the internal and external guilt that comes with managing those responsibilities. Participants also heard from keynote speakers Riley Yesno, a queer Anishinaabe scholar, writer, and commentator from Eabametoong First Nation and Thunder Bay; as well as Elisa Reid, a gender equality advocate and author who has lived in Iceland for the past two decades.

### Act III

The third part of the expanded conference will take place in the 2025-26 school year. Participants will take the knowledge and experience gained in acts I and II and put it into action. This will be particularly important with the next Ontario municipal elections taking place in 2026.

### Anti-Hate Conference

This inaugural one-day conference used a human rights framework to understand and advocate against hate. Participants explored different strategies to address hate within learning communities, with a focus on the role of social media. Presentations were provided by education lawyer Sheilagh Turkington and ETFO staff members.

### Anti-Poverty Conference (WP)

The Anti-Poverty Conference is designed to educate women members about the powerful intersection of anti-poverty work, unionism, and the broader labour movement. This year's inaugural conference included a keynote from Darlene Ciuffetelli Parker, associate dean of Brock University's faculty of education, who presented her research about poverty and schooling; a workshop by Campaign 2000 on the impacts of poverty on learning communities and advocacy; and sessions on approaches to anti-poverty through a union lens and curriculum connections to raise awareness.

### Building Allyship for Gender Justice

ETFO launched this new program in 2024 in partnership with Gender at Work, an international feminist knowledge organization. Members worked collaboratively to break down traditional barriers that lead to gender discrimination in schools and communities and to build their practice as allies in the quest for gender justice. They explored the interlinked



dynamics of male privilege, power, voice, and agency, and how these can be harnessed to bring about women's empowerment and strengthen gender equality in and through education.

### Curriculum Conference (WP)

The first ETFO curriculum conference for women, Unpacking the 2023 Language Curriculum, took place in October. Each participant attended eight workshops that were facilitated by an expert ETFO member and included a focus on women's issues and how to highlight women's voices in the classroom. For example, the ETFO resource *The Places We Meet*, which focuses on intersectional feminism in the classroom, was included, and picture books that highlight women and girls were featured throughout the workshops. Participants indicated they were more comfortable participating within an all-woman space and many were inspired to engage more with the union and become leaders in pedagogy and curriculum. The 2025-26 curriculum conference will be a general program open to all members.





## Growing Leadership (WP)

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This new program took place on October 29 and 30. Growing Leadership (also known as Professional Learning Leadership) introduces women from designated groups to professional leadership opportunities within ETFO such as workshop facilitation and resource development as a next step in their career. Participants explored many of the Federation's available resources over the two-day program and engaged with member panellists who shared their experiences and provided their mentorship as active leaders across our union both locally and provincially.

## Understanding Human Rights Investigations for Local Leaders

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This one-day program for released local leaders comes out of a motion passed by the ETFO Executive in January 2024, that "a program of at least one full-day in length be included in the 2024-2025 budget for local leaders who directly support members undergoing human rights investigations."

This PRS program, held last year on April 4, included workshops focused on trauma-informed representation and externally referred, board level, human rights investigations. High registration numbers identify this as an in-demand program, and it will be offered again in 2025-26.



## LOCAL EWS WORKSHOPS

### Why Poverty?

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After dropping due to government financial supports during the pandemic, child poverty rates have once again begun to rise, even though there is a national commitment to reduce poverty by 2030. This newly revised and updated workshop examines poverty issues and their impact on learning communities, the many ways issues related to poverty can inform and impact teaching practice, and the concept of becoming active in addressing poverty in the community. Individual and group discussions about issues of poverty, case studies related to the impact of poverty in classrooms and school communities, and resources to support teaching practice as well as school and community understanding are all features.

### Antisemitism in Ontario Schools

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This new workshop, available in 2025-26 is intended to provide members with an understanding of antisemitism in an Ontario school context. Participants will look at the history of antisemitism in Ontario and Canada, its presence in school environments, and strategies to challenge and prevent it in their learning communities.

### Disrupting and Challenging Islamophobia

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Islamophobia is prejudice against, hatred towards, or fear of Islam or Muslims. This revised workshop (formerly Islamophobia Affects All Our Students) is being completely revised in 2025 and will be offered in the 2025-26 school year. It is designed to build awareness of Islamophobia and critically examine personal and professional biases, explore resources to meet the diverse needs of schools that represent a multiplicity of

perspectives, and encourage members to take further actions relating to inclusion within their classrooms, schools, families, and communities.

### Busting Myths And Misconceptions About Indigenous Peoples

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This revised workshop will provide members with an opportunity to engage and interact in dialogue to gain a broader understanding of the impacts and issues related to misconceptions and stereotypes of Indigenous Peoples.

### Indigenous Community Engagement

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This revised interactive workshop encourages dialogue and engagement, providing participants with a deeper understanding of Indigenous Peoples and the process of building meaningful relationships. Through guided activities and thoughtful discussions, members will learn about respectful ways to engage with Indigenous community members and families within the learning community.

## DISCUSSION GROUPS

### Non-Binary Discussion Group

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Equity and Women's Services staff held a discussion group led by a non-binary community facilitator on April 25 to engage in conversations with members who self-identify as non-binary. Participants were asked to share their lived experiences of issues of harassment or discrimination and non-inclusion within the workplace. This input will help EWS staff and the Federation examine the support and programming currently provided by ETFO and inform future programs and resources.

# EQUITY AND WOMEN'S PROGRAMS & RESOURCES 2024-25

## RESOURCES FOR STUDENTS, MEMBERS, AND COMMUNITIES

### Women's History Month Poster

October is Women's History Month in Canada. The 2024 poster celebrates women educators as union activists advocating for better working conditions and advancing women's issues. We continue to build on this history in our ongoing efforts to foster a diverse women's movement in which all women belong.

### Asian Heritage Month Poster

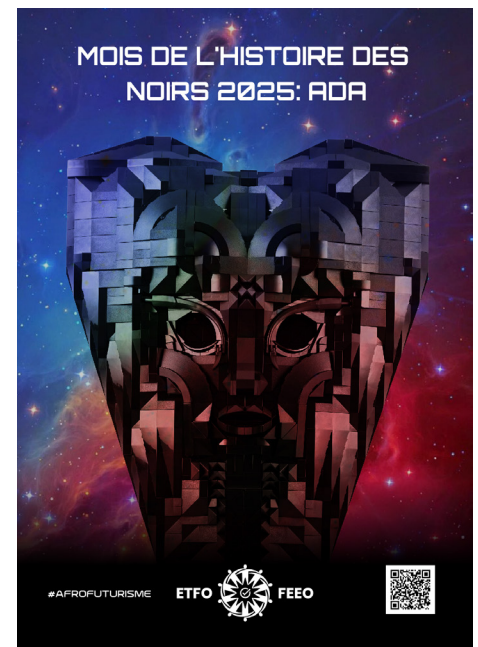
This year's poster highlights Asian excellence in sports. When we think about sports, we usually focus on the athletes. While our poster does feature some outstanding athletes in baseball, skating, hockey, and judo, we also acknowledge those who work to coach, train, and document sport through a uniquely Asian lens. All of these trailblazers have connections to Ontario communities.



### Black History Month Poster (French)

"Mois de L'Histoire des Noirs 2025: ADA," the 2025 French-language Black History Month poster, offers a stunning visual that reflects the brilliance and resourcefulness of African Canadians. In traditional African mask making, ancestral faces are carved in wood. The mask in the poster image was created with

approximately 6,500 pieces of LEGO, bringing a futuristic twist to the to the age-old practice through modern textures and angular forms. The image honours trailblazer Ada Kelly Whitney of Windsor and her little-known history as the first Black woman to teach in a publicly funded school in Ontario. A companion classroom activity document was shared to the Classroom Resources section on [members.etfo.ca](https://members.etfo.ca) in March to encourage educators to engage with the poster throughout the school year.







### ETFO Jewish Heritage Month Poster

May is Jewish Heritage Month. This year's poster, with artwork by Toronto artist Rosette Sund, was entitled "Tikkun Olam," and celebrates Jewish diversity through symbols and images. The Jewish practice of tikkun olam unifies all cultures. It is the idea that through our actions and good deeds, we can make the world a better place for everyone. The discussion guide features classroom connections for Kindergarten to Intermediate levels and includes learning about prominent Jewish Canadians. By integrating Jewish heritage into classroom curriculum, we cultivate understanding and appreciation to foster deeper connections among educators and students. Sharing the poster in schools and classrooms is an important step towards Jewish heritage awareness and education.

### Transgender Day of Remembrance

Each year, ETFO recognizes the International Transgender Day of Remembrance (TDOR). TDOR is observed annually on November 20. It is a day to remember transgender people, gender non-conforming individuals, and those perceived to be transgender who have been murdered because of hate. Last year marked the 25th anniversary of the Trans Day of Remembrance, which was first observed on November 20, 1999, to memorialize the murders of Rita Hester and Chenelle Pickett.

### 16 Days of Activism Against Gender-Based Violence

Every year, from November 25 to December 10, Canadians observe the 16 Days of Activism Against Gender-Based Violence. It is an opportunity to come together to call out, speak up, and renew our commitment to end gender-based violence. ETFO provides educational information as well as actionable strategies through the [etfo.ca](http://etfo.ca) website. Additionally, on December 6, ETFO provincial staff gather as a community to recognize and reflect on the significance of the National Day of Remembrance and Action on Violence Against Women. Messages of support and recognition are shared through social media and on the ETFO website.

### International Women's Day T-Shirt and Toques

On March 8, ETFO marked International Women's Day by drawing attention to the gendered impacts of the affordability crisis on women's economic security, autonomy, and rights.

This year's theme was "Advancing Change Together," which reminds us that when we work in solidarity, change can happen in our schools, communities, and at the polls. This year, ETFO created T-shirts and, for the first time, toques, which were popular. The T-shirts and toques are available to members through [shopETFO](http://shopETFO).

### International Day of Pink T-Shirt



April 9 marked the Day of Pink, which is the day to take action on bullying, homophobia, and transphobia. This year's theme was "Re-Emergence," honouring the brave actions of those who have fought and continue to fight for safer and more inclusive communities. While the Day of Pink only happens once a year, it is important to support 2SLGBTQ+ students all year long. Additional resources are available on [etfo.ca](http://etfo.ca).



### International Women's Day 2025 T-shirts & Toques



## 2SLGBTQ+ Online Resources

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ETFO members have curated a bank of resources and websites that can be referenced to support 2SLGBTQ+ education. We encourage all members to use these online resources to help inform their pedagogy and support students, as well as their families, throughout the year. They can be found under the Social Justice tab on etfo.ca.



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

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ETFO continues to update and enhance this online document that lists resources educators can use when working with gender-independent children and transgender youth/adults. The document, available under the Social Justice tab at etfo.ca, lists organizations, resources, and links to school board gender-expression and gender-identity policies.

### Climate Change Primer

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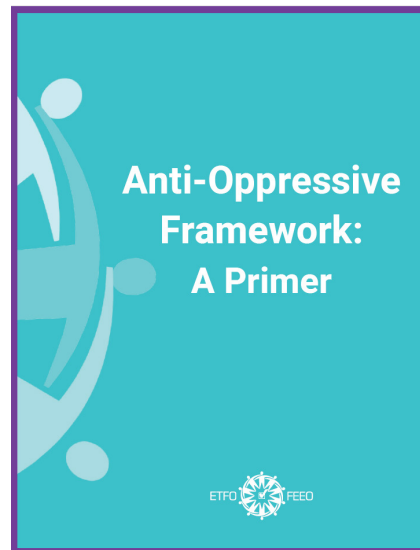
As part of ETFO's ongoing efforts toward equity and social justice, this resource was developed to inform the membership about how themes such as environmental racism, colonization, and migration merge with climate change. *The Climate Change Primer* includes terminology,

case studies, acknowledgment of change makers, and resources for educators to build their knowledge and understanding to inform their instructional practices. ETFO members play an important role in raising awareness and creating learning environments for students that promote dialogue using a social justice lens.

### Anti-Oppressive Framework: A Primer

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*Anti-Oppressive Framework: A Primer* is a learning resource developed for ETFO, local leaders, and members to inform on preliminary and foundational understandings of an anti-oppressive framework (AOF). It offers a detailed explanation of the seven components of AOF for implementation, key questions, scenarios, and strategies to put this framework into action in union and school/community spaces.



### Addressing Anti-Asian Racism: A Resource for Educators

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This resource, developed in partnership by ETFO and the Toronto District School Board, is the first of its kind in Canada. It was developed partly in response to the spike in anti-Asian racism during the COVID-19 pandemic and more fully to address the historical and

contextual racism that is specific to Asian communities. It provides a foundation for reflection, discussion, and social justice action, and centres Asian Canadian lives within the discourses of addressing colonialism and oppression. Chapters incorporate anti-oppressive framework and culturally responsive pedagogy, as well as strategies and tools for individual and systemic disruption.

