




LEADING

Public Education Through A Pandemic



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

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 communities that are marginalized, 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.

This 2021 Report to the Annual Meeting can be read online at etfo.ca/link/annualreports.



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The Elementary Teachers' Federation of Ontario

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

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

Along with providing protective and professional services for these members, ETFO promotes the economic and labour rights of all workers as well as equity and social justice within our education system and broader society.

ETFO Priorities for 2020-2021

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

- 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.

2020–2021 EXECUTIVE



Sam Hammond
President
Hamilton–Wentworth
Teacher Local



Karen Brown
First Vice-President
Elementary Teachers
of Toronto



David Mastin
Vice-President
Durham Teacher Local



Monica Rusnak
Vice-President
(Female)
Ontario North East
Teacher Local



Nathan Core
OTF Table Officer
Waterloo Region
Occasional
Teacher Local

EXECUTIVE MEMBERS



Gail Bannister-Clarke
Peel Teacher Local



Yvette Blackburn
Elementary Teachers
of Toronto



Amy Chevis
Simcoe County
Occasional Teacher
Local



Mary Fowler
Durham Teacher Local



Joy Lachica
Elementary Teachers
of Toronto



Felicia Samuel
Elementary Teachers
of Toronto



Mario Spagnuolo
Greater Essex County
Teacher Local



Sylvia Van Campen
Upper Canada
Occasional Teacher
Local



Greg Weiler
Waterloo Region
Teacher Local

ETFO ADMINISTRATIVE LEADERSHIP



Sharon O'Halloran
General Secretary



Jerry DeQuetteville
Deputy General
Secretary
To December 2020
(Interim from February to
May 2021)



Lorna Larmour
Deputy General
Secretary
Commencing June 2021



Lisa Mastrobuono
Deputy General
Secretary
Commencing January 2021



Bobbi Taillefer
Deputy General
Secretary
To January 2021



PRESIDENT'S REPORT

With Heartfelt Gratitude

What a year! There's no question that 2020-2021 has been an unprecedented year for everyone. Throughout every stage of the COVID-19 pandemic, ETFO's 83,000 members have gone to extraordinary lengths to support public school students across Ontario. Your flexibility, professionalism, and commitment to students, both in person and virtually, are what sustained our public schools.

The work elementary educators do makes an incredible difference in the lives of children and their families. Despite the endless challenges you faced this year, which were in large part created by the province's mismanagement of the pandemic, educators stepped up once again and proved that they always have students' best interests at heart. Saying thanks doesn't seem like enough, but we want you to know that we are grateful for your inspiring and dedicated contributions. It is because of teachers, occasional teachers, early childhood educators, educational and professional support personnel, and other education workers that we can celebrate our public education system as one of the best in the world.

This year's events also underscored the importance of other essential workers, like healthcare workers, grocery store employees, couriers, maintenance staff and other low-wage front-line workers. It reinforced the pressing need to fight for a \$15 minimum wage and paid sick days for those who are most vulnerable. I want to acknowledge their outstanding and selfless efforts. We are grateful!

Government Mishandling of the Pandemic

Working during the pandemic was challenging enough without the added struggle of a government that consistently refused to invest in measures that would ensure in-person learning could happen safely. The Ford government's repeated refusal to make necessary investments to ensure the safety of students and education workers throughout the 2020-2021 school year was reckless and unconscionable.

They dragged their heels in the provincial response to COVID-19 and neglected their responsibility to keep students and educators safe. Consistently, they made last-minute decisions to implement half-measures that were ineffective at reducing the spread of COVID-19. Their deeply flawed approach to planning for the safe reopening of public schools demonstrated their complete disregard for educators, students, education stakeholders and the well-being of the publicly funded public education system.

Instead of prioritizing safety, this government used a global health crisis as cover to push through regulatory changes, including the elimination of rules that ensured a fair hiring process for teachers, and legislative changes that shield them from public criticism and increase Conservative party coffers.

The Ford government's repeated resistance to partnering with education stakeholders also contributed to education workers feeling abandoned by the provincial government. They proved their inability to lead time and again, with their ineptitude leading to calls for resignations.

Rising Above Government Failures

Despite being sidelined, ETFO, our affiliates, education partners, parents/caregivers, epidemiologists, medical professionals and others spent the last year fighting for safe schools. Action was taken locally, provincially and federally to increase supports and protections for students, education workers, and their families, by extension.

Local leaders, the provincial Executive and all ETFO staff worked tirelessly to support members and to advocate for every public school in the province. We engaged in legal challenges, wrote letters and submissions, requested meetings, embarked on campaigns, and lobbied for the necessary measures to keep students and educators safe. We also called for fair and transparent hiring, paid sick days, and fought against provincial plans to privatize public education and silence their critics.

Despite the Ford government's intransigence, we made significant gains to improve the health and safety of Ontario's public schools and the learning conditions of our students — both in class and virtually. We also succeeded in ensuring that educators were prioritized in phase two to receive the voluntary vaccine alongside other front-line workers. With the announcement from the government in January of additional safety measures, including asymptomatic testing for schools across the province, we also saw that our lobbying had been effective, even though it took the government months to listen and take responsible action.

Our collective efforts made a powerful impact in many areas, but some of our calls, went unanswered. Calls for an advisory table with education stakeholders went unacknowledged. Calls for smaller class sizes were met with rhetoric shared at press conferences. And calls to keep March Break in March to support student and member mental health were ignored. Our lobbying and advocacy work will continue into the new school year.

New Hope and Energy

There is more to do. We will continue to work with allies and affiliates in the education sector, and with health experts, families and community members. ETFO will remain vigilant and mindful of the health and safety of students and members, mobilizing all of the resources we have to ensure they are protected.

I know this seems like a never-ending fight with COVID-19 and with this government, but pandemics end and so do Conservative governments.

The Ford government has failed Ontarians on so many fronts and we must ensure that they are held accountable. As we start to look ahead and consider the next election and what Ontarians need after the pandemic subsidies, we must remember that our province's recovery is directly dependent on the strength of the public services we all rely on.

What we need in the months and years ahead is public investment, not cuts to public services. We need a government that prioritizes the well-being of Ontarians instead of the demands of corporate lobbyists, and that makes paid sick days and respect for all workers a reality. We need a government that values public schools, and every single education worker who has been holding public education together through this once-in-a-century pandemic.

Heading into a provincial election and another round of collective bargaining, we remain steadfast in holding the provincial government accountable. It is not enough to simply say you are "for the people." Commitment and care must be demonstrated through actions.

Educators know better than anyone how central schools are to the lives of families and the health of communities. We have witnessed the disproportionate impact this pandemic has had on racialized and low-income communities that have been left without necessary resources and support. We will continue to work to address the systemic barriers many communities face. Our work to build a more just society does not cease because we're busy mitigating the effects of COVID-19; it is strengthened because we seek equity and justice.

ETFO will continue to advocate for the right of every educator and every student to safe working and learning conditions, while bringing equity into every conversation. As we see our way out of this crisis, we hope that organizing together for a better future, not only for public education but for Ontario, will bring new hope and energy.

As we end another year, I want to extend a heartfelt thank you for your solidarity, your hard work in the classroom (and virtually), and for your commitment to students and your colleagues. Together, elementary educators have an unbreakable spirit, and we must continue to use our collective power to ensure Ontario's public education system continues to be one of the best in the world.

It has been my great privilege to have been ETFO's president for the past 12 years. We have been through so much together and have come out of it with such incredible solidarity. I am so proud of our members, our local leaders and all of the communities that have stood together to protect every child's future.

As I head to the Canadian Teachers' Federation, I will hold onto ETFO's strong legacy of advocacy and social justice. My best wishes for your continued well-being, safety and solidarity.



Sam Hammond, President



GENERAL SECRETARY'S REPORT

This year, ETFO members and staff have shown incredible perseverance, professionalism and care, working to provide high-quality public education to students across the province under very difficult circumstances. As we worked together to continue to provide students with optimal learning opportunities, we were reminded of the importance of equity in our public education system.

We have seen that communities who are marginalized, in particular racialized and low-income communities, have been disproportionately impacted by the pandemic. We know that in many of these communities, a greater number of families opted for online learning, often without receiving the supports or resources they needed to be successful. As an organization committed to equity, ETFO will continue to lobby to ensure that all students in Ontario have the supports they need to succeed, including reasonable class sizes, access to technology, and the special education supports they need to learn and grow.

We will also continue to work on ETFO's multi-year strategy to address and eliminate anti-Black racism. The strategy is focused on creating systemic changes to confront anti-Black racism and to provide a more inclusive union environment for Black members at provincial and local levels. It lays careful groundwork to review and analyze existing policies, programs and structures, and to develop critical theory to bring about transformative steps to address anti-Black racism. This groundwork is key in informing our future focus and strategies.

Advocating for the Health and Safety of Schools

In September, ETFO presented our case before the Ontario Labour Relations Board, urging them to acknowledge that there were significant health and safety issues in our classrooms. Although this case was dismissed on a jurisdictional issue, we filed grievances at the local level, and lobbied and pressured the government.

ETFO spent the fall working on behalf of our members and their students. We participated in weekly meetings with the Deputy Minister to bring our concerns forward, and responded to government consultations on new teacher hiring policies in the wake of Regulation 274 being revoked and regulatory changes. We also sat on Ministry working groups, including the Provincial Working Group on Health and Safety, where we advocated for additional supports for educators and raised ongoing health and safety concerns related to COVID-19.

As COVID-19 numbers rose in communities through the winter and spring, ETFO continued to urge the government to invest in the measures required to keep students and educators safe. We also lobbied for the prioritization of education workers and all other essential workers for the voluntary COVID-19 vaccine. More specifically, we called for education workers who work with students with special education needs and those who work and live in hot spot areas to be prioritized for vaccinations.

Despite false assurances from the Minister of Education, schools were not safe. The Ford government did not collect data to know definitively how and where COVID-19 was being transmitted, so school safety could not be assumed. When Medical Officers of Health across Ontario urged the government to implement a province-wide Stay-at-Home Order, it was clear that schools were not as safe as they needed to be. With cases surging amidst a third wave and pressure from their own Science Table, the Ministry closed school buildings.

Repeatedly, educators and students were forced to shift from in-person to virtual learning; in many cases, with little to no notice. The emergency instruction and support educators were able to deliver during a global health crisis are worthy of a lengthy standing ovation.

Solidarity with Education Partners

Over the course of the year, ETFO worked alongside parents, education unions, supporters of public education and public health advocates. We spent the year lobbying the government, in solidarity, on priority issues for educators, including, but not limited to: smaller classes that allow for physical distancing; adequate personal protective equipment (PPE) for educators; mandatory masks for all students; asymptomatic testing; vaccine prioritization; appropriate ventilation; and the province's privatization plans for public education.

ETFO also worked closely with our education affiliate partners over the course of the year to present a united front on school safety, and our opposition to making virtual learning permanent and Bill 254, *Protecting Ontario Elections Act, 2021*.

All our campaigns included calls to action, engaging families, educators and the broader community to demand that the government appropriately plan and invest in public schools. With a goal to connect, engage and mobilize supporters, our campaigns included radio, video, print, actions over BuildingBetterSchools.ca, and multi-lingual digital and social media ads.

We will continue to advocate for safe and healthy working and learning conditions for ETFO members and the students we care so deeply about. We will continue to work tirelessly on your behalf at government tables, through the creation of resources and learning opportunities, and through our lobbying and campaign efforts. You can also rely on us to support you when you have questions or when issues arise.

ETFO, its provincial Executive and staff, and local leaders are appreciative of your hard work. We thank you for your commitment to students, for working towards equity in every community, and for continuing to advocate for Ontario's public education system.

As we embark on a new year, please know that we will do everything we can to keep you and students safe and well.