### Indigenous Resources

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The etfofmi.ca website includes a list of resources developed by ETFO members (both Indigenous and non-Indigenous) and the broader Indigenous community, teacher union affiliates, and others in the education sector. The resources focus on First Nations, Métis, and Inuit world views, issues, and perspectives to support members in their learning and instructional practices. The site also features relevant news and dates of significance.

### Les HisNoires: Black-Canadian Curriculum Resource

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This French as a Second Language (FSL) resource celebrates the contributions of Black Canadians who continue to build a collective consciousness that honours the struggles, triumphs, and victories of Black people in Canada, within a French context. The lessons, which are written in English to increase accessibility and remain consistent with ETFO policy, are designed by FSL teachers for French language learners and have accompanying French language worksheets. Lessons for Primary, Junior, Intermediate, and Core FSL classes can be found at members.etfo.ca under Classroom Resources.

## Respond and Rebuild: Culturally Relevant and Responsive Pedagogy Lesson Plans

Addressing and actioning the anti-oppressive framework and the intersectionality of the global community requires a brave space for learners to share their ideas, beliefs, values, and lived experiences. Creating brave spaces invites learners to approach courageous conversations with honesty, sensitivity, respect, and an aim for a deeper understanding in their call-to-action role. This collection of lessons allows educators and learners to understand bias as they develop their critical lens and combat the status quo. Each lesson outlines specific learning opportunities connected to the three tenets of Culturally Relevant and Responsive Pedagogy (CRRP).

### Race Matters: Teaching Students to be Race-Conscious



Released in February 2024, this curriculum resource examines race, racism, and anti-Black racism through age-appropriate content for Primary, Junior, and Intermediate learners. The resource's lessons are designed to provoke critical thinking, meaningful dialogue, and address anti-Black racism.

*Race Matters* utilizes an anti-oppressive lens and draws from anti-racist pedagogical practices. An addendum geared specially to Kindergarten classrooms will be developed in 2025-26.

### The Places We Meet: Embedding Intersectional Feminism in the Classroom, Kindergarten to Grade 8

This resource was developed to help educators and learners critically examine issues of intersectional feminism, specifically related to gender equity and anti-racism. The lessons encourage all participants to work together to understand and respond to an ever-changing and unpredictable world in which the outcomes, opportunities, and rights of girls and women continue to be challenged because of systemic oppression. A teacher guide, glossary, posters, and lesson plans for Primary, Junior, and Intermediate classrooms are available for free download from the Classroom Resources section on the ETFO member secure site.

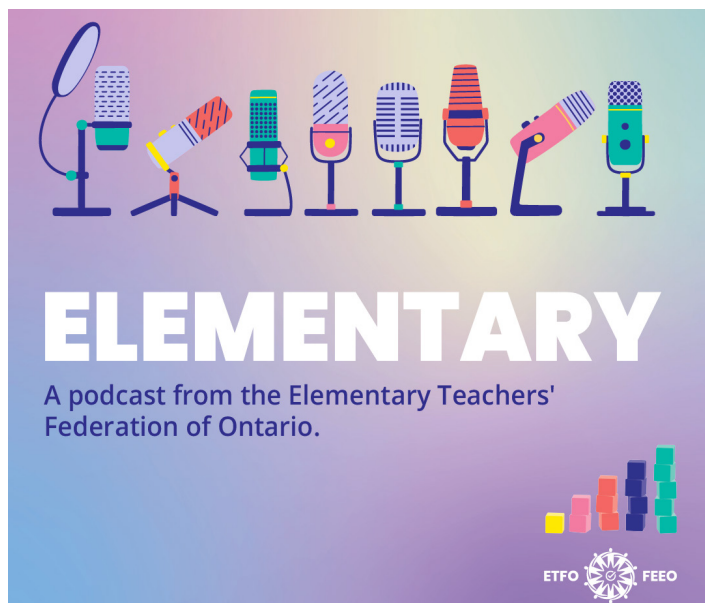
## The Women's Equality Project

The women's movement is a movement towards social justice and equity for all people. Through an exploration of economics and the workplace, education, gender-based violence, health, politics and the law, pop culture and the arts, and social movements, ETFO's *Women's Equality Project* honours the contributions to society made by diverse women and non-binary people. This resource provides tools for Junior and Intermediate students to interrogate, activate, and dream for an inclusive tomorrow where women and girls are truly equals. Print and digital formats are available through shopETFO.ca.

### Elementary Podcasts

During the year, Equity and Women's Services partnered with Communications and Political Action (CPA) Services and other service areas on a series of equity-related learning opportunities and resources for members, including ETFO's *Elementary* podcast. Some of the episodes featured in the podcast between September 2024 and May 2025 include:

- Alan Corbiere on the History and Meaning of Wampum from an Anishnaabek Perspective
- Black in School: An Interview with Habiba Diallo
- Carolyn King on the Moccasin Identifier Initiative
- Black Boys Like Me: An Interview with Matthew R. Morris
- Countering Anti-2SLGBTQ+ Hate as an Educator
- The Power of Solidarity: Two Perspectives on Building Labour Power



## LEADERSHIP DEVELOPMENT

### Virtual Academy – Equity and Women’s Services Overview

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Local presidents attended a session where they had the opportunity to learn about the variety of programs, resources, incentive funding, and local workshops that are available for locals through ETFO’s Women’s Programs and the EWS service area.

### Social Justice Chair Training – Fall Leadership 2024

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Forty-nine local social justice chairs gathered at Fall Leadership for a day of sharing and learning. Participants had opportunities to share best practices, discuss topics such as the intersection of artificial intelligence and equity, and find out more information about the ways ETFO can support locals. A carousel featured facilitators of the EWS workshops Decolonizing Your Practice, Race Matters, and 2SLGBTQ+ Human Rights Strategies, and provided a preview in small groups.

### Status of Women Chairperson Training – Fall Leadership 2024

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Status of women chairs from across the province gathered to plan, reflect, and share best practices. Together they reviewed the Status of Women Resource Guide, worked through an activity using the Anti-Oppressive Framework Triangle of Power that comes from the Women in Action: Part I program, and learned about member outreach/engagement strategies and event planning.

### Anti-Oppressive Framework Training (GP and WP)

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Multiple sessions of ETFO’s Anti-Oppressive Framework Training were offered this year, two concurrent general and women’s programs that hosted 30 members each and two women’s program sessions. Members from across the province met at the provincial office for the two-day training, in which staff from different service areas presented sessions on various topics, including navigating discomfort, intent versus impact, legal implications, and more. This program is a prerequisite for ETFO’s Collective Bargaining Academy, Union School, and Parliamentary Training. Members of ETFO’s Selection Committee and Professional Relations and Discipline Committee must also complete the training.

### Code Black Leadership Program

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ETFO staff hosted 35 members in this two-day leadership program that was offered with release time for the second time. Members participated in various sessions that covered topics such as union involvement, leadership, and actionable next steps. Sessions also included a panel of former Code Black participants.



### Leaders for Tomorrow (WP)

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This is an intensive, year-long leadership development opportunity for women members who self-identify as racialized; First Nations, Métis, and Inuit; members with a disability; and/or 2SLGBTQ+. The program includes various workshops and experiences related to leadership roles within ETFO locally and provincially. This year, participants included 21 women from designated groups who were involved in several activities, including having courageous conversations, developing an anti-oppressive framework, exploring Indigenous ways of knowing, being an ally, writing speeches, disrupting microaggressions, and chairing meetings. Members were able to observe the May Representative Council meeting to see ETFO’s governance first-hand.

### Leadership Forum for Black Women Members (WP)

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This is the fifth year this leadership program has been offered to support the engagement and leadership of Black women members in the union. The two-day forum focused on identifying and expanding the 22 participants’ leadership skills and developing a collective stance in anti-oppression using feminist frameworks to increase participation in ETFO. Highlights included presentations that focused on misogynoir trauma, hearing the lived experiences and leadership journey of former MPP Jill Andrew, and leadership styles and opportunities within ETFO.



## Mentor & Coaching Institute for Women (WP)

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This two-year, multi-session program concluded its fourth cohort in 2025. This group of mentors and mentees spent two years together focused on goal setting, identity, power, privilege, and building the mentor-mentee relationship. Mentees developed action plans to guide their learning and achievements throughout the program and were able to recognize that action plans are very much fluid documents. Participants worked with the VIA Institute, identifying important character traits and how these traits fit into their leadership journey. Participants also discussed the myth of imposter syndrome, the trap of the wellness industry, further developed their speaking and facilitating skills, and practised Robert's Rules and parliamentary procedure.

## First Nations, Métis, and Inuit Women's Leadership Symposium (WP)

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ETFO welcomed 21 Indigenous women members for the eighth annual women's leadership symposium on March 18-19. Members came together for two days to network and connect with like-minded members from across the province. The program aims to support Indigenous women exploring leadership roles in ETFO and the greater labour community.

## First Steps: Observer Training for Annual Meeting

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This program took place at the ETFO Annual Meeting on August 12 to 15, 2024. Ten ETFO members were selected to engage in this provincial program for members who self-identify with ETFO-specified designated groups. Members learned about Robert's Rules of Order and ETFO Annual Meeting Operating Procedures, and observed what it was like to be part of the democratic process of the Federation. Events included new delegate training, the Annual Meeting dinner (seated with honorary life members), and frequent sessions with staff to review and debrief on the day's events. A highlight was a session in which four alumni from the previous year's program provided reflections and discussed next steps with the participants.

## Next Steps (WP)

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Next Step leadership program is open to women members who are also from one or more of ETFO's other designated groups. This year's program included an evening program with a keynote presentation by former MPP Jill Andrew. The day program consisted of workshops about how intersectionality informs the boundary between personal and professional spaces, and self-care strategies that positively affirm intersectional identities.

## Sisters in the Struggle (WP)

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Now in its eleventh year, Sisters in the Struggle is ETFO's advanced leadership program for women. The program is offered at the Canadian Labour Congress Ontario Women's School, giving our members the opportunity to learn, share, and mobilize with women from a variety of unions across the province.

The 2024 conference took place at McMaster University from July 7-12 at the Peter George Living and Learning Centre. The program focused on building a leadership tool box, analyzing social identities, exploring the history of women's programs and positions, embracing your voice, and developing a support system.

Several highlights included:

- A tour of the Workers Arts and Heritage Centre located in Hamilton
- Two panels entitled "Sisterhood is a Struggle: Feminism Through the Decades" and "Fighting Back and Winning: Community Organizing and Building People Power"
- Guest speakers Marit Stiles, Leader, Ontario New Democratic Party and Jackie Taylor, executive vice-president, Ontario Federation of Labour

## Visions Program (WP)

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Sixteen women members in their first five years gathered to learn about the history of ETFO, the work that ETFO does for members, and how to become more involved locally and provincially. The participants were thrilled to welcome service area representatives who shared their work and ways to engage with members. Members will work on an action plan to consolidate their learning.

## PROVINCIAL WORKSHOPS, CONFERENCES, SYMPOSIUMS, AND PROFESSIONAL LEARNING COMMUNITIES



### Educating for Social Justice Conference (WP)

This Professional Learning/ Curriculum Services conference took place in April. The learning engaged approximately 50 women members from locals across the province interested in developing their understanding of how to build their knowledge of social justice and equity classroom practice focused on the Ontario curriculum. Keynote speaker Stephanie Fearon, assistant professor at York University, invited participants to consider how intersecting identities inform our pedagogies, student experiences, and our collective understanding of the world. Members were asked to critically reflect on their practices, relationships, and aspirations for building affirming schools in Ontario. Participants left with an increased understanding of how to embed social justice practices into their programs and with a richer understanding of the ways that they can use the ETFO resource *The Places We Meet: Embedding Intersectional Feminism in the Classroom* in their daily work.

### Lateral Violence Program (WP)

In April 2025, ETFO hosted a two-day program for women members focusing on lateral violence in the workplace. Members representing locals from across the province

came together at the provincial office for the event. Facilitator Chris Leonard addressed the origins of lateral violence rooted in both colonization and oppression, the “look-fors,” and tools to manage and respond to incidents of lateral violence.

### Intersectional Allyship (WP)

This exciting women’s program took place on February 19 and 20, 2025, and provided members with the opportunity to explore the connections between sport, movement, and play through the lens of intersectional allyship. Conference topics included understanding principles of intersectional equity, exploring connections between intersectional feminism and the curriculum, discussing meaningful action towards change, and developing tangible strategies for allyship.





## Women's Legal Conference: Understanding and Navigating Professional Issues in the Digital Age (WP)

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This women's conference offered by PRS in October explored professional issues surrounding technology, such as privacy and boundaries, and featured a keynote speaker from Women's Legal Education and Action Fund addressing technology-facilitated gender-based violence. Through workshops, participants learned about strategies and tips to navigate professional challenges involving technology and had an opportunity to reflect on their use of technology and its effect on their mental health.