Sharon O'Halloran, General Secretary



LEADING PUBLIC EDUCATION THROUGH A PANDEMIC

Throughout 2020-2021, educators faced unprecedented challenges due to the global COVID-19 pandemic and a provincial government that mishandled the health crisis. The Elementary Teachers' Federation of Ontario (ETFO), which represents 83,000 teachers and educators in elementary public schools, strongly advocated for the protection of educators and students' health and safety so that in-person learning could take place.

Because of the province's failed response and mismanagement of the COVID-19 pandemic, educators were forced to switch between in-person and virtual learning numerous times throughout the year — an unnecessary disruption for everyone.

ETFO firmly believes that quality in-person learning, when done safely, is the best and most equitable experience for students. Unfortunately, many times throughout the 2020-2021 school year, this just wasn't possible due to the Ford government's repeated refusal to make the necessary investments that were needed to ensure the safety and well-being of students and education workers.

Despite all the challenges, educators addressed inequities and took extraordinary measures to meet the academic, physical, and socio-emotional needs of students. Their professionalism and commitment to students is what helped to sustain our public schools.

It's also important to recognize the unequal impact of the pandemic on populations across Ontario, which reaffirmed the significance of health equity. The pandemic's disastrous impacts on single parents, racialized people and their families, and women — all of whom have been impacted at a disproportionate rate — continues to require urgent attention and intervention. As Ontario moves into a post-pandemic phase, the urgency of adopting a health equity approach will include everything from paid sick days to climate justice.

Taking Action on Key Issues

Throughout the pandemic, ETFO's priority was the health and safety of members, students and community members, by extension. ETFO:

- pushed for immediate implementation of health and safety measures to ensure safety in schools, including:
 - reducing class sizes to ensure physical distancing;
 - funding and implementing improvements to ventilation and air filtration;
 - mandating masks for all students;
 - funding and providing appropriate PPE to educators; and
 - introducing broad, school-based asymptomatic testing;
- advocated for education workers and other essential workers to be prioritized for voluntary COVID-19 vaccines following vaccinations for the most vulnerable populations so in-person learning could be maintained;
- filed over 100 grievances across the province in schools to hold school boards accountable to ensure health and safety and working conditions were upheld and school boards fulfill obligations as employers by taking every reasonable precaution to protect workers;
- lobbied the provincial government on numerous occasions to provide funding to support all families, and to account for the childcare needs of educators and other front-line workers;



- urged the government to institute paid sick days for all workers;
- advocated to ensure governments acknowledge and address the disproportionate impact the pandemic has had on communities that are marginalized, particularly for racialized and low-income families and workers;
- urged all Ontario Public Health Units (PHU) to use their authority to protect communities and ensure that when in-person learning can safely resume, asymptomatic school-based testing was implemented; and
- encouraged education workers, families and community members to share their concerns directly with Premier Ford and their Members of Provincial Parliament (MPPs) to demand the government act swiftly to make schools safer for in-person learning and provide much-needed supports to families.

Advocacy

Calls from ETFO and affiliates for the government to convene an advisory table of all education stakeholders to develop a clear action plan for the safe and sustainable opening of schools never materialized. Repeatedly, key stakeholders, including education worker union representatives, were excluded from discussions about school safety. This led to the Ford government's implementation of ill-advised plans that only served to create chaos and confusion in Ontario's publicly funded schools.

ETFO has continuously lobbied for strict safety protocols in public schools forcing the government to implement some of the measures required to keep educators and students safe during in-person learning. ETFO has also engaged directly with PHUs and school boards across the province to advocate for safety measures to be implemented to mitigate the impact of the provincial government's failed response to the COVID-19 pandemic. ETFO has worked closely with other education unions to maintain constant pressure on the Ford government.

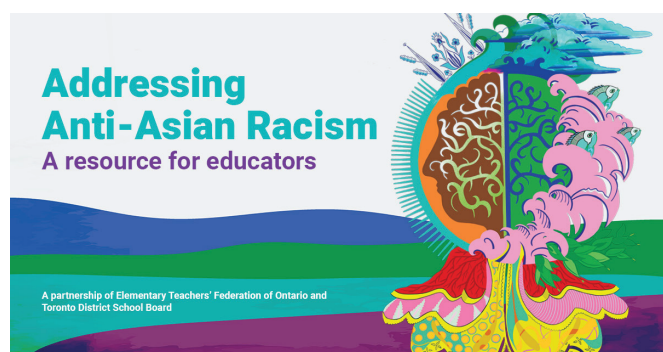
ETFO was, however, able to advocate through other means, including active participation in Ministry working groups and engagement with government, school boards, Members of Provincial Parliament, and PHUs. Campaigns were amplified using BuildingBetterSchools.ca and social media.

Equity in a COVID-19 World

Throughout the pandemic, Equity and Women's Services (EWS) provided an overview of some of the ways different groups have been impacted by COVID-19 in ETFO COVID-19 FAQ series. The following resources, available from EWS, were created so members could learn more about equity issues and community partners who support this work:

- Keeping 2SLGBTQ+ Youth Safe in a Virtual World;
- Supporting Students with Disabilities and Distance Learning; and
- The Rise of Anti-Asian Racism During the COVID-19 Pandemic.

School Mental Health Ontario resources were also shared with members.



Virtual Learning

Throughout the pandemic, we saw that virtual learning and hybrid learning (which sees educators instructing students in person and remotely at the same time) can have detrimental impacts on student engagement, achievement, health and well-being. Students thrive in in-person environments where they learn collaboratively and engage in hands-on, experiential learning that is assessed daily through formal and informal observations and assessments. This is true of all students, but especially of those in elementary.

Medical experts agree that in-person learning is the best option for children of all ages from an overall health and learning perspective. In SickKids' [COVID-19: Guidance for School Operation during the Pandemic](#) document, they state that "full-time remote learning is insufficient to meet the needs of the majority of Ontario children and youth, leads to increased screen time and is likely detrimental to overall health."

Given these and many other concerns, ETFO advocated strongly that virtual learning was only to be used as a temporary, emergency measure during the global health crisis. It was never intended to be permanent.

At a time when the top education priority for the Ford government should have been to ensure schools across Ontario remained open safely and sustainably for in-person learning, they were planning to make virtual learning permanent. Under Ford's proposed plan, a student could go from Kindergarten to Grade 12 without ever setting foot inside a school.

Online education would be privatized and/or run by TVO and TFO, and they would be able to hire their own staff for the creation and delivery of online courses, and could also outsource content creation, infrastructure and delivery to for-profit companies. These changes are a clear attempt to privatize online education in Ontario, and to redirect funding from Ontario's public schools to for-profit providers.

The province conducted a consultation on their proposed plan to make virtual learning permanent this school year. While we wait to hear the final outcome, ETFO will continue to fight this attack on public education. Their plan to divert funds away from publicly-funded education to private companies will negatively affect students, increase inequities, lower standards in publicly-funded education, and put us one step closer to the privatization of public education.

You can view the submission prepared by ETFO in response to the government's plan at etfo.ca.



MAKING OUR SCHOOLS SAFE

Prior to the start of the 2020-2021 school year, ETFO, the Association des enseignantes et des enseignants franco-ontariens (AEFO), Ontario English Catholic Teachers' Association (OECTA), and the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) requested a meeting with Ministry of Labour, Training and Skills Development and Ministry of Education representatives over concerns that their [Guide to Reopening Ontario's Schools](#) did not meet requirements set out in the *Ontario Health and Safety Act*.

Even before the school year started, education unions realized that the government's plan failed to adequately provide the following health and safety protections:

- adequate limits on class size to ensure physical distancing;
- minimum measurable standards for ventilation in schools to address ventilation issues in schools;
- appropriate mask policies for children under the age of 10;
- cohorting in a manner that is consistent with the research;
- adequate screening; and
- adequate safeguards for bused students.

We called on the government to address these issues, but they did not appropriately respond to our concerns for health and safety standards in publicly-funded schools. As such, ETFO, AEFO, OECTA and OSSTF each filed a formal appeal with the Ontario Labour Relations Board in late August 2020. Although the appeals were dismissed on jurisdictional grounds in October 2020, ETFO continued to strongly advocate for the protections that ETFO members and students deserve.

Two additional Ontario Labour Relations Board appeals were filed locally in March 2021 about the lack of Ministry of Labour, Training and Skills Development orders regarding COVID-19 protocols in schools. A mediation was unsuccessful and hearing dates are scheduled in the coming months.

ETFO calls for health and safety action throughout the year can be found at etfohealthyandsafety.ca/site/ETFO-calls-to-action.

Government's Refusal to Invest in Safety

The Ford government consistently refused to make necessary investments to keep students and educators safe during the COVID-19 pandemic. They also directed school boards to use their individual reserves, which were set aside for other local projects, instead of provincially funding health and safety protections.

As President Hammond said in a media release following the announcement of the province's use of federal funding in April, "The province of Ontario continues to allow the federal government to do the heavy lifting when it comes to funding the school safety initiatives announced today. We really have the federal government to thank as they are providing 80 per cent of the \$650 million recently announced. Premier Ford and Minister Lecce continue to take credit where none is due. They have recklessly refused to use funds available to them through the federal government's Safe Return to Class fund since September 2020. Instead, they have implemented half-measures that have led to a third wave, and disruption for students, educators and families across Ontario."

The provincial government could have acted earlier by using available federal funding to create in-school conditions that would protect students, educators and their families from COVID-19. Their decision to wait until eight months into the school year was simply unconscionable.

Provincial Working Groups

ETFO was represented by staff at the Provincial Working Group on Health and Safety (PWGHS) alongside representatives from other education sector unions and organizations, including Council of Directors of Education and Ontario Principals' Council. Upon insistence of the education affiliates, the PWGHS started to meet during summer 2020, raising concerns and offering suggestions on the development of provincial standards for dealing with COVID-19 in schools.

In addition to the PWGHS, ETFO staff participated in three other working groups created by the Ministry of Education to deal with the following pandemic-related topics: learning resources; instructional support; and continuous learning. Although staff were diligent in raising health and safety concerns at these meetings, there was frustration that the government would regularly make announcements without consulting with, or even informing, education partners.

TAKE ACTION

Schools NEED enhanced safety protocols!



BuildingBetterSchools.ca



Lobbying School Boards on School Reopening Plans

After the government announced its initial plan for the reopening of schools in summer 2020, the focus shifted to school boards to determine what measures should be put in place to guarantee the safety of students and educators. As the government shifted its plans to respond to public pressure, letters from President Hammond were sent to the chairs of Ontario's public school boards regarding their reopening plans.

The letters asked school boards to ensure that their reopening plans included smaller class sizes to ensure appropriate physical distancing, mandatory masks for all students, enhanced cleaning and disinfecting of school's facilities and other measures to ensure the health and safety of students and staff. These letters were coordinated with an email writing campaign directed at school board trustees that was implemented through BuildingBetterSchools.ca and allowed supporters to write to their school board trustee directly supporting ETFO's recommendations.

Several school boards responded positively to ETFO's lobbying, in most cases agreeing with many of the issues raised but indicating that they required funding. Several school boards implemented some of the safety measures sought, including some reductions in average class size and mandatory masks for students beyond the requirements from the Ministry of Education. These changes added pressure on other school boards to increase their safety measures and on the government to revise its guidelines for schools across the province, which occurred in small increments throughout the school year.

While there were gains made in some of the demands ETFO put forward, including mandatory masks for most students and improvements to the screening tool, the government continued to refuse to implement important measures, such as smaller class sizes, assessments to ensure adequate ventilation, widespread asymptomatic testing, and N95 respirators for all educators.



Lobbying Government and Public Health Units

On January 6, an open letter from President Hammond was sent to all Ontario local Public Health Units asking them to use their powers to ensure elementary schools stay online past January 11 if the local conditions require further restrictions. A letter was also sent to Premier Doug Ford and Minister of Education Stephen Lecce asking them to reconsider their decision to resume in-person learning on January 11, and to continue with online learning on an emergency basis and provide the required support to open schools safely. On January 7, the government announced that schools would continue to function remotely and would not be returning to in-person instruction for at least another two weeks.

Schools in northern Ontario school boards and special education classes had been opened in all areas of the province by January 11, with a few exceptions based on local risk and outbreaks. A few more school boards reopened a couple of weeks later, and most other school boards opened February 8, with Toronto, Peel and York reopening on February 16.

On January 19, a follow-up letter was sent to PHUs, calling on them to reassess the resumption or continuation of in-person learning based on updated local data, as the second wave of the pandemic continued to evolve. In the letter, ETFO also asked PHUs to require that school boards perform risk assessments in all schools, and that enhanced safety measures be immediately implemented.

On January 19, ETFO sent a letter to the Minister of Education asking him to provide clear direction to school boards to ensure that only special education programs for students that cannot be supported through virtual platforms be allowed to continue in-person in regions of the province that were under lockdown. In the letter, ETFO requested that the government provide immediate emergency funding to school boards to implement increased safety measures for these programs. ETFO also asked that educators and other school-based staff required for these special education programs to continue be prioritized to receive the COVID-19 vaccine.

On January 20, ETFO sent a letter to the Minister of Education asking him to revise the minimum requirements for synchronous learning established in PPM 164, especially during the period when much of the province remained under a stay-at-home order and many educators were providing synchronous instruction while at the same time having to care for their own children.

On February 3 and 9, ETFO sent letters to the Ministry of Education opposing the delay or cancellation of March break that the government was considering at the time. ETFO advocated for the break to continue as originally scheduled to provide a much-needed respite to educators, students and their families. Unfortunately, the government decided to ignore the unanimous feedback from education stakeholders and delayed the break until April.

On February 24, ETFO sent a letter to all of Ontario's PHUs offering to support their COVID-19 vaccination campaigns and advocating for the prioritization of the Ministry of Health, requesting that front-line educators be given priority access to the COVID-19 vaccine.

The government included education workers alongside other front-line workers in Phase 2 of the vaccine rollout; however, under the existing framework, most of them would not have had access to the COVID-19 vaccine until the end of the school year. Some PHUs revised their plans and started to provide priority access to some front-line education workers.

On April 6, ETFO sent a letter to all Ontario PHUs asking them to provide immediate access to the vaccine to educators and other front-line workers, consider switching schools from in-person instruction to remote learning on a temporary basis in areas with high rates of transmission and implement additional safety measures in schools in order to continue or resume in-person learning. ETFO also held a joint press conference with education affiliates and public health experts calling on the government to prioritize the safety of students and educators. On April 7, the government declared a state of emergency in the province for the third time since the beginning of the pandemic and announced changes to the vaccination program including prioritization of educators involved in special education programs and all adults, including educators, in designated 'hot spot' areas.

On May 27, Premier Ford asked for input from healthcare and education stakeholders on the reopening of schools; it was due within 32 hours.

On May 28, ETFO issued a joint statement alongside AEFO, OECTA and OSSTF that asked the government to defer to the advice of local medical officers of health on what is best for their communities as the situation is not the same everywhere in the province. Despite consensus from healthcare stakeholders that students should return to in-person learning in June, on June 2, the province announced that remote learning would be extended for all elementary and secondary students for the remainder of the 2020-2021 school year.

Enforcement of Workplace Protections

ETFO staff supported local leaders as the Ministry of Labour, Training and Skills Development visited all school boards in August or September for a consultation visit to discuss the implementation of COVID-19 practices. Throughout the year, members used the Internal Responsibility System to report hazards to their supervisors and the Joint Health and Safety Committee. There were members who believed their work was likely to endanger them and some decided to exercise their right to unsafe work.

Health and Safety Services monitored MLTSD field visit reports. Appeals were filed by ETFO, education affiliates and other worker groups about the lack of orders in several cases. Victories were shared as examples of what can happen when workers assert their rights. Some examples that involved ETFO members include: closure of a class until contact tracing was completed; appropriate use of disinfectants for cleaning specific to Health Canada requirements; and adjustments to the type and style of PPE available based on worker concerns.

Collective Bargaining Services staff supported locals with the impacts of the pandemic on working conditions and assisted in the collection and sharing of information related to health and safety concerns. They also supported filing of grievances and advocacy to maintain collective agreement rights regarding sick leave, workload and staffing implications related to the pandemic.



not limited to: PPE, the voluntary COVID-19 vaccine; health and safety rights; mental health; equity considerations; and union support.

- Member Town Halls were held in December, February and April to provide members with updates about ETFO's work during the pandemic, and to provide them with the opportunity to ask questions about health and safety and other concerns.
- Many member inquiries into Professional Relations Services (PRS) were related to COVID-19, mental health, sick leave, WSIB, and accommodations.
- *PRS Matters* bulletins were created to assist members, i.e., [Supporting Members Throughout the Pandemic](#), and [WSIB and COVID-19 in the Workplace](#).
- [A COVID-19 Checklist for ETFO Members](#) and [video](#) were developed to assist members in understanding their right to refuse unsafe work. Support for members considering engaging in a work refusal was also available through locals and the provincial ETFO office.
- ETFO worked with the Ontario Federation of Labour (OFL) and other education unions to create [A COVID-19 Health and Safety Rights Guide for Education Workers](#).

COVID-19 Vaccinations

In February, ETFO offered its full support to PHUs who were left to lead Ontario's vaccination roll-out. In a media release, President Hammond said, "We appreciate that COVID-19 vaccination will be voluntary, but anticipate that educators, particularly those working in schools, will be eager to get vaccinated. We fully understand that early efforts will be focused on making the vaccine available to the most vulnerable populations, in line with federal and provincial guidelines. However, we expect that educators will be included in phase two of the roll-out as previously announced by the government."

Soon after, the province announced that education workers would be included in phase two. However, by early April, education workers still weren't eligible for the voluntary COVID-19 vaccine.

Support for Members

ETFO members were supported, throughout the year, in a variety of ways, including, but not limited to:

- A tip sheet was created in August for members entitled [Your Rights and Your Employer's Duties](#).
- Almost 300 members from across the province participated in a webinar on worker rights and employer duties on September 1 and 2, 2020.
- In addition to information being included in member eNewsletters, COVID-19 FAQs, prepared by staff from a number of service areas, were sent to members regularly. A variety of topics were covered, including, but



In a media release on April 5, ETFO stated, “Given the deeply concerning rise in COVID-19 cases in areas across Ontario and the government’s negligent decision to keep schools open without additional enhanced safety measures, education workers and other essential workers must be prioritized for vaccinations. Until this happens, ETFO calls on the Ford government and PHUs in hot spot areas to take immediate steps to ensure the safety of educators and students, including a temporary move from in-person to virtual learning.”

On April 7, following a virtual press conference hosted by ETFO alongside its affiliates, an epidemiologist, and parent advocacy groups, the province announced education workers working with special education students, and all educators in select hot spots, would be prioritized for vaccinations. Although their announcement was an important step forward for safety across the province, the execution of the plan was flawed and further advocacy was required to prioritize education workers throughout the province.

Support for Local Leaders

As a continuation of the webinars for local leaders that began in the spring of 2020, a webinar was held at the end of August with the release of the *Work Refusal Information Package for ETFO Local Leaders and Health and Safety Representatives* and the *ETFO COVID-19 Guide for Local Leaders and Health and Safety Representatives*. Supplements were released in October, January and March.

In October, staff collaborated with teacher affiliates to create a specific package of resource materials to support locals. It included:

- templates for letters to senior administration in school boards;
- suggestions for ways to collect information through surveys;
- tips for how to bring forward recommendations to Joint Health and Safety Committee(s); and
- clarification on the Ministry of Labour, Training and Skills Development complaints process.

As schools reopened after the winter break, a Local Action Kit on In-person Learning was shared with local leaders to assist them in advocating for appropriate protections. This and other resources formed a collection to which provincial ETFO staff could direct local leaders as issues arose.

COVID-19 remained a focus during training sessions throughout the year, during Leadership in September, the ETFO Health and Safety Conference in October, Regionals in November and the Virtual Academy in March.

Local leaders were also regularly forwarded government announcements and related messages from the Ministry of Education throughout 2020-2021.

Mental Health

Educators’ extraordinary efforts centred student learning and well-being, but often at the expense of their own mental health. Members’ mental health was affected every time the provincial government made an announcement before a holiday period and when they ignored the need for preparation time to adapt to new situations. Most glaringly, the postponement of the March Break denied members a much needed and anticipated break. ETFO’s response, through letters to the Ministry and a joint statement with education affiliates, expressed outrage on behalf of members.



Ford's underfunding of public education negatively affects educators mental health

In the summer of 2020, Equity and Women's Programs Services developed a list of Mental Health Supports for Educators, Parents and Students. Professional Relations Services also shared a *PRS Matters* bulletin entitled [*Mental Health and Wellness Tips for Members During the Pandemic*](#).

In October 2020, the Canadian Teachers' Federation (CTF/FCE) collected data through the Teacher Mental Health Check-in Survey, which received nearly 14,000 responses. The results detailed unbearable levels of stress, anxiety, and a struggle to cope with the demands of teaching during the pandemic. Results showed that close to 70 per cent of respondents were concerned about their own mental health and well-being.

We are living in unprecedented times. As a result of this uncertainty, on some days we may feel positive and hopeful while on other days we may feel overwhelmed, tired, anxious and impatient. To support ETFO members, a 12-minute webinar was created with mental health educator Sue-Ann Maislin who provided practical tips on how to stay resilient during these challenging times. The webinar is available at etfo.ca/link/covid19.

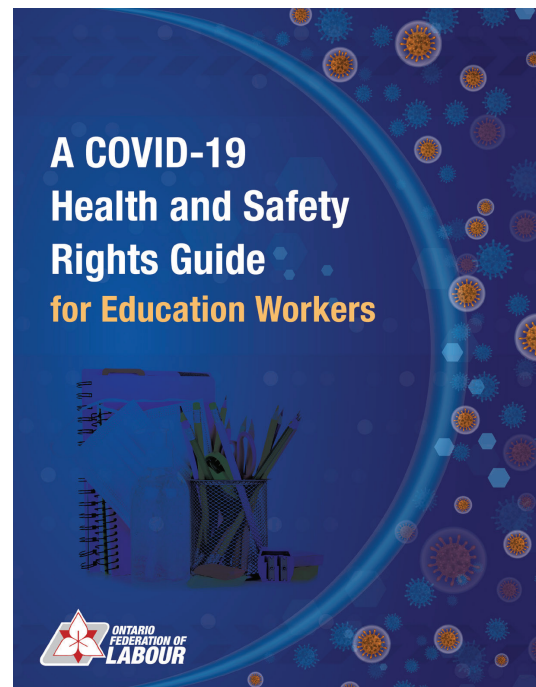
In partnership with the Centre for Addiction and Mental Health, ETFO created two short videos featuring Dr. Donna Ferguson who shared tips and resources to support the mental health and well-being of ETFO members. Both videos are available at etfo.ca/link/covid19, and include tips for maintaining optimal mental health, how to support individuals facing racial injustice, and strategies to address stress, anxiety and panic.

ETFO also promoted mental health resources gathered by the Ontario Teachers Insurance Plan (OTIP) throughout the year.

Partnerships

Throughout the pandemic, ETFO made extensive use of discussions with and resources from many partner organizations, such as the Workers' Health and Safety Centre, OFL's Prevention Link, Occupational Health Clinics for Ontario Workers, and Workplace Health Without Borders. Staff participated in the work of the OFL and the Canadian Labour Congress' Health and Safety Committees, discussing concerns about enforcement from the MLTSD, as well as strategies to address concerns.