## Bargaining for Equity and Social Justice (WP)

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Held in April, this two-day conference is an entry-level program for women members who have been, or would like to be, engaged with their locals in some capacity, including as members of local collective bargaining committees, local standing committees, or as workplace stewards. Participants explored the concept of bargaining for equity and social justice in order to begin conversations and planning for future rounds of bargaining. The conference included workshops and presenters that helped participants develop a more complex and intersectional view of our membership. Participants explored practical skills needed at the bargaining table and considered how collective agreements can better serve a diversity of needs and advance social justice.

## Beyond the Basics (WP)

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This four-day women's program conference was held in two sessions (December 2024 and March 2025) and provided aspiring local leaders who identify as women with the opportunity to build networks, challenge barriers, and develop leadership skills in the area of professional relationships, including legal rights and responsibilities.

## Conscious Classrooms: Responding to Gender-Based Violence (WP)

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ETFO has an ongoing partnership with Toronto Rape Crisis Centre/ Multicultural Women Against Rape and White Ribbon to develop and implement Conscious Classrooms: Responding to Gender-Based Violence. This two-day Women's program conference aims to enhance understanding of gender-based violence, provide strategies for trauma-informed classrooms, and support members with handling their duty to report.

## First Nations, Métis, and Inuit Education Symposium

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The annual First Nations, Inuit, and Métis Education Symposium took place on April 26, 2025. The theme for the event was "Learning from the Land." This year's keynote speakers included Joseph Pitawanakwat from Creator's Garden and David Hamilton, Deputy Chief Captain of the Hunt for the Métis Nation of Ontario.

## 2SLGBTQ+ Members and Allies Conference

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Approximately 33 participants, including members of the 2SLGBTQ+ community and allies, attended this year's conference, which focused on the experiences of non-binary members and featured a discussion

group for non-binary members led by a non-binary facilitator. A variety of speakers presented, including several ETFO members who led workshops centred on queer issues and educator connections. Members had the opportunity to learn and grow, both personally and in their role as leaders at their work sites.

## Women's Health and Safety Conference (WP)

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This conference, presented by Health and Safety Services (HSS) on January 23 this year, supports the leadership development of women members as they explore health and safety issues within a gender-based framework and build their knowledge and advocacy for safer and healthier workplaces. Sixty-two attendees participated in a session looking at workplace hazards through a gender-based framework, a domestic violence workshop, and a workshop on assertive communication including scenarios on the right to know, the right to participate, and the right to refuse unsafe work.



## Racialized Members Conference

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The 2024 conference had a huge response from members as release time was provided for the second year, with close to 60 applicants for 30 spots. This year's theme was "Until the Lion Learns to Write," highlighting the importance of storytelling, both informally and formally using published texts. A variety of speakers – including authors Catherine Hernandez and Yolanda T. Marshall, and Afiwi, a community arts group – provided sessions to members from across the province.

## Peer Learning for Inclusive Classrooms (WP)

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ETFO partnered with Gender at Work, an international feminist knowledge organization, to offer this exciting program to 16 women members actively working in classrooms. The goal of the program is to help teachers better understand the interlinked dynamics of power, voice, agency, and privilege, and how these can be harnessed to foster women's empowerment and strengthen gender equality in and through education. Participants worked together to co-create, test out, and provide feedback on learning activities that sought to answer inquiry questions. They met in person for a pair of two-day sessions and participated in check-ins with facilitators throughout the year.

## Annual Conference on Addressing Anti-Black Racism

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This year marked the seventh time ETFO has held the Unapologetically Black conference. This two-day program provides a space for members to share, listen, and gain insight into issues related to anti-Black racism. Members heard from engaging keynote speakers and presenters who shared anti-Black racism resources.

## Social Justice Conference for Male Educators

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The Social Justice Conference for Male Educators was held February 28 to March 1, 2025, with 22 members attending. Participants explored how men can show allyship through action in their role as educators and work to promote social justice and inclusion in the public education system.

## Health and Wellness Conference for Men Educators

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This conference, attended by 25 members in April, is tailored to the unique experiences and perspectives of men educators. Participants developed a greater understanding of self-care and mental wellness to support them in their commitment to becoming involved in their union and creating a just society.

## Breaking Barriers: Empowering and Engaging Girls in STEAM Learning (WP)

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In April, 43 women members representing a variety of different locals explored ways to empower girls in science, technology, engineering, arts, and mathematics (STEAM) learning; networked with colleagues; and tried a variety of practical STEAM activities to take back and immediately use with girls in their schools. Led by three ETFO members, this two-day program discussed research about the importance of engaging girls in the STEAM fields and how Black, Indigenous, and women of colour are the most underrepresented groups in STEAM professions. Members explored STEAM learning through collaborative activities, hands-on STEAM activities, and problem-based learning. Rich conversations were held on how to create opportunities for success for all students and especially students who are marginalized.

## Workers Health and Safety Centre, Level 1, Labour Activist Training (WP)

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Fourteen women members were selected to participate in the Workers Health and Safety Centre (WHSC), Level 1, Labour Activist program from November 25 to 29, hosted by Health and Safety Services. This 30-hour course deepens the participants' understanding of health and safety principles and looks at issues from the perspective of workers and activists.



## Women's Collective Bargaining Issues Conference, Level 1 and Level 2 (WP)

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In November, participants attended this entry-level training session that provides opportunities for women members to learn and develop skills that will assist them in becoming involved in the bargaining process locally. The theme of this year's conference was "Knowledge is Power – Demystifying Collective Bargaining," and included keynote speaker MaryAnne Laurico, staff regional representative from the Public Service Alliance of Canada. Participants engaged in collective agreement comparison activities, discussed collective bargaining issues facing women today, and received an overview of ETFO's collective bargaining process.

In March, women members who had previously participated in Level

1 were provided an opportunity to take part in Women's Collective Bargaining Issues Level 2. Women expanded their knowledge of the collective bargaining and negotiations processes while developing personal skills to bring to leadership roles in their locals. Participants learned from a panel of local leaders and engaged in an analysis of women's issues in bargaining and an intensive bargaining role play.

### Think on Your Feet (WP)

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Think on Your Feet® is intended to transform how women union members think, write, speak, and lead. This workshop was delivered virtually to 24 participants by McLuhan & Davies Communications over two days in November.

Participants learned how to structure their thoughts to enable clear and concise delivery that makes an immediate impact on the listener. These tools enable participants to: present ideas and use techniques when caught off guard or in planned communication, respond to difficult situations and deliver sensitive information on-the-spot, sell the benefits of ideas or services, answer questions quickly and coherently, and get to the point and be memorable.

### Advanced Public Speaking Workshop (WP)

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While educators engage with students every day, it can be a different challenge to give a public speech to adults. This two-day conference was held on June 4 to 5, 2025, with 24 participants. They received practical suggestions to overcome anxiety, improve delivery, motivate audiences to take action, and structure a speech for maximum impact. Each participant received valuable feedback to take their public speaking, writing, and delivery to a new level with confidence.

## LOCAL EQUITY AND WOMEN'S SERVICES WORKSHOPS

EWS workshops provide equity training to members at the local level in formats that are modified for after-school meetings and professional development day conferences. In 2024-25, over 40 equity workshops were requested (as of April). The most requested workshops were Why Poverty; Race Matters: Teaching Students to be Race-Conscious; Unlearn. Relearn. How Colonization Impacts Your Practice; and 2SLGBTQ+ Human Rights Strategies.

The following equity workshops developed by EWS were offered in 2024-25.

### Name It: Understanding Anti-Black Racism in Ontario Education

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This workshop uses an anti-oppressive framework and a historical approach to explore anti-Black racism within a Canadian educational context. Participants explore how anti-Black racism is interwoven into the fabric of our education system and society at large through case studies, deconstruction of key terminologies, personal reflections, statistics, and data.

### Race and Education: The Water We Swim In

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The film *Race and Education: The Water We Swim In* provides participants with a glimpse of the lived experiences of racialized educators in Ontario. This film is used as a tool to allow for scaffolding of knowledge and provides real-life examples of racism and discrimination through discussions, activities, and self-reflection. Participants come away with a stronger understanding of the many faces of racism, the effect it has on individuals, and ways to be an ally by challenging racism and discrimination.

### Race Matters: Teaching Students to be Race-Conscious

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This workshop, released in February 2024, introduces participants to ETFO's curriculum resource *Race Matters* and to other resources and supports for teachers to help deliver Primary, Junior, and Intermediate curriculum that examines race, racism, and anti-Black racism through age-appropriate content. The format focuses on practical application and collaboration to help teachers deliver lessons that provoke critical thinking and meaningful dialogue to address anti-Black racism. *Race Matters* utilizes an anti-oppressive lens and draws from anti-racist pedagogical practices.

### 365 ETFO Black Canadian Curriculum

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This practical workshop provides resources and supports for educators to deliver Primary, Junior, and Intermediate curriculum that outlines the contributions, struggles, and lived experiences of Black Canadians. The *365 ETFO Black Canadian Curriculum* resource supports the inclusion of Black Canadians in classroom and teaching practice every day of the year. The workshop balances history and research with reflection, application, and collaboration. This contributes to educators making deliberate, meaningful, and beneficial choices back in the classroom.



## Culturally Relevant and Responsive Pedagogy

This workshop provides members with the opportunity to critically reflect on how our identities impact our practice, to consider how student identities and their lived experiences inform Culturally Relevant and Responsive Pedagogy. Members develop an understanding of the structure and content of the ETFO resource *Culturally Relevant and Responsive Pedagogy*.



## Drawing the Line Curriculum

This ETFO workshop includes a review of several of the lesson plans, resources, and links from the *Drawing the Line* curriculum resource. Participants explore the lesson plans and make connections to curriculum expectations in combination with “drawing the line” activity cards. Developed in partnership with White Ribbon and the Ministry of Education, this online curriculum resource guide provides concrete examples of how to support the development and maintenance of positive relationships among students based on their gender and intersectional identities.

## Supporting English Language Learners Workshops and Resources

To support members in creating equitable programs and learning tasks for linguistically diverse students, Supporting English Language Learners workshops were

offered in eight locals. Much of the learning in these sessions is aligned with ETFO professional learning posters focused on culturally responsive practices for multilingual language learners in the classroom. The poster series features current topics such as translanguaging, collaboration and co-teaching, and program adaptations. These resources are available to members on the secure site through ETFO’s Supporting English Language Learners Resources page.

Workshops included:

- Supporting English Language Learners and Steps to English Language Proficiency (STEP)
- An Anti-Oppressive Approach to Supporting Multilingual Language Learners
- Program Adaptations for Multilingual Language Learners: Learning the Curriculum while Learning English

## 2SLGBTQ+ Education Timeline

The *2SLGBTQ+ Education Timeline* was developed by ETFO and The ArQuives (formerly known as the Canadian Lesbian and Gay Archives (CLGA)) and highlights historically meaningful events within

the 2SLGBTQ+ community. The associated workshop, which was also created in conjunction with The ArQuives, provides members with the opportunity to explore the *2SLGBTQ+ Education Timeline* booklet through engaging activities. Members will learn about the specific contributions of racialized and Indigenous groups and of the 2SLGBTQ+ community to society at large.

## 2SLGBTQ+ Human Rights Education Strategies

New in fall 2024, this EWS local workshop provides participants with the opportunity to assess the barriers and challenges to implementing 2SLGBTQ+ human rights education, and to identify solutions and strategies to address these barriers. Members deepen their understanding of relevant policies and legislation and are provided with tools to leverage this knowledge to support authentic and transformative approaches. Particular attention is paid to the importance of employing an intersectional approach to 2SLGBTQ+ education, as well as best practices to address concerns of competing human rights.



## Unlearn. Relearn: How Colonization Impacts your Practice

Using an anti-racist, anti-Black racism lens within an anti-oppressive framework, this workshop focuses on the impact colonization has had on education through classroom practice. The workshop includes various activities, including group discussions, individual reflection, video presentations, readings, and scenario analysis. The focus of the workshop is on providing educators with the knowledge and tools they need to disrupt colonial practices in the classroom and to create an anti-oppressive teaching environment.

### Why Poverty?

This workshop examines poverty issues and their impact on learning communities. Participants will challenge assumptions about poverty, explore different resources to raise awareness of poverty issues, and develop different strategies for anti-poverty advocacy within school communities.

## Women in Action I and II (WP)

To support locals in organizing this signature women's leadership program, ETFO provides member facilitators, curriculum materials, and a financial subsidy to offset costs for holding the in-person portion of the program. This year, there were 10 programs held from October to June. ETFO supports locals, in holding the program jointly with members from other locals when needed.