ETFO, along with other affiliates contributed to the production of the OFL's [*A COVID-19 Health and Safety Rights Guide for Ontario Education Workers*](#). Front-line educators shared their experiences at an OFL Education Assembly co-hosted by ETFO First Vice-President Karen Brown. Two hundred participants attended on March 26.



Pandemic Experience Survey

More than 5,000 ETFO members participated in a survey from November 23 to December 15. The results were analyzed by the Occupational Health Clinics for Ontario Workers and the Institute for Work & Health. The results were shared in two peer-reviewed research studies.

Highlights:

- Seventy-nine per cent of women and 71 per cent of men had a burnout score above 75 (on a scale of zero to 100). The 2019 Canadian worker average burnout score was 52 (54 for the education sector). The level of burnout was worse for those who work remotely
- Participants reported high work demands, fast work pace, little predictability, role conflicts and fear.
- Members in hybrid learning rated the psychological health and safety environment most negatively.
- Only six per cent of respondents felt the government was doing their best to protect them and others at work.
- Two-thirds of ETFO members reported that less than half of their needs for infection control practices were being met. These unmet needs led to sleep disturbances and are strongly correlated with symptoms of anxiety and depression. Unmet needs included concerns about physical distancing, physical barriers, cohorting, screening, face coverings, and PPE.
- Only 13 per cent indicated that the ventilation in schools was appropriate and adequate.

ETFO's Campaign for Safer Schools

July to September 2020 – Back to School campaign

ETFO's campaign for a safe September was focussed on putting pressure on the Ford government and responding to their shifting positions because of that pressure. The campaign included five flights of radio, video, print, actions over BuildingBetterSchools.ca, and multi-lingual static digital and social media ads that reflected ETFO's back-to-school priorities.

All our campaigns included a call to action that engaged parents, educators and the broader community to keep demanding that the government appropriately fund a safe return to school. There was a focus on smaller classes, physical distancing, proper ventilation and masks for everyone.

On the 2020 Labour Day weekend, ETFO participated in the annual labour insert of the Toronto Star with a message that ETFO educators will continue to stand up for our members, students, and broader communities to fight for safe and healthy schools.

By September 15, ETFO's digital campaign had made 14,021,405 impressions in English, Tamil, Punjabi, Mandarin, Cantonese and Farsi through standard and programmatic display channels.

The radio ads were viewed 2,453,790 times by 1,187,326 people on Facebook and had an average of 40,000 views per day on WeChat. In total, 28,771 people emailed their Member of Provincial Parliament and 11,487 emailed their trustees.

October to December 2020

ETFO's fair hiring campaign launched on October 15, the day the revocation of Regulation 274 was announced, with social media shareables and ads directing members and the public to send letters to the Minister of Education with a copy to their MPP. The campaign included radio and digital ads, separate email actions intended for the Minister of Education and school board trustees. This was hosted on BuildingBetterSchools.ca.

On October 26, ETFO's English 30-second radio ad began running on stations across the province. Thirty-second Cantonese, Mandarin and Punjabi radio ads began running in Greater Toronto Area markets on October 28. Radio ads ran for four weeks.

Digital ads were in market and targeted to marginal Progressive Conservative ridings. These were delivered in English as well as Cantonese, Farsi, Mandarin, Punjabi and Tamil. These non-English languages are the ones most commonly spoken in the target ridings.

By the end of the campaign on November 23, ETFO acquired 15.5 million impressions and 20,186 clicks. The campaign gained the most impressions in Brampton, Burlington, Etobicoke, Kitchener, Mississauga and Nepean. It had especially high clickthrough rates in Ancaster, Brantford, Churchville, Kenora and Windsor. Chinese, Farsi, Punjabi and Tamil ads ran especially strong in Mississauga, Markham, North York, Toronto and Scarborough. On Facebook, we saw the campaign reach 2,272,260 impressions by 1,349,262 people.



January to May 2021

Our response during this time included a focus on the provincial budget and a campaign for priority access to vaccines for educators and other front-line workers.

Online digital advertising, including translated ads, were launched across Ontario in March, with targeted display ads on websites along with social media ads on Facebook, Instagram and WeChat. These directed supporters to BuildingBetterSchools.ca to participate in email actions.

ETFO ran two radio ads in April, which were translated for multilingual radio into Cantonese, Mandarin and Punjabi. *Missing Partner*, which had a budget response focus, ran across the province from April 5 to 11. *He's Wrong*, which focussed on the government's failed pandemic response and the need to prioritize educators and other front-line workers for vaccinations, ran from April 12 to 30.

Digital ads ran province-wide from March 15 to April 4. These were translated into Chinese (simplified and traditional), Farsi, Punjabi and Tamil. Digital ads received 10.2 million impressions with a 4.64 per cent conversion rate. Industry average is .59 per cent. English impressions were highest in Hamilton, London, Nepean, Ottawa and Toronto. Multilingual impressions were highest in Cornwall, Mississauga, North York, Scarborough and Toronto.

Social media ads ran province-wide from March 18 to April 30. Ads were translated to Chinese (simplified and traditional), Farsi, Punjabi and Tamil. Facebook, Instagram and WeChat reached 15 million impressions.

ETFO created five videos: two radio ad videos; a video highlighting comments made by epidemiologist Colin Furness at the ETFO April 7 press conference; a video on cuts to public education; and another on virtual learning.



GOVERNMENT RELATIONS

ETFO's lobbying and political action strategy is fully integrated with its public campaign. Over the past year, ETFO's lobbying and political action initiatives have focused on advocating for measures to keep educators, students and their families safe during this unprecedented pandemic.

Revocation of Regulation 274 and PPM 165

On October 15, Minister of Education Stephen Lecce announced that the government was revoking Regulation 274 effective October 29. The government released an interim policy for school board hiring practices that would come into effect once Regulation 274 was revoked and will remain in place until new school board hiring policies have been adopted.

ETFO denounced the unilateral revocation of Regulation 274 and launched a campaign to oppose the government's decision to scrap fair-hiring provisions and to pressure school boards to adopt policies that respect teachers' experience and qualifications, meaningfully address equity and diversity and ensure a fair and consistent hiring process for teachers. The campaign included radio and digital advertisement, separate email actions targeting the Minister of Education and school board trustees hosted in BuildingBetterSchools.ca, and a

member engagement strategy intended to educate members on the issues related to fair hiring and to encourage them to take part in the campaign. ETFO also filed a complaint with the Ontario Labour Relations Board to challenge the revocation of the regulation.

ETFO also filed unfair labour practice (ULP) complaints with the Ontario Labour Relations Board to challenge the revocation of the regulation. On October 30, ETFO filed a ULP on the basis that the revocation amounts to bargaining in bad faith and undermines current local bargaining efforts. ETFO proceeded to file additional ULP complaints against 13 school boards that implemented hiring procedures or issued job postings deviating from Regulation 274. The ULP complaints against individual school boards have been amalgamated into one ULP complaint filed on October 30. The Ontario Labour Relations Board hearings occurred on February 8 and 10, and on April 7 and 20. As of May 25, the OLRB decision is pending.

After the revocation of Regulation 274, the Ministry of Education requested feedback on its draft Policy/Program Memorandum (PPM) on School Board Teacher Hiring Practices and draft Conflict of Interest (COI) policy. The PPM and COI policy are intended to provide direction to school boards as they prepare their own hiring policies.

ETFO prepared a [submission](#) in response to the draft PPM and COI policy. The submission made it clear that ETFO opposes the decision by the government to revoke Regulation 274 and that ETFO believes this decision is a fundamental violation of the *School Boards Collective Bargaining Act, 2014*, the *Labour Relations Act, 1995*, and the *Charter of Rights and Freedoms*. In this submission, ETFO explained why the government's proposed framework undermines fairness, transparency, equity and diversity in hiring, and opens the door to nepotism and favoritism.

On February 22, the Ministry of Education released PPM No. 165 School Board Teacher Hiring Practices. Most of the concerns raised by ETFO were not addressed by the government, and in some respects PPM 165 provided less protections against arbitrary hiring decisions than the first draft released by the Ministry.

Here's Why Fair Hiring Works

“As a racialized teacher, Reg 274 certainly helped me by providing a clear path to a permanent position without the uncertainty of unfair hiring practices.”

– ETFO Member



Provincial Budget 2020 and Bill 229

On November 5, the Ontario government tabled its 2020 budget, which had been delayed due to the COVID-19 pandemic. As expected, the budget was largely focused on the response to the COVID-19 pandemic. While some additional funding was allocated for pandemic-related expenses, particularly in health care, the budget was short on details on how the government would fund significant gaps in its response to the ongoing public health crisis.

The government also chose to focus on supporting businesses by providing additional tax reductions instead of investing in public services or providing support to those who need it most. The budget contained no new funding to support health and safety measures in public schools for the remainder of the school year.

ETFO prepared a [submission](#) in response to Bill 229. On November 30, President Hammond accompanied by Deputy General Secretary DeQuetteville and Communications and Political Action Services staff attended a hearing held by the Standing Committee on Finance and Economic Affairs on Bill 229, *Protect, Support and Recover from COVID-19 Act (Budget Measures), 2020*. President Hammond called on the government to make necessary investments to ensure the health and safety of students, educators and their families amidst the ongoing COVID-19 pandemic. He also spoke against changes contained in Bill 229 to the governance structure of the Ontario College of Teachers (OCT), which would effectively end the self-regulation of the teaching profession. Bill 229 was adopted in third reading and received royal assent on December 8.

Education Roundtable with Liberal Leader

On December 16, General Secretary O'Halloran and ETFO staff participated in an education roundtable hosted by Ontario Liberal Party leader Steven Del Duca. Several Liberal MPPs were present at the meeting, as well as representatives from education affiliates and other education stakeholders. The discussion focused on the impact of the pandemic on public education and the safety measures required to protect students and educators. General Secretary O'Halloran highlighted the shortcomings of the current government's handling of the pandemic and the refusal of the government to make necessary investments. She also spoke about the level of burnout that exists amongst members given the difficult challenges they are facing.

Meeting with the NDP

On January 5, President Hammond, General Secretary O'Halloran and ETFO staff met with Michael Balagus, Chief of Staff to NDP Leader Andrea Horwath, and Norm MacAskill, NDP Director of Stakeholder Relations. At the meeting, Balagus presented a briefing of the NDP's preparations for the next provincial election. ETFO continues to engage with the NDP as they continue to develop their platform ahead of the 2022 provincial election.

Political Action Conference 2021

ETFO's Political Action Conference was held virtually on January 28 and 29 with more than 100 participants. The conference was focused on developing local organizing capacity ahead of the next provincial election. Communications and Political Action Services staff and ETFO's new organizers participated in the conference and assisted with workshop facilitation.

Pre-Budget Consultations 2021

When the legislature adjourned in December, the government decided to shut down meetings of the standing committees during the recess. Because of this, the Standing Committee on Finance and Economic Affairs did not hold hearings on Budget 2021. ETFO participated in the budget consultation process carried out by the Ministry of Finance, providing a written submission, and completing the consultation survey. The legislature resumed on February 16.

Provincial Budget 2021 and Bill 269

On March 24, the Ontario government tabled its 2021 budget. The budget included spending in education and childcare of \$31.3 billion in 2021-2022. This represents a reduction of at least \$800 million in overall funding. The government phased out most of the additional funding allocated in response to COVID-19 during the current fiscal year.

The long-term projections contained in the budget for education funding showed significant funding gaps in the coming years. Without additional revenue created by the province, the fiscal pressure resulting from the current and future deficits will create a difficult context to address this widening funding gap in education.

ETFO sent a [submission](#) to the Standing Committee on Finance and Economic Affairs on Bill 269, *Protecting the People of Ontario Act (Budget Measures), 2021*. The submission outlined ETFO's response to the 2021 provincial budget and called out the government for their disastrous response to the COVID-19 pandemic.



The submission made it clear that ETFO is opposed to the government's planned cuts to public education and called on the government to reverse them and make the necessary investments. The submission also addressed the government's plans to expand online and remote learning.

ETFO will continue to advocate for meaningful investments into the public education system to support the health and safety of students and educators, and the provision of high-quality equitable public education.

Bill 254, *Protecting Ontario Elections Act, 2021*

On February 25, the government tabled Bill 254, the *Protecting Ontario Elections Act, 2021*. The legislation included changes to the *Election Act* and the *Election Finances Act*. The legislation doubled the limits for political contributions, extended the public subsidy for political parties, and extended the pre-writ third-party advertisement period from six months to 12 months — while maintaining the existing spending limits during this period — and adopted broad “anti-collusion” language for third-party advertisement.

ETFO believes the legislation is unconstitutional, and infringes on the rights to freedom of expression and association guaranteed by the *Charter of Rights and Freedoms*. It suppresses political dissent and debate, and further exacerbates the undue influence of wealthy donors on government decisions. President Hammond called for the bill to be withdrawn during committee hearings held on the legislation. Bill 254 was adopted and received royal assent on April 19. ETFO, OECTA and OSSTF individually filed Charter challenges against Bill 254 in late April 2021.

All ETFO submissions can be viewed at etfo.ca/aboutETFO/publications.

On June 8, Ontario Superior Court Judge Edward M. Morgan ruled in favour of ETFO alongside other applicants, on the legal challenge brought against Bill 254. Justice Morgan ruled that the changes brought in by Bill 254 were unconstitutional and violated freedom of expression, which is guaranteed by the Charter. His ruling struck down the offending sections from the *Election Finances Act*.

Bill 307 and Ontario's First-ever Use of the 'Notwithstanding Clause'

On June 10, two days after the Ontario Superior Court struck down sections of the Election Finances Act as unconstitutional, the Ford government recalled the legislature to table Bill 307 to override the court's decision. This legislation, for the first time in Ontario's history, uses the notwithstanding clause to override the Canadian Charter of Rights and Freedoms. The government forced the legislation through by holding overnight sittings over the weekend, and the bill was adopted in third reading and received royal assent on June 14. Bill 307 reinstated the sections of the Election Finances Act that were struck down by the court.

Instead of using the legal avenues of appeal that were available to them, the Ford government chose to abuse its power to override the law.

The impact of this legislation will be felt well beyond the next provincial election. It will have broad repercussions for ETFO and other unions and organizations, and will limit their ability to engage in important discussions on public policy up to a year prior to regularly scheduled provincial elections. In addition to the restrictions on third-party advertisement, the use of the notwithstanding clause for the first time in Ontario's history has set a dangerous precedent that this and future governments might return to jeopardizing Ontarians' fundamental rights and freedoms.

ETFO filed a separate legal challenge against Bill 307. ETFO believes that this legislation infringes on sections of the Charter that cannot be circumvented using the notwithstanding clause.



STANDING UP FOR PUBLIC EDUCATION

Plan to Make Virtual Learning Permanent

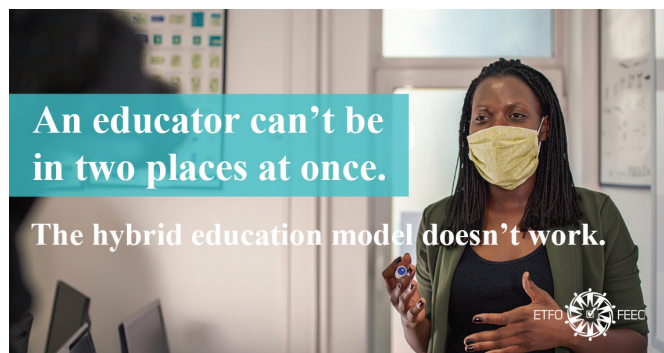
Much like the province's response to school safety during the pandemic, the Conservative government's primary motivation with virtual learning is to save money. Their intention to make virtual learning permanent is not about giving students and families more choice; it's about monetizing virtual learning and dismantling public education.

In a media release on March 25, President Hammond stated that, "The move to virtual learning was never intended to be permanent; it was a temporary measure intended to deliver emergency instruction during a global health crisis. But this was never the Ford government's plan. It's now clear that, throughout the pandemic, they've been working on a virtual learning plan that will divert funds from publicly-funded education to private companies. To be clear, this plan will negatively affect students, increase inequities, lower standards in publicly-funded education, and put us one step closer to the privatization of public education."

In early May, ETFO hosted a virtual press conference with its education affiliates and other partners, including parent advocacy groups, to speak against this move towards privatization. You can view it on ETFO's YouTube channel.

Families, educators and community members were urged to share their concerns with Premier Ford and Minister Lecce. We will not tolerate the dismantling of our public education system. Cost-savings must never be prioritized over children's rights to high-quality publicly-funded education in Ontario.

You can view the submission prepared by ETFO in response to the government's plan at etfo.ca.



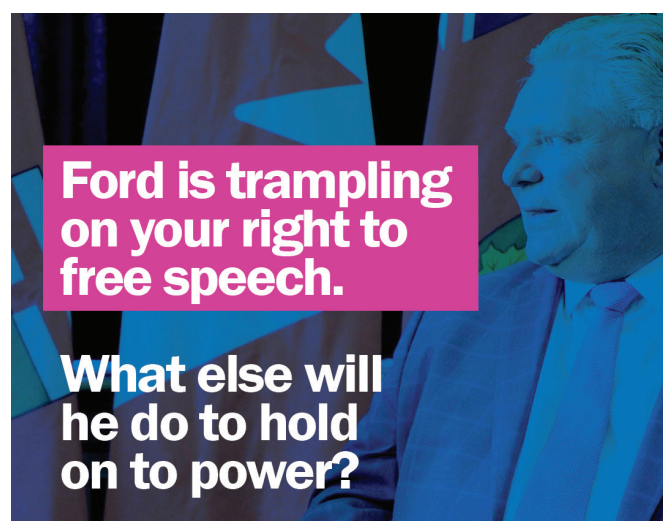
Hybrid Learning

In May, the Executive approved a campaign to mobilize members and community allies to oppose the use of the hybrid learning model. The campaign focused on those school boards where hybrid learning had been implemented or was being considered for the 2021-2022 school year. The campaign included lawn signs to share with members and community, as well as pamphlets to support local actions.

ETFO Response to Legislation that Violates Ontarians' Charter rights

In response to the Ford government's decision to table Bill 307, after the courts ruled changes brought in by Bill 254 were unconstitutional and violated freedom of expression, ETFO implemented a short, but powerful campaign on June 12 and 13 to criticize the government for violating Ontarians' Charter rights. The campaign ran during the brief, two-day window available as the legislation made its way through an expedited legislative process. In two days, the campaign received 30 million impressions.

ETFO created a strong presence on this issue in print, online, digital and social media ads. Video and static ads were placed on social and digital media feeds, on takeovers of major websites, and on digital billboards. While we were not able to purchase ad space in all regions because of very tight timelines, we secured as many as possible across the province. ETFO members were encouraged to post ETFO ads on their social media channels throughout the weekend to increase public awareness regarding the desperate and undemocratic actions of the Ford government. A new action was also posted on BuildingBetterSchools.ca.

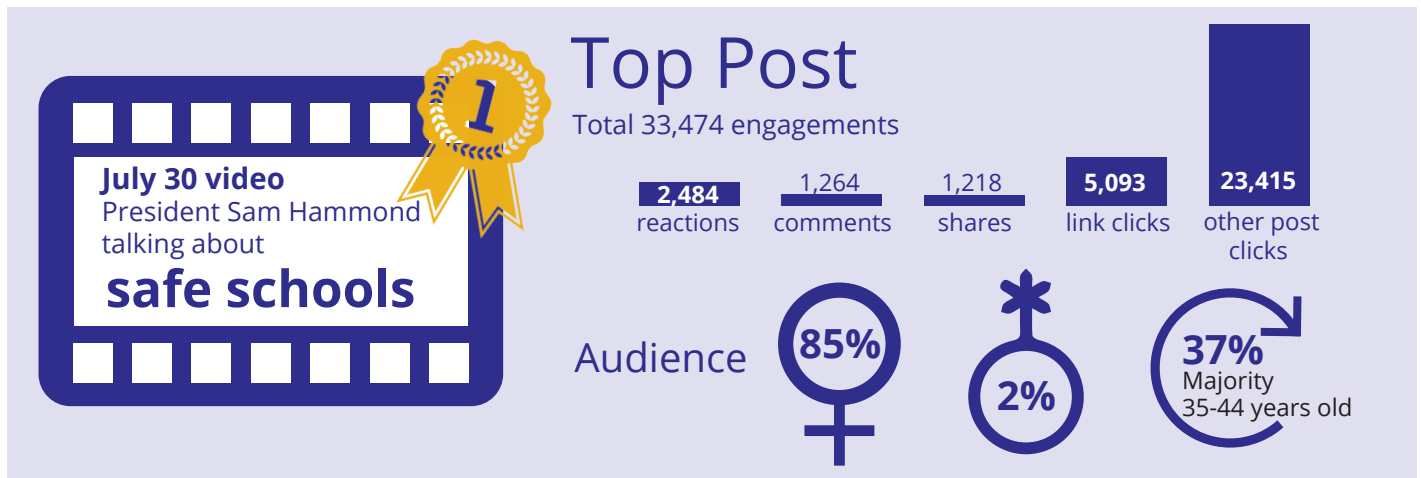
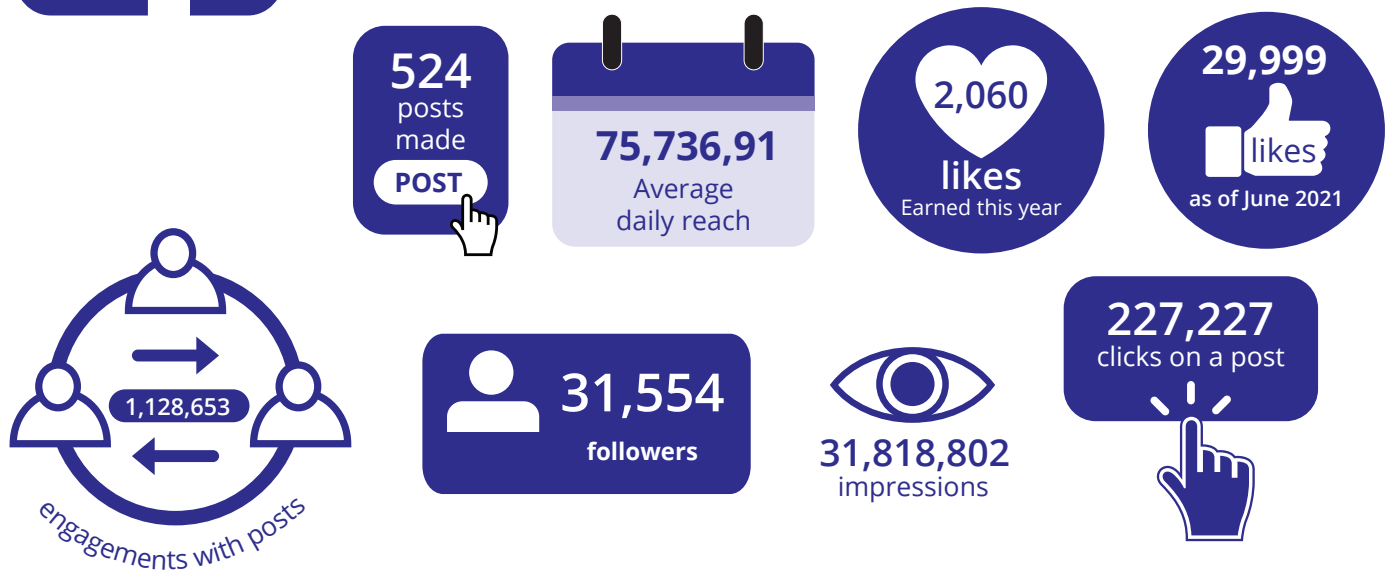


Social Media



ETFO Provincial Office

These metrics represent traffic from July 2020 to June 2021:



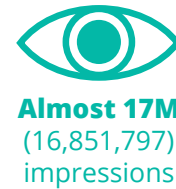
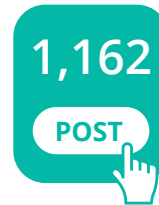
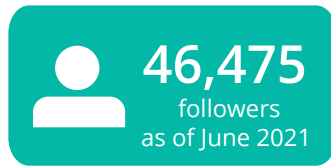
How Do We Compare?