### Local Executive Equity Training

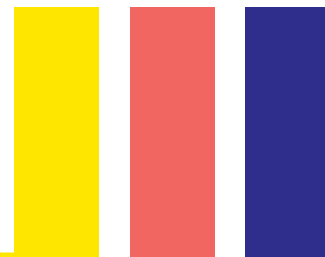
During 2024-25, EWS engaged in local executive equity training with nine teacher locals, two occasional teacher locals, and one DECE local, covering topics including different levels of critical equity conversations, anti-oppressive framework capacity building, and action planning at the local level. Locals engaged in deepening their local executives' lenses on allyship, recognizing biases, supporting internationally trained educators, examining issues of gender identity, affinity spaces, and other topics.

Action plans developed during the training featured coordinating members' focus groups and surveys, exploring local constitutions to support women's programs and equity-focused initiatives, planning for affinity spaces, looking at demographic changes, and other equity goals. This program has been significant in building collective capacity of equity and anti-oppressive frameworks within and beyond the local level.





# ETFO'S DIVERSE MEMBERSHIP



ETFO provides space on the annual member information survey, on registration forms for ETFO events, and on job applications for members to voluntarily self-identify as belonging to one or more of the following designated groups:

- First Nations
- Métis
- Inuit
- members with a disability
- racialized
- two-spirit, lesbian, gay, bisexual, transgender, queer, questioning and additional identities (2SLGBTQ+)

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

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

**Outreach:** ETFO must continually seek to include, involve, and promote members who belong to equity-seeking/deserving groups.

ETFO keeps these goals in mind in organizing its programs.

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

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

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

Note: We must be cautious working with these figures. They are based on individuals' willingness to self-identify.

Not all members of a group will always (or ever) self-identify. Self-identification, therefore, is likely to underrepresent reality. Additionally, we must recognize that self-identification may be fluid and can shift for an individual depending on context, space, and time.

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

## Population of Ontario

- **2.9 per cent** of Ontarians are First Nations, Métis, Inuit (Statistics Canada, 2021 census)
- **24 per cent** of Ontarians have a disability (Accessibility for Ontarians with Disability Act, 2019 annual report)
- **4 per cent** of Canadians aged 15 and older identify as 2SLGBTQ+ (Statistics Canada, 2021 census)
- **34.3 per cent** of Ontarians belong to racialized groups (Statistics Canada, 2021 census)

### A note on terminology:

In 2016, the question on gender identity in the annual member survey was expanded to ask members to specify male, female, or "what term describes your gender?"

Additionally, in 2016, the Executive approved a motion to replace the term Aboriginal in the self-identification box with the following three separate designated groups: First Nations, Métis, and Inuit.

In 2018, the question on racialized groups' membership was expanded to ask members to specify how they identify as racialized.

In 2020, the Executive approved a motion to replace the acronym LGBTQ with a more inclusive acronym of 2SLGBTQ+ adding the term "two-spirit" and the plus sign, which includes additional identities. Members may self-identify using this acronym and the organization is adopting this term in all new ETFO publications.

SELF-IDENTIFICATION

Percentages (%) indicate members who self-identify in the designated groups listed:

ETFO Membership

The 2024-25 ETFO membership survey shows:

0.94%	First Nations
0.73%	Métis
0.03%	Inuit
4.26%	person with a disability
4.00%	2SLGBTQ+
11.98%	racialized

Teacher Members

0.98%	First Nations
0.76%	Métis
0.04%	Inuit
4.26%	person with a disability
3.69%	2SLGBTQ+
11.65%	racialized

Occasional Teacher (OT) Members

0.83%	First Nations
0.55%	Métis
4.62%	person with a disability
5.32%	2SLGBTQ+
13.53%	racialized

No member self-identified as Inuit.

Designated Early Childhood Educator (DECE) Members

0.88%	First Nations
0.55%	Métis
1.77%	person with a disability
1.10%	2SLGBTQ+
8.95%	racialized

No member self-identified as Inuit.

Educational Support Personnel/ Professional Support Personnel/ Adult Literacy Instructors (ESP/ PSP/ALI) Members

2.48%	First Nations
6.21%	Métis
4.35%	person with a disability
1.86%	2SLGBTQ+
3.11%	racialized

No member self-identified as Inuit.

ETFO Executive

Four of the 14 provincial Executive members self-identified as a person with a disability, four self-identified as a member of a racialized group, three or fewer self-identified as 2SLGBTQ+, three or fewer self-identified as First Nations, and three or fewer self-identified as Métis.

ETFO Local Presidents

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

- Three or fewer teacher local presidents self-identified as First Nations, three or fewer self-identified as a person with a disability, three or fewer self-identified as 2SLGBTQ+.
- No OT local presidents self-identified as First Nations. Six self-identified as persons with a disability and six self-identified as 2SLGBTQ+.
- Three or fewer ESP/PSP local presidents self-identified as Métis.
- None of the DECE local presidents self-identified in any category.

ETFO Chief Negotiators

Of the 44 locals for which we have information about chief negotiators:

- Three or fewer teacher local chief negotiators self-identified as 2SLGBTQ+, three or fewer self-identified as a person with a disability, and three or fewer self-identified as a member of a racialized group.
- Three or fewer OT local chief negotiators self-identified as 2SLGBTQ+ and three or fewer self-identified as persons with a disability.
- Three ESP/PSP/DECE local chief negotiators self-identified as a member of a racialized group.

Provincial Staff

Of the 113 people actively working at ETFO's provincial office:

4%	self-identified as First Nations, Metis, or Inuit
8%	self-identified as a person with a disability
10%	self-identified as 2SLGBTQ+
40%	self-identified as racialized

Of the 57 administration/executive/management staff:

7%	self-identified as First Nations, Métis, or Inuit
12%	self-identified as a person with a disability
11%	self-identified as 2SLGBTQ+
32%	self-identified as racialized

Of the 56 support staff:

4%	self-identified as person with a disability
9%	self-identified as 2SLGBTQ+
50%	self-identified as racialized

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

## Standing Committees

Self-identification of the 40 members appointed to serve on ETFO provincial standing committees in 2024-25:

**3%** First Nations  
**15%** 2SLGBTQ+  
**30%** racialized

No members self-identified as Métis, Inuit, or person with a disability.

## Canadian Labour Congress Summer School (GP)

July 14-19, 2024 (**10** participants)

**4%** First Nations  
**1%** Métis  
**10%** person with a disability  
**40%** racialized

No member self-identified as Inuit or 2SLGBTQ+.

## Women in Action Facilitator Training (WP)

September 24, 2024 (**16** participants)

**6%** First Nations  
**19%** person with a disability  
**19%** 2SLGBTQ+  
**31%** racialized

No members self-identified as Métis or Inuit.

## Summer Academy

July-August 2024 (**413** participants)

**<1%** First Nations  
**<1%** Métis  
**<1%** person with a disability  
**<1%** 2SLGBTQ+  
**<1%** racialized

No member self-identified as Inuit.

## Annual Meeting

August 12-15, 2024 (**894** participants)

**2%** First Nations  
**1%** Métis  
**<1%** Inuit  
**10%** person with a disability  
**10%** 2SLGBTQ+  
**19%** racialized

## Fall Leadership

September 25-26, 2024 (**400** participants)

**1%** First Nations  
**1%** Métis  
**<1%** Inuit  
**9%** person with a disability  
**8%** 2SLGBTQ+  
**14%** racialized

## Sisters in the Struggle

July 7-12, 2024 (**16** participants)

**13%** person with a disability  
**13%** 2SLGBTQ+  
**13%** racialized

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

## First Steps

August 12-15, 2024 (**8** participants)

**13%** person with a disability  
**50%** racialized

No member self-identified as First Nations, Métis, Inuit or 2SLGBTQ+.

## Curriculum Conference (WP)

October 1-2, 2024 (**83** participants)

**6%** First Nations  
**4%** Métis  
**14%** person with a disability  
**11%** 2SLGBTQ+  
**18%** racialized

No member self-identified as Inuit.

## Canadian Labour Congress Summer School (WP)

July 7-12, 2024 (**8** participants)

**13%** First Nations  
**13%** Métis  
**13%** person with a disability  
**50%** racialized

No member self-identified as Inuit or 2SLGBTQ+.

## Local Leaders Virtual Academy (all levels)

September 2024 - June 2025 (**75** participants)

**8%** person with a disability  
**15%** 2SLGBTQ+  
**7%** racialized

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

## October 2024 Representative Council

October 9-10, 2024 (**152** participants)

**3%** First Nations  
**1%** Métis  
**9%** person with a disability  
**9%** 2SLGBTQ+  
**9%** racialized

No member self-identified as Inuit.

### Building Allyship for Gender Justice (GP) Session 1

October 17-18, 2024  
(20 participants)

5% First Nations  
20% person with a disability  
30% 2SLGBTQ+  
5% racialized

No member self-identified as Métis or Inuit.

### Mentoring & Coaching Institute (WP) Session 1

October 17-18, 2024  
(28 participants)

7% First Nations  
7% Métis  
7% person with a disability  
14% 2SLGBTQ+  
39% racialized

No member self-identified as Inuit.

### Peer Learning for Inclusive Classrooms (WP) Session 1

October 17-18, 2024  
(20 participants)

10% First Nations  
5% person with a disability  
10% 2SLGBTQ+  
20% racialized

No member self-identified as Métis or Inuit.

### New Presidents Training

October 23-25, 2024 (22 participants)

14% person with a disability  
9% 2SLGBTQ+  
18% racialized

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

### Women's Legal Conference (WP)

October 24-25, 2024 (61 participants)

2% Métis  
11% person with a disability  
8% 2SLGBTQ+  
7% racialized

No member self-identified as First Nations or Inuit.

### Growing Leadership (WP)

October 29-30, 2024 (15 participants)

2% Métis  
8% person with a disability  
12% 2SLGBTQ+  
24% racialized

No member self-identified as First Nations or Inuit.

### An Ounce of Prevention: Kindergarten Conference

November 1-2, 2024 (37 participants)

8% person with a disability  
8% 2SLGBTQ+  
16% racialized

No member self-identified as First Nations, Métis, or Inuit

### Leaders for Tomorrow (WP) Session 1

November 5-7, 2024 (21 participants)

5% First Nations  
19% person with a disability  
19% 2SLGBTQ+  
71% racialized

No member self-identified as Métis or Inuit.

### Union School Session 1

November 6-8, 2024  
(29 participants)

7% First Nations  
17% person with a disability  
10% 2SLGBTQ+  
14% racialized

No member self-identified as Métis or Inuit.

### Think On Your Feet (WP)

November 7-8, 2024 (27 participants)

8% person with a disability  
8% 2SLGBTQ+  
16% racialized

No member self-identified as First Nation, Métis, or Inuit.

### Health and Safety Conference for Local Representatives

November 11-12, 2024  
(79 participants)

10% person with a disability  
4% 2SLGBTQ+  
11% racialized

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

### ETFO Treasurers' Orientation

November 13-14, 2024  
(6 participants)

17% 2SLGBTQ+

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



### Leadership Program for Black Members (Code Black)

November 13-14, 2024  
(24 participants)

4% 2SLGBTQ+  
80% racialized

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

### Workers Health and Safety Training (WP) Level 1

November 24-29, 2024  
(14 participants)

7% person with a disability  
14% racialized  
14% 2SLGBTQ+

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

### Racialized Members' Conference

November 26-27, 2024  
(35 participants)

11% person with a disability  
14% 2SLGBTQ+  
100% racialized

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

### Visions New Member Leadership Training (WP) Session 1

November 26-27, 2024  
(16 participants)

19% racialized  
19% 2SLGBTQ+  
6% person with a disability.

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

### Collective Bargaining Issues (WP) Level 1

November 28-29, 2024  
(41 participants)

7% First Nations  
10% person with a disability  
2% 2SLGBTQ+  
17% racialized

No member self-identified as Métis or Inuit.

### Professional Relations and Leadership Training (WP) Part 1

December 3-4, 2024 (25 participants)

4% First Nations  
16% person with a disability  
12% 2SLGBTQ+  
20% racialized

No member self-identified as Métis or Inuit.

### Conscious Classrooms: Responding to Gender-Based Violence (WP) Regional

December 5-6, 2024 (18 participants)

4% First Nations  
8% Métis  
8% person with a disability  
12% 2SLGBTQ+  
31% racialized

No member self-identified as Inuit.

### Mentoring & Coaching Institute (WP) Session 2

December 5-6, 2024 (26 participants)

4% First Nations  
8% Métis  
8% person with a disability  
12% 2SLGBTQ+  
31% racialized

No member self-identified as Inuit.

### ICT Conference (WP)

December 6-7, 2024 (70 participants)

1% Métis  
10% person with a disability  
7% 2SLGBTQ+  
26% racialized

No member self-identified as First Nations or Inuit.

### Examining the Effects of Gender-Based Violence (WP)

December 12-13, 2024  
(33 participants)

3% First Nations  
3% Métis  
6% person with a disability  
6% 2SLGBTQ+  
15% racialized

No member self-identified as Inuit.