ETFO Facebook does extremely well in comparison to other education union accounts. Our top competitor is OECTA, who has 22,293 fans and earned 806 new followers this past year compared to our 1,469. With 200 fewer posts, ETFO not only reached more users, but we earned 300 per cent more engagement than both OECTA and OSSTF.



@ETFOeducators

The following metrics represent organic or non-paid posts from July 2020 to June 2021:

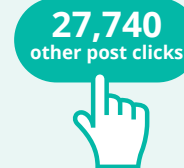
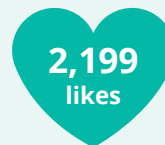


Top single
post on
January 26

30,823 interactions

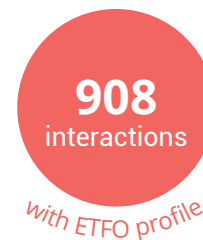
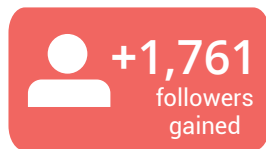


Audience



@ETFOeducators

Top cities are Toronto, Hamilton, Ottawa, Mississauga, London

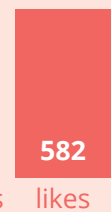
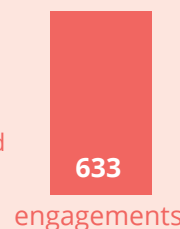


Top Post



**“A quote
on March 29
from President
Sam Hammond
about the government
postponing spring break”**

Audience



Member Town Halls

To connect with and engage members, a series of telephone town hall meetings were held throughout the year. Town Halls were held during the months of December, February and April to provide members with updates about the union's work during the pandemic. The virtual space also provided an opportunity for members to offer comments, feedback and ask questions about health and safety, and other work-related concerns.

Overall, the Town Hall meetings were widely attended by members.

December Town Halls

15,293 attendees participated

45 min participants spent an average in the meeting

247 questions and comments received

February Town Halls

15,489 attendees participated

40.5 min participants spent an average in the meeting

257 questions and comments received

April Town Halls

13,063 attendees participated

37 min participants spent an average in the meeting

160 questions and comments received

Videos

As the world pivoted to the virtual environment, visual and digital communications became more important than ever in our history. During the 2019-2020 central bargaining and strike actions, videos were a vital tool utilized to communicate the union's demands and strengthen educator and parent communities across the province. This year, videos help to do two main things, solidify our community, and connect educators during many turbulent days and channel our collective anger towards the government for its failed and reckless public policy decisions into action and advocacy.

From the end of July 2020 to May 2021, staff produced eight videos that ranged in length from a minute and a half up to 10 minutes for the [year recap of the strike action](#). These videos were in addition to the short commercial and digital ads produced as part of the Building Better Schools campaign.

All eight videos ran on ETFO's main social media accounts, Twitter and Facebook, and are available for viewing on the ETFO Provincial YouTube account, which is publicly accessible to all. Overall, the short videos were widely received by thousands of viewers. To date, the [Reopen Schools With a Real Plan](#), released on July 30, 2020, was the highest performing viewed with more than 104,000 views and over 1,200 likes.

While messaging tended to focus on the critical issue of safety in our public schools, three special videos were also produced with more of an internal message for the membership. At the beginning of September, a video, [Educators Are True Champions for Children](#), and in March, [Elementary Educators Make an Incredible Difference](#), were two videos released with a message from Sam Hammond to thank elementary educators for their work and incredible success to meet the diverse needs of students and preserve high-quality public education. Additionally, near the end of March, in conjunction with the International Day for the Elimination of Racial Discrimination, the [Simply Being Anti-Racist Is Not Enough video](#) was released with an important call to action to address racism and anti-Black racism.

Videos can be viewed at youtube.com/user/ETFOprovincial.

Media Relations

Throughout the year, ETFO actively engaged with print, television, radio and online news media to share the Federation's positions and secure public support. Staff also supported released officers and local presidents with media requests on a number of topics, including, but not limited to: the COVID-19 pandemic, vaccinations for educators, the Ontario budget, virtual and in-person learning, school closures and reopenings, and other local issues. This resulted in local, provincial and national media stories.

To support media spokespeople at the local level, refresher media training sessions were offered to local presidents in March. Speaking notes and key message documents were also provided on a variety of issues throughout the year.

This year, four press conferences were held virtually to secure urgent and critical attention on key issues for ETFO. The first press conference was held in October and included three experts — two epidemiologists and a civil engineer — who shared and spoke to ETFO's concerns about school safety.

On April 7, ETFO hosted a virtual press conference to share its concerns about school safety and to demand the urgent prioritization of essential workers, including education workers, for vaccination. President Hammond was joined by presidents of AEFO, CUPE's OSBCU, OECTA, and OSSTF, as well as an epidemiologist and representatives from parent advocacy groups. The press conference is available on [ETFO's YouTube Channel](#).

ETFO's third virtual press conference in May was focused on the province's proposed plan to make virtual learning permanent. President Hammond was joined by presidents of AEFO, CUPE's OSBCU, OECTA, OSSTF and OTF, as well as other education stakeholders, including parent advocacy groups. A recording of the press conference can be found on [ETFO's YouTube Channel](#).

On June 11, First Vice-President Karen Brown shared ETFO's position that the Ford government's decision to invoke the notwithstanding clause, for the first time in Ontario's history, was intended to silence dissenting voices and to shield themselves from legitimate criticism. It was made clear that their willingness to trample on Ontarians' Charter rights to ensure their own political survival is an attack on democracy that should concern everyone.

Member eNewsletter

Since central bargaining concluded, staff have initiated efforts to ask members to update their contact information to ensure they receive the ETFO eNewsletter. From the previous year, the number of members receiving the bi-weekly newsletter and the COVID-19 FAQ newsletter grew from 72,484 to 73,587. With the switch to virtual learning environments and significant burnout experienced by members, the newsletter experienced a slight decline in open rates during the past 12 months. ETFO's open rates, however, are well above the industry standard by about 35 per cent higher. The split between viewers on desktop and mobile is even, and trends indicate that users viewing the newsletter on a mobile device have a significantly higher open rate to view hyperlinks and supplementary materials.

Leading into the next school year, Federation staff will continue to update contacts and develop a greater awareness of why members should provide their personal, non-work email account to the union.



Member Communication

Keeping ETFO's membership database current and up-to-date is vital for strong and effective communication. Members can provide us with their personal, non-work, email address and personal mobile or home phone numbers through our [online form](#).



ETFO ACTION ON VIOLENCE IN SCHOOLS

Since 2016, ETFO's multi-year strategy to address workplace violence has focused on:

- working with the Ministry of Education and the Ministry of Labour, Training and Skills Development to improve school board compliance with health and safety legislative and policy requirements;
 - working with the Ministry of Education and school board representatives to improve workplace violence reporting and develop training materials and tools;
 - training and assisting locals and members to deal effectively with workplace violence; and
 - publicly advocating for more front-line resources and support for students with special needs, mental health issues and high-risk behaviours.
-

Progress on ETFO's multi-year strategy to address workplace violence has been assessed and new strategies were incorporated based on the recognized needs. The provincial Executive approved an extension of the updated multi-year strategy until 2023. The multi-year strategy will continue to involve actions in these interconnected categories: communications; capacity-building; training and resources; multi-media resources; lobbying; and Building Better Schools.

Training for Local Leaders and Members

Ongoing training is vital to ensure locals and members are aware of member rights and responsibilities regarding violent incidents.

The following workshops/presentations that included content on workplace violence were delivered by Health and Safety Services staff:

- Provincial Health and Safety Conference - breakout groups reviewed aggregated summary reports, which should be provided to Joint Health and Safety Committees, and information was provided about the government's announcement to eliminate discretionary suspensions for students from Kindergarten up to Grade 3;
- Regional Health and Safety Training - reviewed the expectations for aggregated summary reports in more detail;
- Women Addressing Gender-Based Workplace Violence - included a review of worker rights, assertiveness training, a research overview and a keynote that outlined ongoing initiatives;
- Women's Health and Safety Conference (WP) - included a workshop on Domestic Violence in the Workplace; and
- Virtual Academy Webinar - spoke to current issues and ongoing expectations.

Advocacy

The need for more front-line supports was emphasized in ETFO's education consultations submission, including its [2021 pre-budget submission](#). ETFO continued to lobby for the recognition of psychological injuries, which are increasingly a concern due to workplace violence.

It was noted by locals and many stakeholder organizations that fewer incidents of violence have been reported in schools during the pandemic. ETFO provincial office has received far fewer calls about workplace violence from members. This may be due to other health and safety concerns becoming more immediate or it might be due to certain students staying home, lower class sizes in specialized classrooms, physical distancing and other contributing factors. This experience should be examined to improve preventative measures to reduce workplace violence.

For information and resources on violence issues, please visit etfoHealthandSafety.ca.

Contract Maintenance

Local leaders audited each school board's online incident reporting tool to determine compliance with the 2018 Ministry of Education's Memorandum SB06, which outlined the requirements. Ten school boards were taken to the Central Dispute Resolution Committee and a central grievance was filed at each table.

A few locals have also filed local grievances regarding non-compliance with the expectations for the half-day professional development regarding workplace violence, as required by a letter of agreement in the central terms of the collective agreement.

Provincial Working Group on Health and Safety (PWGHS)

The PWGHS is made up of representatives of education affiliates, school board and principal associations and government representatives from the Ministry of Education and the MLTSD.

The evaluation subcommittee reviewed the data collected from over 30,000 responses to the short initial survey sent out to education stakeholders in June 2019 to evaluate the MLTSD's *Workplace Violence in Schools: A Guide to the Law*. The survey results indicated that very few people in the education sector were aware of the guide. A letter is being sent to encourage school boards to reshare the document with all stakeholders. Discussions will continue at the PWGHS about additional training resources and other initiatives related to workplace violence.

The affiliates of the PWGHS were unsuccessful in convincing the Ministry of Education to develop and share a one-page checklist to help individuals re-assess the risks after violent incidents occur that involve students in schools. As such, the affiliates brought the concept to the Ontario Federation of Labour for endorsement. The *Education Sector Violence Risk Re-Assessment Checklist* was released in June.



I will act

I will educate and

I will stop anti-Black racism.

Black Lives Matter

ADDRESSING ANTI-BLACK RACISM

Committed to Protecting the Rights of Black People

Given the legacy and prevalence of anti-Black racism in colonial systems, institutions and society that groups like Black Lives Matter have brought to light, we must do more to infuse Black excellence and Black Canadian histories into public education.

ETFO recognizes that to enrich students' knowledge and understanding of Canadian history, we must go beyond the curriculum to also affirm and value the lives of Black and Indigenous Peoples. We are committed to creating policies, professional learning and curriculum resources that protect and support the rights of Black people.

ETFO Strategy to Address Anti-Black Racism

In January 2018, ETFO's provincial Executive approved a multi-year strategy (2019 to 2021) to take transformative steps to address anti-Black racism issues within its own organization and in the broader society. It also endorsed the United Nations Decade for People of African Descent, which provides a relevant framework for ETFO to address anti-Black racism that exists in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals both within and outside the Federation.

ETFO's strategy is focused on creating systemic changes to confront anti-Black racism and provide a more inclusive union environment for Black members at provincial and local levels. The multi-year strategy lays careful groundwork to review and analyze existing policies, programs and structures, and develop critical theory in order to bring about transformative steps to address anti-Black racism. This groundwork is necessary to inform future strategies in 2020-2021 and beyond.

To date, ETFO has developed, workshops, conferences, resources and leadership opportunities for Black members, and engaged staff, provincial Executive and local leaders in training. However, we recognize that more needs to be done to ensure we are addressing systemic racism within education and the union. In November 2020, the provincial Executive approved an action plan for 2021 to 2023 that extends ETFO's multi-year strategy.

In addition to work currently being undertaken to address anti-Black racism, looking ahead, ETFO will also:

- develop and deliver a new Additional Qualification course to address anti-Black racism;
- create a new program that will focus on decolonizing the classroom and teaching practice;
- offer new leadership opportunities and create curriculum resources that explore Black history, culture, identity and current day realities of anti-Black racism and discrimination;
- present a new ETFO bursary for Black educators, which is open to members and non-members;
- revise the steward manual using an anti-Black racism and anti-oppression framework;
- create a module for steward training to cover a variety of topics, including understanding anti-Black racism;
- develop a public symposium with labour and education partners in the Black community to increase the awareness and importance of hiring Black educators; and
- continue lobbying efforts, including support for calls to include the contributions of Black Canadians in Ontario's elementary curriculum.

ETFO Workshops/Conferences

To assist its members, this year, ETFO offered a number of virtual sessions to help eliminate anti-Black racism:

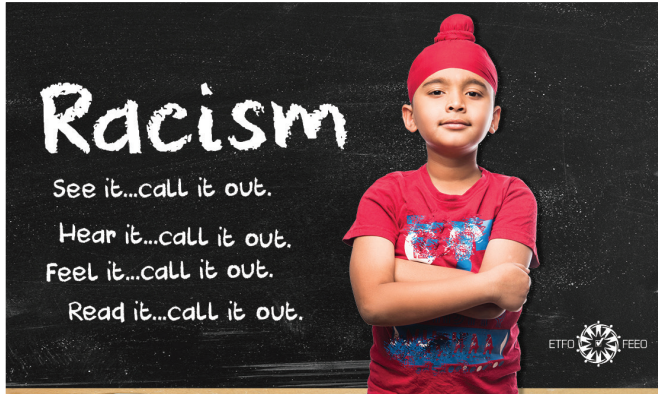
- *Addressing Anti-Black Racism* training for all provincial staff and Executive members;
- *Anti-Black Racism Conference – Unapologetically Black*;
- *Code Black: Leaders with Purpose and Conviction*, ETFO's first leadership program for members who self-identify as Black;
- *Fighting for Black Lives*, a virtual webinar;
- *Leadership Forum for Black Women Members*;
- *Learning While Black*, an anti-Black racism workshop for faculties of education;
- *Name It: Understanding Anti-Black Racism in Ontario Education*; and
- *Race and Education: The Water We Swim In*.

Advocacy

Public advocacy is an important aspect of ETFO's work to address anti-Black racism. Over the past few years, ETFO has worked to publicly offer support to the voices of the Black community calling for urgent action to address system and institutional racism.

In a joint public statement on October 27, 2020, ETFO, alongside community and education partners, called on the government to urgently address anti-Black and anti-Indigenous racism in the public education system. The Minister of Education was urged to immediately implement:

- a review and revision of the curriculum to reflect the contributions of Black individuals to Canada and to fulfill the recommendations on Education for Reconciliation in the Truth and Reconciliation Report;
- the collection of disaggregated race-based student data by the end of 2021 in the public education system;
- an end to streaming in all public schools; and
- a suspension and removal of all School Resource Officer programs.



ETFO Speaks Out

Racial injustice and white supremacy continue to be part of our reality here in Ontario. It is crucial that we acknowledge its existence, recognize its influence systemically and address it daily, collectively and individually.

The attempted coup and violent insurrection that occurred on January 6, 2021, in Washington D.C., USA, serve as a disturbing indicator of the white supremacy that exists and is growing in our society. The actions and the response to the individuals who took and incited this assault on democracy exemplify what white privilege is.

In a public statement following the event, the Federation stated that, “As educators, we are deeply concerned about this situation and the growing rise of hate. These issues of white supremacy and privilege need to be named, addressed and transformed by all of us regardless of our race. There is a danger that can ensue when political leaders or any of us refuse to address and shut down groups rooted in hate. Educators serve as institutional and community leaders who recognize that silence is complicity, need to speak out and use our classrooms as spaces to change our society.”

ETFO also issued a statement at the start of Black History Month that called for a year-long focus on Black history as an integral part of learning about Canadian history and current issues. “ETFO supports calls by the Ontario Black History Society, Black families and others calling on the Ontario government to make Black Canadian studies a greater part of the curriculum. While there are topics in Ontario’s curriculum that relate to anti-racism and anti-discrimination, and options for more in-depth

teaching, explicit learning expectations must be built into the curriculum related to Black Canadian history and issues. The Ministry of Education must work with the Anti-Racism Directorate and Black scholars to develop more substantive Black Canadian curriculum,” said the statement.

Black History Month presents an opportunity for self-reflection and commitment that all members can take to ensure that our increased awareness and knowledge about anti-Black racism doesn’t rest passively but leads to actions that eradicate systemic barriers. But our work must go beyond February.

In a public statement in March 2021, the Federation stated, “Although, ETFO has developed partnerships, resources, leadership opportunities for Black and racialized members and engaged staff and members in training, more needs to be done to ensure barriers are eliminated for all Black members. In addition, by taking specific steps to create more spaces to engage Black and racialized members in the Federation, ETFO will be better able to support members, and Black and racialized students.”

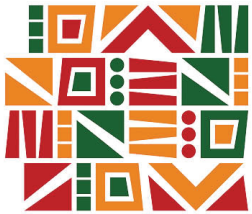
Black History Month 2021

The 2021 ETFO Black History Month poster was sent to each school steward across the province as well as posted on etfo.ca/link/bhm. This year’s poster explored how the commonly used and accepted map of the world is not accurate and rooted in bias and colonialism. It featured Afrofuturism, the reimagining of a future filled with arts, science and technology seen through a Black lens, to encourage critical thinking.



The poster featured the following Mae Jemison quote, "Never be limited by the limited imagination of others." Young Black-Canadians have, can and will continue to do anything in this world.

ETFO Curriculum Resources



Les HisNoires BLACK Canadian Curriculum Resource

This year, ETFO created *Les HisNoires*, a Black Canadian resource for the French curriculum. *Les HisNoires* 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. It includes untold stories of sheroes, heroes and social experiences that transcend time, space, language and location. This collection of lessons reimagines the scope of history in Canada to expand our interpretation of Black people, their history, and their culture within a French context. All learners benefit from learning about the contributions made by Black people in Canada. The lessons are written in English to increase accessibility and remain consistent with ETFO policy. They are designed by French as a Second Language (FSL) teachers for FSL learners, and have accompanying French language worksheets.

Curriculum Development

Staff is developing *Race Matters: Teaching Students to be Race Conscious*, a new curriculum resource intended to promote critical conversations, support student learning, and address anti-Black racism and anti-racism. It will be available in the 2021-2022 school year.

Other resources that address anti-Black racism can be found at etfo.ca/link/bhm.

Meeting with NDP Members of Provincial Parliament

On August 20, 2020, President Hammond, First Vice-President Brown, accompanied by the general secretary and staff from Communications and Political Action Services, Equity and Women's Services and Professional Relations Services met with NDP Education Critic Marit Stiles (MPP - Davenport), Chair of the NDP's Black Caucus Laura Mae Lindo (MPP - Kitchener), and NDP staff to discuss combatting anti-Black racism in public education in Ontario.

ETFO's multi-year strategy to address anti-Black racism was discussed as well as the role that the NDP's Black Caucus can play in amplifying some of the work ETFO is doing. The NDP expressed interest in working with ETFO to implement policy changes that address anti-Black racism in the education system, including possible legislative changes.

ETFO Black Educator Bursary

In November 2020, the provincial Executive passed a motion to approve one general Black Educator Bursary and one Black Educator Bursary, Women's Program, commencing fall 2021-2022. These bursaries are open to non-ETFO members.



**We will never
have true
civilization until
we have learned
to recognize the
rights of others.**

**Thomas King, *The Inconvenient Indian:
A Curious Account of Native People
in North America***

BUILDING A MORE JUST SOCIETY

ETFO Equity Initiatives

With the prolonged COVID-19 pandemic, the societal disparities of class, race, gender and other marginalized spaces continued to spike and widen. For example, gender-based violence and violence in the home increased, anti-Black, anti-Indigenous and anti-Asian racism saw a dramatic rise in different contexts, and the overt surfacing of white supremacy became more evident in parts of the globe, impacting communities' physical and mental well-being and livelihood.

ETFO provincial engaged with members to support learning and curriculum experiences by continuing to develop virtual professional learning webinars and resources related to equity throughout the COVID-19 pandemic.

Addressing Anti-Asian Racism in Schools and Communities Webinar

In February 2021, ETFO, in partnership with Toronto District School Board, hosted an event to launch a new document entitled [Addressing Anti-Asian Racism: A Resource for Educators](#). This webinar provided an opportunity for learning, reflection, discussion and social justice action that focused on addressing anti-Asian racism. Keynote speaker Gen Ling Chang, Deputy Executive Director of ALPHA Education, provided the historical and current context of anti-Asian racism. Another keynote speaker Vidya Shah, Assistant Professor at York University, spoke to lateral violence, centring Black and Indigenous voices, complicity and allyship. While speakers discussed the increase of anti-Asian racism in the current context of the pandemic, it was also placed within a historical backdrop.

Addressing Anti-Asian Racism: A Resource for Educators

[Addressing Anti-Asian Racism: A Resource for Educators](#) was created as a partnership between ETFO and the Toronto District School Board. It is the first document of its kind in Canada. The resource provides a foundation for reflection, discussion and social justice action, and centres Indigeneity and Black lives. Chapters incorporate an anti-oppressive framework and culturally responsive pedagogy, as well as strategies and tools for individual and systemic disruption.

Addressing Anti-Asian Racism in Schools and Communities Webinar

ETFO offered a four-part webinar series on *Addressing Anti-Asian Racism in Schools and Communities* in May 2021. These critical conversations provided 100 participants the space to engage in learning about historical and current issues that impact Asian communities in Ontario and Canada.

The sessions explored [Addressing Anti-Asian Racism: A Resource for Educators](#). Topics included: historical and current contexts of anti-Asian racism; centring Black and Indigenous identities in addressing anti-Asian racism; sharing strategies and tools in disrupting individual and systemic discrimination; and coalition-building and solidarity work in the anti-racist movement.

Anti-Racism and the Fight for Black Lives Multi-Part Webinars

ETFO provided members two opportunities to participate in a multi-part webinar series on *Anti-Racism and the Fight for Black Lives*. In December 2020, more than 50 members came together for four sessions. In March 2021, more than 60 members engaged in three sessions. These webinars offered opportunities for deep and critical discussion focused on significant issues that impact Black lives, police presence in schools, making changes to classroom practice, and moving from individual action to structural change. The content of these learning opportunities included using video created for the ETFO 2020 Annual Meeting entitled *Anti-Racism and the Fight for Black Lives* as a jumping

off point. Phillip Dwight Morgan, Toronto-based journalist, writer and activist, who was one of the spokespeople in the video, joined the second session to engage in discussion with members. Members were guided towards actions for personal and systemic accountability.