### Campaign Training for Designated Groups

January 9-10, 2025 (10 participants)

10% person with a disability  
20% 2SLGBTQ+  
70% racialized

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

### Leaders for Tomorrow (WP) Session 2

January 14-16, 2025 (20 participants)

5% First Nations  
25% person with a disability  
20% 2SLGBTQ+  
75% racialized

No member self-identified as Métis or Inuit.

### Collective Bargaining Academy Session 1

January 16-17, 2025 (**25** participants)

**4%** Métis  
**8%** person with a disability  
**16%** 2SLGBTQ+  
**24%** racialized

No member self-identified as First Nations or Inuit.

### Anti-Hate Initiative

January 18, 2025 (**24** participants)

**8%** First Nations  
**21%** 2SLGBTQ+  
**50%** racialized

No member self-identified as Métis, Inuit, or person with a disability.

### Health and Safety Women's Conference (WP)

January 23, 2025 (**63** participants)

**2%** First Nations  
**2%** Métis  
**14%** person with a disability  
**11%** 2SLGBTQ+  
**25%** racialized

No member self-identified as Inuit.

### Presenter's Palette

January 23-24, 2025 (**22** participants)

**9%** First Nations  
**2%** Métis  
**4%** person with a disability  
**17%** 2SLGBTQ+  
**30%** racialized

No member self-identified as Inuit.

### Anti-Oppressive Framework Program

January 28-29, 2025 (**56** participants)

**5%** First Nations  
**2%** Métis  
**7%** person with a disability  
**11%** 2SLGBTQ+  
**14%** racialized

No member self-identified as Inuit.

### Arts Conference

January 30 – February 1, 2025  
(**41** participants)

**2%** First Nations  
**10%** person with a disability  
**5%** 2SLGBTQ+  
**24%** racialized

No member self-identified as Métis or Inuit.

### February 2025 Representative Council

February 5-6, 2025 (**150** participants)

**1%** First Nations  
**<1%** Métis  
**11%** person with a disability  
**11%** 2SLGBTQ+  
**8%** racialized

No member self-identified as Inuit.

### Union School Session 2

February 5-6, 2025 (**28** participants)

**4%** First Nations  
**18%** person with a disability  
**18%** 2SLGBTQ+  
**18%** racialized

No member self-identified as Métis or Inuit.

### Intersectional Allyship (WP)

February 19-20, 2025  
(**45** participants)

**13%** person with a disability  
**2%** 2SLGBTQ+  
**13%** racialized

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

### Mentoring & Coaching Institute (WP) Session 3

February 20-21, 2025  
(**25** participants)

**4%** First Nations  
**8%** Métis  
**4%** person with a disability  
**12%** 2SLGBTQ+  
**36%** racialized

No member self-identified as racialized or Inuit.

### Occasional Teacher Conference

February 21-22, 2025  
(**37** participants)

**3%** First Nations  
**3%** Métis  
**22%** person with a disability  
**14%** 2SLGBTQ+  
**16%** racialized

No member self-identified as Inuit.

### ...and Still We Rise (WP) Act I: Advancing Change Together

February 26-28, 2025  
(**217** participants)

**4%** First Nations  
**1%** Métis  
**7%** person with a disability  
**10%** 2SLGBTQ+  
**14%** racialized

No member self-identified as Inuit.

### Social Justice/Equity Conference for Male Educators

February 28 – March 1, 2025  
(22 participants)

14% person with a disability  
41% 2SLGBTQ+  
23% racialized

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

### Political Action Conference

March 3-4, 2025 (95 participants)

2% First Nations  
1% Métis  
9% person with a disability  
12% 2SLGBTQ+  
5% racialized

No member self-identified as Inuit.

### Bargaining Basics for Members in their First Five Years

March 6, 2025 (29 participants)

17% person with a disability  
10% 2SLGBTQ+  
35% racialized

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

### Leadership Symposium for First Nations, Métis & Inuit Women (WP)

March 18-19, 2025 (16 participants)

69% First Nations  
38% Métis  
6% person with a disability  
6% 2SLGBTQ+

No member self-identified as Inuit or racialized.

### Women's Collective Bargaining Issues (WP) Level 2

March 19-20, 2025 (27 participants)

7% First Nations  
11% person with a disability

No member self-identified as Métis, Inuit, 2SLGBTQ+, or racialized.

### FSL Conference

March 21-22, 2025 (32 participants)

13% person with a disability  
6% 2SLGBTQ+  
6% racialized

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

### Special Meeting of Presidents and Chief Negotiators

March 24, 2025 (124 participants)

3% First Nations  
<1% Métis  
6% person with a disability  
7% 2SLGBTQ+

No member self-identified as Inuit or racialized.

### Collective Bargaining Academy Session 2

March 25-26, 2025 (25 participants)

4% Métis  
8% person with a disability  
16% 2SLGBTQ+  
24% racialized

No member self-identified as First Nations or Inuit.

### Professional Relations and Leadership Training (WP) Part 1

March 25-26, 2025 (25 participants)

4% First Nations  
16% person with a disability  
12% 2SLGBTQ+  
20% racialized

No member self-identified as Métis or Inuit.

### Anti-Poverty Conference (WP)

March 26-27, 2025 (50 participants)

2% First Nations  
8% person with a disability  
4% 2SLGBTQ+  
12% racialized

No member self-identified as Métis or Inuit.

### Resisting Resilience: Psychosocial Hazards in the Workplace

March 28-29, 2025 (34 participants)

3% Métis  
18% person with a disability  
6% 2SLGBTQ+  
24% racialized

No member self-identified as First Nations or Inuit.

### Effective Negotiation Skills for Local Leaders

April 1-2, 2025 (44 participants)

14% person with a disability  
18% 2SLGBTQ+  
13% racialized

No member self-identified as First Nations, Métis, or Inuit



### Visions New Member Leadership Training (WP) Session 2

April 1-2, 2025 (**16** participants)

**13%** racialized  
**6%** 2SLGBTQ+  
**6%** person with a disability

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

### Advanced Public Speaking Skills (WP)

April 2-3, 2025 (**23** participants)

**17%** person with a disability  
**4%** 2SLGBTQ+  
**22%** racialized

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

### Educating for Social Justice

April 3-4, 2025 (**48** participants)

**2%** First Nations  
**6%** person with a disability  
**2%** 2SLGBTQ+  
**19%** racialized

No member self-identified as Métis or Inuit.

### Understanding Human Rights Investigations for Local Leaders

April 4, 2025 (**25** participants)

**16%** person with a disability  
**12%** 2SLGBTQ+

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

### Health and Wellness Conference for Men Educators

April 4-5, 2025 (**25** participants)

No member self-identified as First Nations, Métis, Inuit, person with a disability, 2SLGBTQ+, or racialized.

### Bargaining for Equity and Social Justice (WP)

April 8-9, 2025 (**22** participants)

**3%** First Nations  
**17%** person with a disability  
**10%** 2SLGBTQ+  
**31%** racialized

No member self-identified as Métis or Inuit.

### Breaking Barriers: Girls in STEAM Learning (WP) Session 1

April 9-10, 2025 (**40** participants)

**3%** person with a disability  
**3%** 2SLGBTQ+  
**18%** racialized

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

### Leadership Forum for Black Women Members (WP)

April 10-11, 2025 (**26** participants)

**12%** person with a disability  
**4%** 2SLGBTQ+  
**100%** racialized

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

### Putting Young Minds First: An ETFO Symposium on Student Mental Health

April 12, 2025 (**63** participants)

**3%** First Nations  
**2%** Métis  
**5%** person with a disability  
**14%** 2SLGBTQ+  
**21%** racialized

No member self-identified as Inuit.

### Lateral Violence (WP)

April 23-24, 2025 (**44** participants)

**7%** person with a disability  
**7%** 2SLGBTQ+  
**11%** racialized

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

### L.E.A.D Conference

April 23-24, 2025 (**40** participants)

**3%** First Nations  
**10%** person with a disability  
**13%** 2SLGBTQ+  
**35%** racialized

No member self-identified as Métis or Inuit.

### Collective Bargaining Conference

April 23, 2025 (**188** participants)

**2%** First Nations  
**1%** Métis  
**9%** person with a disability  
**9%** 2SLGBTQ+  
**7%** racialized

No member self-identified as Inuit.

### 2SLGBTQ+ Members and Allies Conference

April 25-26, 2025 (**34** participants)

**3%** First Nations  
**24%** person with a disability  
**76%** 2SLGBTQ+  
**35%** racialized

No member self-identified as Métis or Inuit.

### First Nations, Métis, and Inuit Education Symposium

April 26, 2025 (**36** participants)

**17%** First Nations  
**8%** Métis  
**6%** person with a disability  
**8%** 2SLGBTQ+  
**14%** racialized

No member self-identified as Inuit.

### Health and Safety Regional Training (Toronto)

May 6, 2025 (**26** participants)

**8%** person with a disability  
**12%** 2SLGBTQ+  
**15%** racialized

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

### Union School Session 3

May 6-7, 2025 (**25** participants)

**4%** First Nations  
**20%** person with a disability  
**20%** 2SLGBTQ+  
**16%** racialized

No member self-identified as Métis or Inuit

### Women in Action III (WP) Session 1

May 8-9, 2025 (**9** participants)

**11%** person with a disability  
**33%** racialized

No member self-identified as First Nations, Métis, Inuit, or 2SLGBTQ+.

### Health and Safety Regional Training (Ottawa)

May 8, 2025 (**20** participants)

**5%** person with a disability  
**10%** 2SLGBTQ+  
**5%** racialized

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

### Mentoring & Coaching Institute (WP) Session 4

May 8-9, 2025 (**18** participants)

**6%** Métis  
**6%** person with a disability  
**11%** 2SLGBTQ+  
**44%** racialized

No member self-identified as First Nations and Inuit.

### Health and Safety Regional Training (London)

May 13, 2025 (**28** participants)

**4%** First Nations  
**4%** Métis  
**7%** person with a disability  
**11%** 2SLGBTQ+  
**4%** racialized

No member self-identified as Inuit.

### May 2024 Representative Council

May 14-15, 2025 (**159** participants)

**1%** First Nations  
**2%** Métis  
**8%** person with a disability  
**9%** 2SLGBTQ+  
**10%** racialized

No member self-identified as Inuit.

### Leaders for Tomorrow (WP) Session 3

May 14-16, 2025 (**19** participants)

**5%** First Nations  
**26%** person with a disability  
**16%** 2SLGBTQ+  
**63%** racialized

No member self-identified as Métis or Inuit.

### Next Steps Leadership Training (WP)

May 21-22, 2024 (**35** participants)

**6%** First Nations  
**3%** Métis  
**14%** person with a disability  
**9%** 2SLGBTQ+  
**40%** racialized

No member self-identified as Inuit.

### Unapologetically Black: Anti-Black Racism Conference

May 23-24, 2025 (**70** participants)

**9%** person with a disability  
**9%** 2SLGBTQ+  
**70%** racialized

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

## Building Allyship for Gender Justice (GP) Session 2

May 27-28, 2025 (20 participants)

5% First Nations  
20% person with a disability  
30% 2SLGBTQ+  
5% racialized

No member self-identified as Métis or Inuit.

## Peer Learning for Inclusive Classrooms (WP) Session 2

May 27-28, 2025 (20 participants)

10% First Nations  
5% person with a disability  
10% 2SLGBTQ+  
20% racialized

No member self-identified as Métis or Inuit.

## Status of Women Chair Training

May 30, 2025 (39 participants)

3% Métis  
10% person with a disability  
3% 2SLGBTQ+  
18% racialized

No member self-identified as First Nations or Inuit.

## ETFO Treasurers' Resources and Training

June 5-6, 2025 (10 participants)

20% person with a disability  
10% 2SLGBTQ+  
20% racialized

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





# WOMEN'S PARTICIPATION

In accordance with an Executive motion in the spring of 2000, ETFO records the attendance and participation of women and men at its decision-making meetings. Members speaking at microphones do not always state their gender identity, and as a result, staff may mis-gender them. Therefore, as with all data collection, there is a margin of error. The following figures show participation rates for 2024-25.

## Membership

Just over **82** per cent of ETFO members in 2024-2025 are women. This proportion has been constant (80-82 per cent) since the beginning of ETFO.

- 81.58%** teachers
- 84.86%** occasional teachers
- 90.45%** ALI/ESP/PSP
- 95.06%** DECE

## ETFO Local Presidents

Overall, **66** per cent of ETFO local presidents are women:

- 66%** teacher locals
- 58%** OT locals
- 66%** ESP/PSP locals
- 90%** DECE locals

## ETFO Chief Negotiators

Of the **44** locals for which we have information about chief negotiators, 75 per cent are women.

- 67%** teacher locals
- 69%** occasional teacher locals
- 100%** ESP/PSP/DECE locals

## ETFO Local Executive Members

**78** per cent of ETFO members who hold local executive positions are women.

## ETFO Local Executive Release Time

For the local executives for whom we have release time information, **74** per cent is used by women.

## ETFO Provincial Executive

Nine of the **14** Executive members are women (64 per cent).

## ETFO Provincial Staff

Overall, **82** per cent of ETFO staff are women:

- 79%** administration/executive/management
- 86%** support staff

## Annual Meeting, August 2024 (893 delegates and alternates)

**63** per cent of members who attended the 2024 Annual Meeting were women.

Of those who spoke at Annual Meeting, women represented:

### During information sessions

- 60%** of speeches/presentations
- 66%** of those engaging in general discussion
- 100%** of those responding to questions

### During business sessions

- 68%** of those moving or seconding motions
- 56%** of those speaking for or against a motion
- 57%** of those moving or seconding an amendment
- 52%** of those asking questions
- 68%** of those rising on a point of order

## Representative Council Meetings 2024-25

**59** per cent of members attending the 2024-25 Representative Council meetings were women.

Of those who spoke at Representative Council meetings, women represented:

### During information sessions

- 55%** of speeches/presentations
- 68%** of those engaging in general discussion
- 78%** of those responding to questions

### During business sessions

- 73%** of those moving or seconding motions
- 58%** of those speaking for or against a motion
- 67%** of those moving or seconding an amendment
- 64%** of those asking questions
- 75%** of those rising on a point of order

## Committees of Representative Council

Representative Council elected members to five committees at its October 2024 meeting:

- **Steering Committee:** four of five members elected were women (80%)
- **Selection Committee:** four of five members elected were women (80%)
- **Budget Committee:** two of five members elected were women (40%)
- **Education Worker Collective Bargaining Advisory Committee:** five of seven members elected were women (71%)
- **Teacher and Occasional Teacher Collective Bargaining Advisory Committee (can elect five teacher and five OT members):** five of 10 members elected were women (50%)
- **Teacher:** two of five members elected were women (20%)
- **OT:** three of five members elected were women (60%)

## Standing Committees

Of the 134 applications submitted by members to serve on standing committees for 2024-2025, **103** (76.87 per cent) were from women.

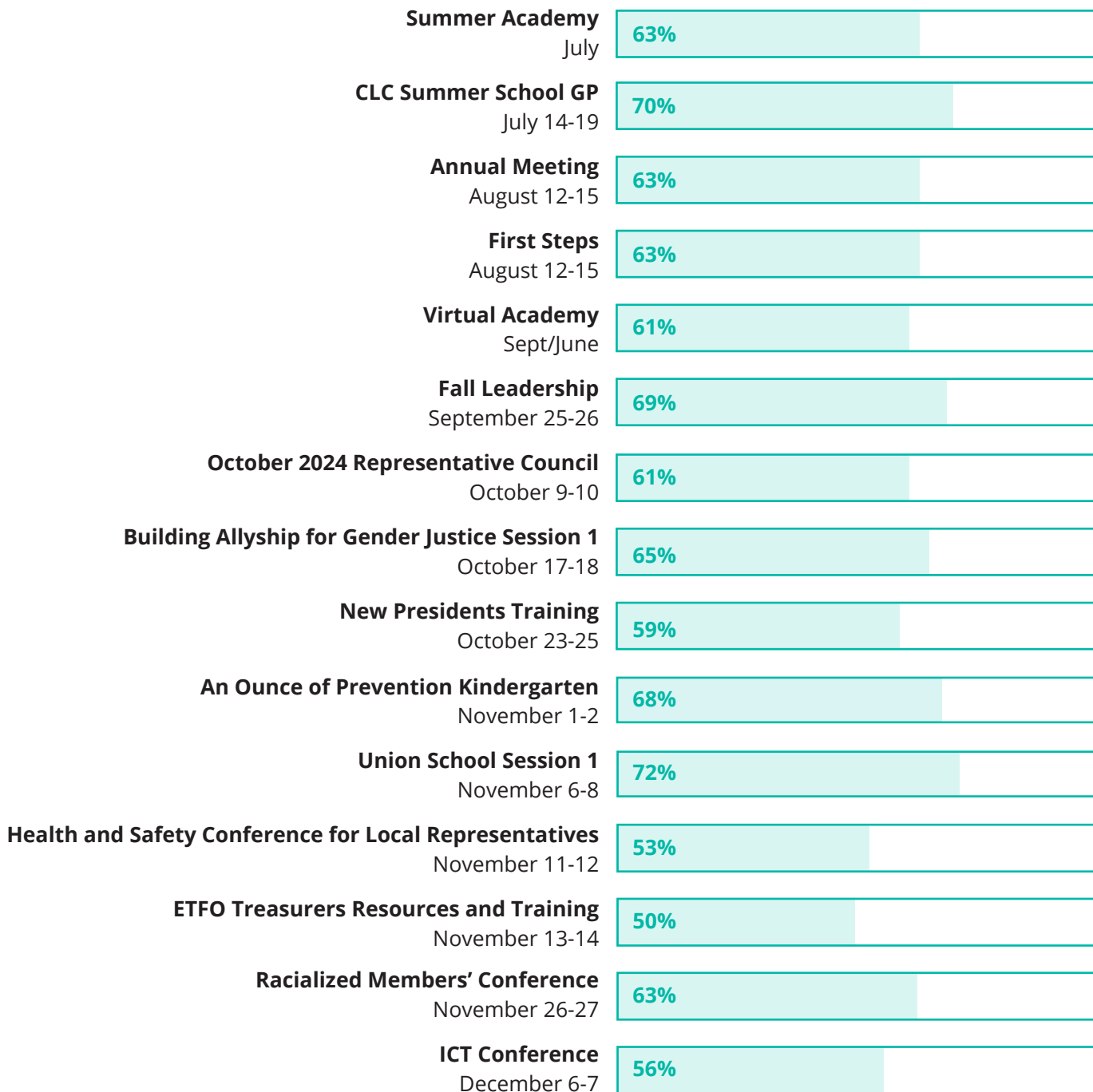
In 2024-2025, **73** per cent of the members who served on provincial standing committees were women (126 out of 172).



## Women's Attendance at ETFO Events and Programs that are not Women's Programs

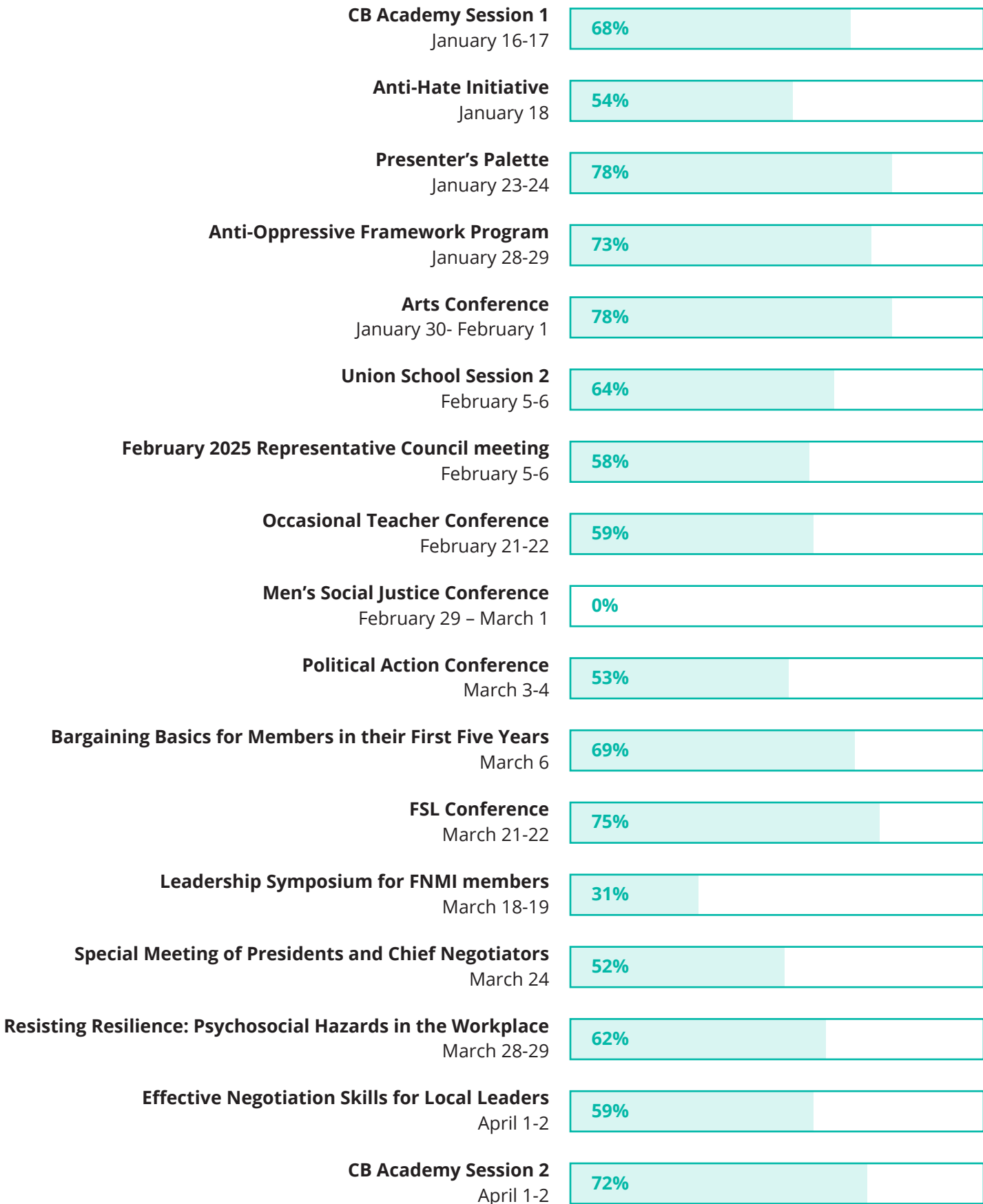
Percentage of members who self-identified as women attending non-WP ETFO events in 2024-25, by program:

### 2024 Programs

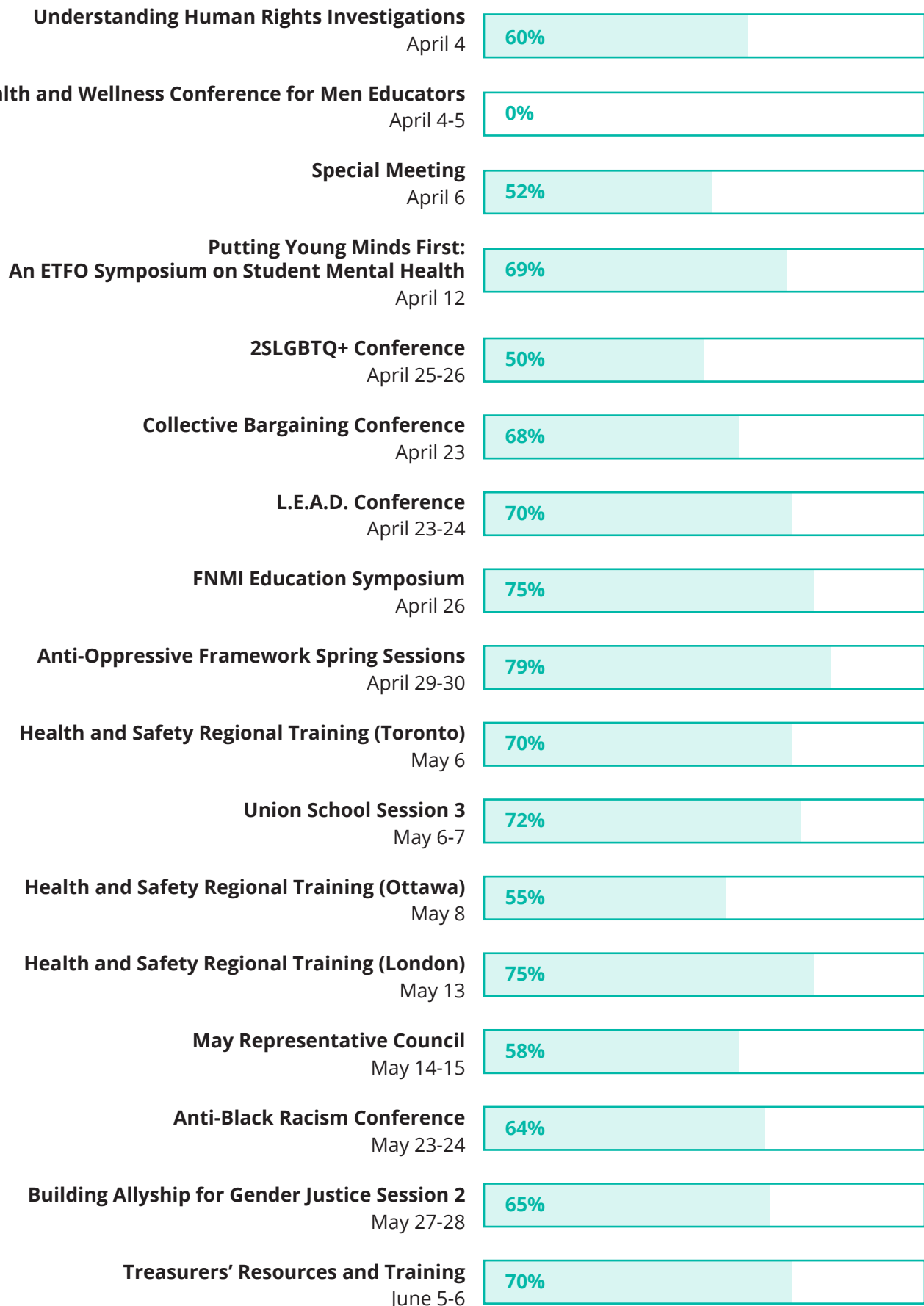




### 2025 Programs

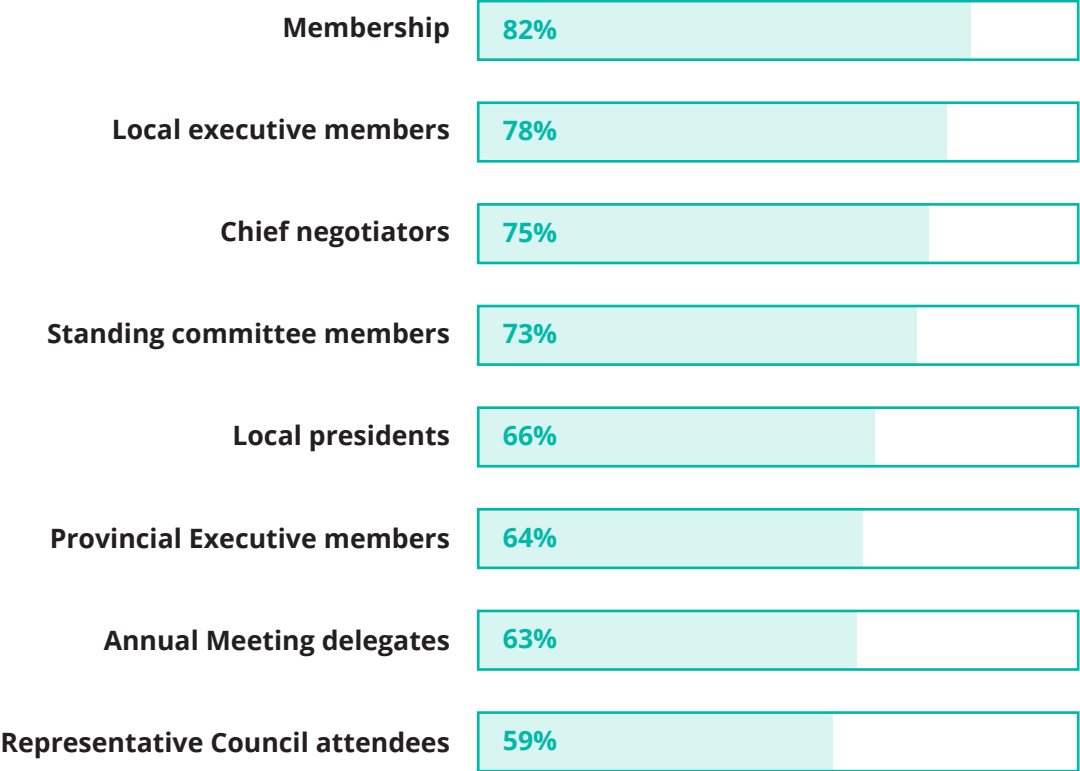


## Women's Attendance at ETFO Events and Programs that are not Women's Programs cont.



## ETFO Governance 2024-2025 (Ranked)

ETFO governance ranked from the highest to the lowest percentage of members who identify as women:





# RACIALIZED MEMBERS' PARTICIPATION



In 2018, ETFO expanded the options for member self-identification to enable racialized members to indicate a more specific identity. The collection of this data began in 2019-20 through the annual member survey and on registration forms for ETFO events and positions.

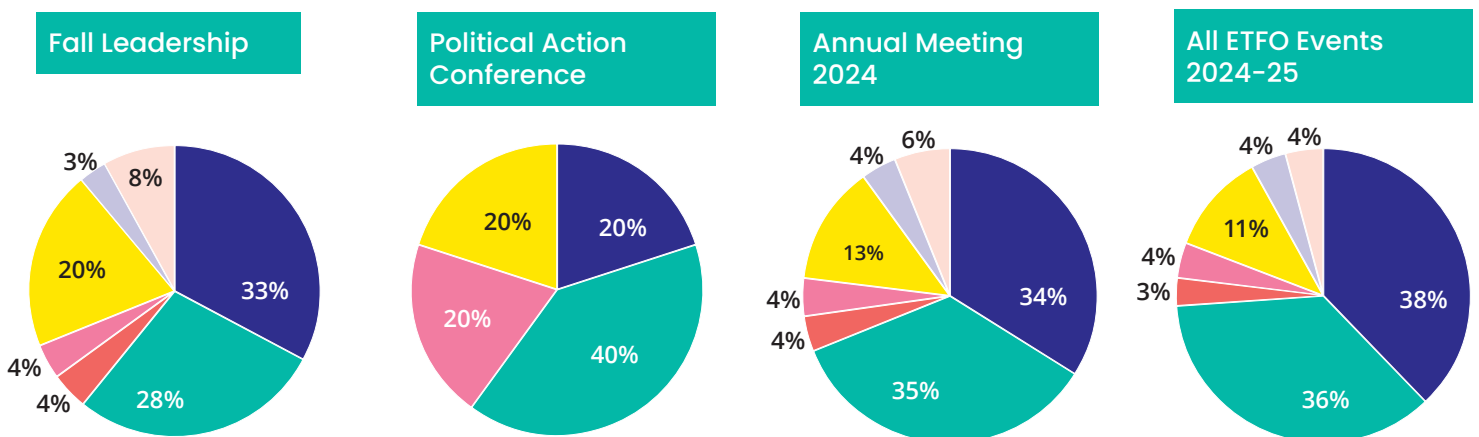
The information below outlines the percentage of members who identified as racialized and further specified their identity for selected programs in 2024-25. The categories are clustered based on members' descriptions of their own racialized identification. Members who identified as racialized but did not specify are included in the "did not specify" group. Members who identified in groups that are not identified in the named racialized groupings are included in the "remaining identities" category.

Racial categories:

- Asian (e.g., East, South, Southeast, West, Central Asia)
- Black (e.g., African, Caribbean, North American)
- Indian-Caribbean (e.g., Indo-Guyanese, Indo-Trinidadian)

- Latin American (e.g., Argentinian, Chilean, Salvadorian)
- mixed heritage (e.g., Black-Asian, Black-white, Asian-white)
- remaining identities
- did not specify

Percentages indicate members who self-identified within the clustered racialized groups:



# SUPPORT FOR LOCAL AND COMMUNITY EQUITY INITIATIVES



## EQUITY INCENTIVE FUNDS TO SUPPORT LOCALS

The following incentive funds were available in 2024-25 to support locals in their equity-related initiatives.

### Equity Workshop Local Incentive Funding

Equity workshop funding provides \$300 for up to 20 locals to assist them with costs related to offering Equity and Women’s Services (EWS) workshops to members in their locals. Please see previous section for workshop descriptions.

### International Women’s Day Local Incentive Funding (WP)

Local incentive funding for International Women’s Day (IWD) is a program that provides funding to locals to assist with costs related to providing local programs that promote and celebrate IWD events. This year, up to \$30,000 in funding was requested and provided to 15 locals. Of the locals that accessed this fund, two were designated early childhood educator locals, one was an education support personnel local, five were occasional teacher locals, and seven were teacher locals.

### Local Incentive Funding for Women’s Programs

This program provides flexible funding to locals for a variety of events and activities related to the status of women. In 2024-25, 21 locals accessed almost \$40,000 for women’s programs.

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

Each September, Take Back the Night (TBTN) activities are held nationally and internationally to demand the right to be safe and free from gender-based violence. Incentive funding of up to \$300 per local is available for locals who apply on a first-come, first-served basis. In 2024, 21 locals received incentive funding to plan TBTN virtual events.

### Workers Health and Safety Centre Subsidy (WP)

This subsidy is designed to support the leadership development of women members to build knowledge and advocacy for safer and healthier workplaces and remove barriers for women to participate in the two-week Workers Health and Safety Centre (WHSC) instructor training. In this cost-sharing initiative with locals, participants supported by their local are provided with release time, travel, and dependent care costs, in accordance with ETFO expense guidelines.



## PARTNERSHIPS

### The Ontario Federation of Labour (OFL) Women's Committee

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The OFL Women's Committee met virtually and in-person monthly beginning in October 2024. Over 20 unions in Ontario were represented, including teachers' federations such as the Ontario English Catholic Teachers' Association (OECTA), Ontario Secondary School Teachers' Federation (OSSTF), and The Elementary Teachers' Federation of Ontario (ETFO). In August 2024, in preparation of a possible provincial election, a subcommittee was struck to create election canvassing resources. The material focused on key election issues and providing speaking notes for canvassers. The committee also organized Status of Women canvassing nights to support progressive candidates for the provincial election.

Committee members received updates on the Equal Pay Actions, the Equal Pay Coalition, the 16 Days of Action, and the United Nations Commission on the Status of Women (UNCSW).

To celebrate International Women's Day 2025 (IWD2025), the committee worked with an artist to design a pin, poster, and a T-shirt for the OFL's March 8 project. The theme for IWD2025 was "Women's Voices, Women's Votes: A Call to Action on International Women's Day 2025."

### The Canadian Teachers Federation Advisory Group on Eliminating Systemic Racism, Oppression, and Discrimination: Subgroup on the International Decade for People of African Descent, 2015–2024

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The CTF Advisory Group on Eliminating Systemic Racism, Oppression, and Racism began meeting in December 2021. The group was comprised of teachers across Canada from CTF member organizations. Their work was multifaceted, and subgroups were created to complete various tasks.

ETFO is one of three CTF member organizations who are part of the subgroup on the International Decade of People of African Descent. The committee was tasked with hiring and working with an educational contractor to create a web-based, interactive, PDF resource booklet that recognizes and celebrates the UN-led initiative. This resource will include comprehensive components on the contributions of Africans across the diaspora along with addressing the impact of racism and, specifically, anti-Black racism. Canadian resources will be incorporated, along with lesson plans that include student voice in sharing their perspectives on race and racism.

The committee has met regularly since the fall of 2023 and continues to meet bi-weekly to assess progress and provide feedback to the consultant in the development of the resource.

This educational resource will be available in English and in French in the fall of 2025.

### Faculty of Education Equity Workshops

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ETFO provides equity workshops for teacher candidates as requested by the faculties of education. Equity and Women's Services staff offered the following workshops:

- Exploring an Anti-Oppressive Framework
- Culturally Relevant & Responsive Teaching and Assessment Practices
- Everyone is Able
- Learning While Black: Addressing Anti-Black Racism in Education
- Possibilities: Addressing Poverty Issues in Elementary Schools

In 2024-25, the Learning While Black workshop was presented to approximately 350 teacher candidates.

### PFLAG & The 519

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ETFO partnered with the 519 community agency and PFLAG Toronto to create a series of videos focused on a timeline of significant events that are related to the education system and queer issues. The series has been shared widely via social media and is intentionally created to build support for 2SLGBTQ+ communities and counter homophobic and transphobic narratives in our society.





## Pride

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Each year, many communities across Ontario offer a variety of Pride activities in which everyone – including ETFO locals, gender and sexuality alliances (GSAs), and social justice clubs – can participate. Pride is about creating inclusive school places and communities. It's an opportunity for two-spirit, lesbian, gay, bisexual, transgender, queer or questioning, and additional identities (2SLGBTQ+) people and allies to challenge homophobia, biphobia, transphobia, and promote social justice and equity. ETFO highlighted approximately 30 Pride events across the province in our annual poster and participated in the 2025 Toronto Pride parade and street fair.

## Toronto Rape Crisis Centre/Multicultural Women Against Rape and White Ribbon

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In 2024-25, the partnership with Toronto Rape Crisis Centre/Multicultural Women Against Rape and White Ribbon continued through Conscious Classrooms: Responding to Gender-Based Violence. This two-day women's program examines gender-based violence within learning communities and provides strategies to incorporate trauma-informed practices. Its program delivery model now consists of one conference hosted at the provincial office.

## GRANTS AND DONATIONS

Through financial assistance and donations, ETFO supports many community groups engaged in equity and social justice work both domestically and abroad.

## White Ribbon

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ETFO has a long-standing partnership with White Ribbon through the Healthy Masculinities incentive funding. Locals interested in raising awareness about gender equity, healthy masculinity, and gender-based violence can apply for incentive funding to organize a boys' conference or teachers' workshop.

## Anti-Homophobia and Heterosexism Initiatives Grant (2SLGBTQ+)

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This grant is provided to ETFO locals to assist with the costs of providing training on, awareness of, and/or participation in events that address homophobia and heterosexism. In 2024-25, 13 locals accessed the funding. This budget line was increased from \$3,900 to \$6,000 to provide funding for up to 20 locals.

## Anti-Poverty Groups

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In 2024-25, ETFO made donations totalling \$10,000 to grassroots-level groups working on poverty issues, undertaking political activities to further their cause, or working directly to benefit those living in poverty in their communities.

## Women's Crisis Centres

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In 2024-25 ETFO made donations totaling \$70,000 to 80 women's crisis centres across Ontario.

## Status of Women Donations

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ETFO allocates \$20,000 for donations to organizations whose goals are to improve the status of women and/or girls in Ontario or Canada. Women's organizations that received funding this year include the Canadian Women's Foundation and the Retired Women Teachers of Ontario. ETFO was also a workshop sponsor for Black Youth Write.

## International Assistance/Donations

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Through CTF International Programs, ETFO contributed \$67,500 to support women's projects by international organizations, including:

- Canadian Organization for Development Through Education (CODE)
- Equality Fund (formerly MATCH International Women's Fund)
- Teachers' Action for Gender Equality (TAGE) – WP



## OVERSEAS SUPPORT

### Teaching Together

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Teaching Together (formerly Project Overseas) is a joint endeavour between the Canadian Teachers' Federation (CTF) and member organizations such as ETFO. Overseas placements are scheduled in July with partner organizations who, like the CTF, are members of Education International.

ETFO typically sponsors 16 members to participate in Teaching Together; however, fewer application packages from new and returning candidates were received this year.

The following members represented ETFO in Teaching Together 2025:

#### **Belize**

Sandra Bonnell,  
Elementary Teachers of Toronto, team leader  
Erin Oxlund,  
Kawartha Pine Ridge Teacher Local, team member

#### **Ghana**

Lynne McNab,  
Waterloo Region Teacher Local, team leader  
Antoinette Minichiello,  
Peel Teacher Local, team member

#### **Grenada**

Francesca Vonella,  
Greater Essex County Teacher Local, team leader  
Ammara Khan, Peel Teacher Local, team member

#### **Saint Kitts**

Linda Hillier,  
Hastings-Prince Edward Teacher Local, team member

#### **Saint Vincent and the Grenadines**

Marcia Thompson,  
Elementary Teachers of Toronto, team member

#### **Sierra Leone**

Maryse Extross,  
Ottawa-Carleton Teacher Local, team member

#### **The Gambia**

Lisa Gidlow-Aldrich,  
York Region Teacher Local, team leader  
Tamla Young,  
Elementary Teachers of Toronto, team member

#### **Uganda**

Scott McFadden,  
Halton Teacher Local, team member  
Melissa Williams,  
Elementary Teachers of Toronto, team member

### Overseas Scholarships for Women and Girls

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ETFO supports the Canadian Teachers' Federation (CTF) Teachers' Action for Gender Equality (TAGE) program, Hope for Rwanda's Children fund, and scholarships for girls and women. This continued support includes scholarship funding for women teachers to further their teacher qualifications or support for girls to attend primary, secondary, and post-secondary education.

In 2024, TAGE provided Ghana with bursaries to assist unqualified women teachers to upgrade their credentials in the field of education. TAGE also administered support through the African Women in Education Network, Education International Asia Pacific, the Education International Latin America Women's Network, and the Caribbean Union of Teachers.

**TEACHING  
TOGETHER  
2026**



## Cambodia Support for Girls

---

Partners for Rural Development (PRD) is a women-led Cambodian non-profit and non-political organization. PRD works in 10 of the most rural and impoverished villages in Battambang and Samlout and Pailin provinces. ETFO has had a long-term partnership with PRD through its Education for Change program.

In 2024, PRD continued to work with eight primary schools that served 10 villages in Battambang province, Samlout and Pailin regions with a total student population of approximately 1,545.

They worked directly with the Samlout and Pailin departments of education, teachers, principals, students, parents, school committees, Women's Affairs, and gender focal points. The organization provided three professional development workshops to 10 women to strengthen teaching methodologies, producing games, and teaching materials for the classroom. PRD provided training on Capacity Building for Primary School Teachers to 66 teachers, 39 of whom were women.

PRD co-operated with the Battambang provincial department of education to deliver a training course on leadership and school management to eight school principals.

PRD's programs for women and girls included a focus on gender equity and equality, women's empowerment, education, health agriculture, and the environment.

## Caribbean Union of Teachers (CUT)

---

Funding to the Caribbean Union of Teachers (CUT) makes possible a number of gender-based union activities that would otherwise not be possible. Specifically, in 2024, the CUT conducted four days of trade union education with two of the days led by the status of women committee devoted to education on gender matters. They also completed Phase 1 of a proposed research project that involved developing the terms of reference for a study to analyze and interpret information on challenges faced by women teachers in the Caribbean, the adequacy of support systems for these members and to develop strategies to address these challenges. The CUT hopes to have an independent review of their policies and governance documents to make their unions more inclusive for women and to inform the union on matters of advocacy for improvements in support systems for Caribbean women teachers.

## Colombia Support for Women and Girls

---

ETFO has partnerships with two organizations in Colombia:

The Fundación Ratón de Biblioteca promotes a creative approach to English literacy through reading, writing, speaking, art, and games in Medellín. In 2024-25, these projects were delivered through four community libraries in Villa Guadalupe, Raizal, La Esperanza, and Villatina.

The Colombian Grandmothers' Project supports grandmothers who the primary caregivers for children in Montería, Columbia. These supports include trainings for women heads of households in entrepreneurship, counselling, and psychosocial support for mothers and grandmothers. The organization also aids with purchasing school kits, uniforms, and transportation.

In 2024-25, 23 new beneficiaries received support to operate small businesses in food, beautician and hairdressing salon services, clothing, and dressmaking to produce school uniforms for educational institutions. Among others, there are eight women who are starting the process.

## Support for Swaziland National Association of Teachers

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The Women's Wing of the Swaziland National Association of Teachers supported 15 women teachers in upgrading their qualifications and seven others in furthering their studies.

## Ugandan Support for Women Teachers

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In August 2024, the Uganda National Teachers' Union conducted a women's empowerment workshop with 104 women leaders. The theme was "Enhancing Entrepreneurship and Leadership Capacity of Female Educators for Quality Education."

The conference focused on the promotion of girls' education, capacity building for entrepreneurial and leadership skills, and raising awareness of gender equality in Uganda's education system.

## Hope for Rwanda's Children Fund

---

Hope for Rwanda's Children Fund (HRCF) supported 46 secondary school students and three university students' educational scholarships in 2024-25. HRCF university scholarship recipients have graduated from the University of Kigali.



# ETFO EQUITY AWARDS AND BURSARIES 2024–25

ETFO members make an outstanding contribution to equity and women's issues. The Federation offers financial support for a variety of awards, scholarships, and bursaries for members, many of which are specifically for members of designated groups. More information can be found at [etfo.ca/about-us/awards-scholarships](https://etfo.ca/about-us/awards-scholarships).

## AWARDS

The deadline to apply is February 1 of each school year.

- Anti-Bias Award
- Anti-Racist and Equity Activism Award
- Anti-Racist and Equity Activism Award – WP
- Arts and Culture Award
- Children's Literature Award
- Environmental Education Award
- ETFO Anti-Poverty Award
- Health and Safety Activist Award
- International Humanitarian Award for an ETFO Member
- International Humanitarian Award for a non-ETFO Member
- Local Humanitarian Award for an ETFO Member
- Local Humanitarian Award for a non-ETFO Member
- Member Service and Engagement Award
- New Member Award
- Outstanding Role Model for Women Award – WP
- Political Activist Award
- Professional Learning and Curriculum Development Award
- Professional Learning and Curriculum Development Award – WP
- Rainbow Visions Award
- Rainbow Visions Award (Non-ETFO member)
- Women Who Develop Special Projects in Science and Technology Award – WP
- Women Working in Social Activism on Behalf of Women and Children Award – WP

- Writers Award
- Writers Award – WP

## SCHOLARSHIPS AND BURSARIES

The deadline to apply is April 30 of each school year.

- Bachelor of Education Bursaries for Children of ETFO Members
- Black Educator Bursary – Open to ETFO and non-ETFO members
- Black Educator Bursary – WP
- Bursaries for Members of Designated Groups – Open to ETFO and non-ETFO members
- Bursaries for Members of Designated Groups – WP
- Doctoral Scholarship
- Doctoral Scholarship – WP
- ETFO Member Bursary
- First Nations, Métis, and Inuit (FNMI) Professional Learning Bursary
- First Nations, Métis, and Inuit (FNMI) Scholarship – WP
- First Nations, Métis, and Inuit (FNMI) Women in Education Bursary – WP, Open to ETFO and non-ETFO members
- Learning and Leadership Bursary – WP
- Master's Scholarship
- Master's Scholarship – WP



## ETFO STATEMENT ON SOCIAL JUSTICE AND EQUITY

The objects of the Federation shall be:

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

A member shall:

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

ETFO recognizes that we live in a society characterized by individual and systemic discrimination against particular groups. Within this context ETFO defines equity as fairness achieved through proactive measures, which results in equality, promotes diversity, and fosters respect and dignity for all.

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

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

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

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

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

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

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

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

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

Groups that experience discrimination in Ontario today include:

- women
- racialized people
- Indigenous Peoples
- people with disabilities
- two-spirit, gay, lesbian, bisexual, transgender, queer/questioning people, additional identities
- people living in poverty

3. **Members of these groups are in the best position to identify and analyze the differences in issues and needs. ETFO commits to recognize and accommodate these differences between people and groups. ETFO will modify programs and will develop and provide special programs for**



particular groups where necessary, since in an unequal world, ignoring differences perpetuates inequality.

#### 4. Growth means change and change is difficult.

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

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

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

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

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

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

spokespersons must advocate for social justice and equity with members, governments, and the public.

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

A belief in equity, supported by organizational structures and expressed in actions, is the component of social justice and equity within ETFO.

Approved by the ETFO Executive, July 2002





# APPENDIX B

## ETFO PROTOCOL CONCERNING MEMBERS' SELF-IDENTIFICATION

### 1. Current Practice

Self-identification for ETFO members is voluntary and confidential.

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

- First Nations
- Métis
- Inuit
- persons with a disability
- two-spirit, lesbian, gay, bisexual, transgender, queer/questioning and additional identities (2SLGBTQ+)
- members of racialized groups
- women

In 2016, the question on gender identity was expanded to ask members to specify male, female, or "what term describes your gender."

Additionally, in 2016, the Executive approved a motion to replace the term Aboriginal in the self-identification box with the following three separate designated groups: First Nations, Métis, and Inuit.

In 2018, the question on racialized groups' membership was expanded to ask members to specify how they identify as "racialized."

In 2020, the Executive approved a motion to replace the acronym LGBTQ with a more inclusive acronym of 2SLGBTQ+ adding the term 'two-spirit' and the plus (+), which includes additional identities. Members may self-identify using this acronym and the organization is adopting this term in all new ETFO publications.

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

### 2. Personal Identity

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

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

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

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

With one exception, ETFO's "designated groups" are the same groups identified in Ontario's *Employment Equity Act* (enacted in 1993 and repealed by the

Harris government in 1995) and in Canada's *Employment Equity Act* (1995), still in effect. The 2SLGBTQ+ group has been added to ETFO's designated groups as this group has in recent years been identified by courts throughout Canada as a key equity-seeking group.

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

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

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

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

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

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

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

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

# ETFO PRIORITIES



- To protect the local and provincial 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 advocate for social justice in the areas of peace, anti-poverty, non-violence, equity, and anti-racism
- To fight against anti-Black racism
- To advocate for the economic and labour rights of all workers
- To support international assistance and co-operation
- To advocate for the care and protection of the environment and actively engage in climate action
- To actively engage members in the Federation and labour movement
- To advocate for and protect the health and safety of members, both physically and psychologically
- To advocate for the elimination of violence in publicly funded schools

**ETFO**  
Elementary Teachers' Federation of Ontario

**this is  
your  
union!**

Representing **83,000**  
teachers and education  
workers in public elementary  
schools in Ontario.

ETFO  FEEO

# #ETFOAM2025



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Elementary Teachers' Federation of Ontario (ETFO)  
136 Isabella Street | Toronto, ON Canada | M4Y 0B5  
416-962-3836 | 1-888-838-3836