Code Black: Leaders with Purpose and Conviction

ETFO's first leadership program for Black members took place this year in three multi-day sessions between January and May. Thirty-nine members from across the province heard from Colleen Russell-Rawlins, Joseph Smith and Camille Williams-Taylor about their lived experience and expertise in charting their course to success. Members also listened to the leadership journeys from three provincial Executive members who identify as Black, and learned about ETFO's structure and opportunities for members in different service areas.

Faculty of Education Workshops

ETFO supports Ontario institutions' faculties of education by offering equity-related workshops to pre-service teacher programs. This year, the following topics were offered as virtual opportunities:

- Learning While Black;
- Supporting Newcomers to the Classroom;
- Culturally Relevant Teaching; and
- Cultural Appropriation vs Appreciation.

Identity in Times of Crisis – A Two-Part ETFO Conference for Racialized Members

This year's Racialized Members Conference took place virtually on November 7 and November 28. This two-part leadership conference is for racialized members who are committed to becoming involved in their union and creating a just society. Twenty-five members participated in facilitated sessions and discussed strategies to address a variety of challenges presented in the current pandemic situation.

The program on November 7, began with Patricia Chong of the Asian Canadian Labour Alliance (ACLA). Chong's presentation had three main themes: environmental racism, the effects of COVID-19 on anti-Black racism, and the rise of anti-Asian racism during the pandemic. The use of various maps to highlight the connection between chemical exposure, income distribution and breakdown of residents by race was especially salient among participants. The afternoon speaker was Daniella Noel, who, using her expertise and lived experience as a queer, disabled, Black woman, educated members on ways in which they can ensure their practice is inclusive, especially in a post-COVID world.

The program on November 28, included keynote addresses from Christopher Taylor, lecturer at McMaster University, and Catherine Oikawa, an ETFO member. Both presentations informed members about the various ways they can maintain their identity throughout the pandemic. They also shared how identity could be brought into the classroom in meaningful ways.

Take Back the Night Virtual Gathering

The provincial office organized its first virtual gathering for *Take Back the Night* in response to public health guidelines around planning large-scale events, such as marches and vigils across Ontario. The virtual gathering honoured the resilience of survivors, provided a history of *Take Back the Night* and highlighted some of the ways ETFO locals can take a stand against gender-based violence in their communities.

ETFO Equity Resources

Anti-Oppressive Framework: A Primer

During Representative Council in May 2021, ETFO released and launched *Anti-Oppressive Framework: A Primer*. This is a learning resource developed for provincial staff, local leaders and members to inform preliminary and foundational understandings of an anti-oppressive framework. This resource includes a detailed explanation of the seven components of the anti-oppressive framework, key questions, scenarios and strategies to operationalize the framework in union and school/community spaces.



Asian Heritage Month 2021 Poster

This year's poster, *Resistance & Change: Celebrating Asian Canadian Stories*, captures five stories of collective resistance. They chronicle Asian Canadian struggles, experiences and resilience in different political and social spaces. Japanese Canadian artist Emmie Tsumura creates a collage with a feeling of warmth and solidarity, spanning many generations of people of different cultural backgrounds and identities to celebrate what is possible.

Respond and Rebuild: Culturally Relevant and Responsive Pedagogy (CRRP) Lesson Plans

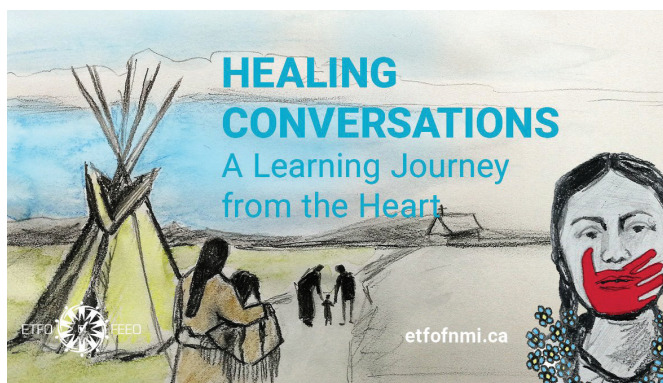
Addressing oppression and the intersectionality of the global community requires a brave space for learners to share their ideas, beliefs, values and lived experiences. Creating brave spaces invites learners to approach courageous conversations with honesty, sensitivity and respect, with an aim for a deeper understanding in their role in a call to action.

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 CRRP.

Women's History Month Poster

The 2020 Women's History Month poster asked members to *Take the Mic* in celebration of the role of music in creating social change. The poster depicts a timeline of Canadian musicians from the 1960s to the 2000s, and the songs they created to raise awareness of women's issues, gender equality, and to inspire solidarity across struggles.

First Nations, Métis and Inuit Education Initiatives



This year, three new resources were added to the learning resources available to ETFO members at etfofmi.ca:

Healing Conversations: A Learning Journey from the Heart

[This resource](#) combines a learning journey that includes heart-to-heart conversations on healing and moving forward. It also includes three featured educational resources specific to each topic for instructional use, and a self-care approach to learning and teaching about sensitive issues.

Who are the Haudenosaunee?

This document centres the Haudenosaunee worldview with the intention to support both educators and students, per Call to Action #63 from the Truth and Reconciliation Commission: *Building student capacity for intercultural understanding, empathy and mutual respect*. This resource highlights the voices of the Onkwehon: We of the Haudenosaunee Confederacy.

One Heart: Two-Spirit

This document centres two-spirit voices from a variety of First Peoples and supports both professional and classroom learning to facilitate the inclusion of two-spirit perspectives in both the workplace and classrooms. This resource is intended to begin a conversation as we continue to learn, unlearn, and relearn in a good way.

ETFO continued to offer:

- *Teaching First Nations, Métis and Inuit Children*, an online AQ course;
- *Engaging Learners Through Play*, two virtual, one-day workshops that were attended by 60 women members. This session was co-developed and delivered by ETFO and Right To Play Canada. It was designed around ETFO's *First Nations, Métis and Inuit Education Resource: Engaging Learners Through Play*;
- Faculty of education equity workshops for teacher candidates:
 - Cultural Appropriate Versus Appreciation;
 - Being an Ally to Indigenous Peoples;
 - First Nations, Métis and Inuit Learners;
 - Engaging with Indigenous Families and Communities; and
 - Residential Schools and Reconciliation Using Children's Literature.
- Fifth Annual First Nations, Métis & Inuit Leadership Symposium, presented to 17 women members virtually this year. Participants learned about the importance of agreements (collective bargaining and treaties) and heard from keynote speaker Professor Aimée Craft; and
- Fifth Annual First Nations, Métis & Inuit Education Symposium, a one-day virtual program attended by 76 members. Dr. Niigaan Sinclair presented on Cultural Appropriation versus Appreciation.

ETFO also held its first Native Language Gathering virtually to support 25 ETFO Native Language educators. The session provided opportunities for networking, resource-sharing and capacity-building. Participants were joined by Isadore Toulouse, renowned language speaker and teacher.

ETFO SUPPORTS AND DONATIONS

Community Support

Anti-Poverty Groups

In 2020-2021, 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.

Status of Women Donations

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

International Donations

ETFO has made donations to the following organizations:

Canadian Teachers' Federation (CTF) Trust Fund

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

- African Women in Education Network (AWEN)
- Burkina FASO (SNEA-B/SNESS)
- Caribbean Union of Teachers (CUT)
- Ghana National Association of Teachers (GNAT)
- India (AIPTF)
- El Latin America (EILA)
- Sierra Leone Teachers' Union (SLTU)
- South Asia Women's Network (SAARC)
- South East Asia Women's Network (ASEAN)
- Togo (FESEN)
- Uganda National Teachers' Union (UNATU)

CODE – Canadian Organization for Development Through Education

MATCH International – Equality Fund

Teachers' Action for Teaching Organizations (TATO)

- African Women in Education Network (AWEN)
- Benin (SNEP-B/SYNAEM-B)
- Burkina FASO (SNEA-B/SNESS)
- Caribbean Union of Teachers (CUT)
- El Asia Pacific (EIAP)
- El Latin America (EILA)
- Haiti (UNNOEH/CNEH)
- India (AIPTF)
- Liberia (NTAL)
- Mali (SNEC)
- Sierra Leone Teachers' Union (SLTU)
- South Asia Women's Network (SAARC)
- South East Asia Women's Network (ASEAN)
- Togo (FESEN)
- Uganda National Teachers' Union (UNATU)

Teachers' Action for Teaching (TAT)

- Benin (SNEP-B/SYNAEM-B)
- India (AIPTF)

Project Overseas

The Canadian Teachers' Federation cancelled Project Overseas this year due to the COVID-19 pandemic.

Overseas Support

Overseas Scholarships for Women and Girls

ETFO continues to provide scholarship funding to organizations overseas for women teachers to further their teacher qualifications, and to offer women and girls the opportunity to attend primary, secondary and post-secondary education. Overseas scholarships were provided for women teachers in Burkina Faso, Ghana, Haiti, India, Sierra Leone, Swaziland, Togo and Uganda. Scholarships were also provided for young women and girls to attend secondary school and post-secondary education in Rwanda.

Colombia Support for Women and Girls

ETFO continues to fund literacy projects for women and girls in Medellin, Colombia, in partnership with the Fundación Ratón de Biblioteca. In 2020-2021, our

funding supported the Fundacion's *Girls and Women Re-inventing Their Reality* project, including reading clubs for 400 girls and women in community libraries in four areas of Medellin: Villa Guadalupe; Raizal; La Esperanza; and Villatina.

ETFO provided support for a new project for Colombian grandmothers left raising young girls in Monteria in the absence of their parents who were forced to travel farther away into Colombia and Venezuela to find employment. The project provides entrepreneurial skills workshops for the grandmothers, and programs for young and teenage girls, including practical literacy programs and health care education.

Cambodia Support for Girls

ETFO continues its funding partnership with Partners for Rural Development (PRD) in Northwest Cambodia to provide funding for its *Education for Change* project. The program works to provide an education to rural and vulnerable girls, and to improve the quality of general education services for all children in rural communities. In 2020-2021, during periods of time when restrictions imposed due to the COVID-19 pandemic had been relaxed, PRD provided education awareness activities in rural communities focusing on the elimination of all forms of domestic violence, and positive parenting workshops.

Professional development workshops for 53 teachers, including school principals in five primary schools in Samkout and Pailin were held. ETFO funding supported the continuation of English, sports and Eco-clubs for young girls, and supported the establishment of a mobile library.

Caribbean Support for Women Teachers

ETFO continues to partner with Education International to provide assistance for the Caribbean Union of Teachers (CUT) to engage in gender equality programs across the Caribbean region. ETFO funding supported activities, including the development of a gender policy to guide the achievement of gender equality, justice and non-discrimination within the union. Flyers, songs, jingles, social media shareables, and a video promoting non-violent conflict resolution and mediation were created to educate members. CUT also held a regional workshop for young union members on gender issues.

Ugandan Support for Women Teachers

ETFO continues to partner with the Uganda National Teachers' Union (UNATU) with funding to support its women leadership programs. UNATU provided a leadership programs for 65 women teachers from the grassroots in the South Western Region, held training workshops for young girls in Rwampara and Isingiro districts, and created resources for members attending these training sessions.

The ETFO Humanity Fund

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

The Board of Directors moved their regularly scheduled meetings online during the pandemic, but work continued otherwise uninterrupted. Most charities supported by the ETFO Humanity Fund have had significant challenges in operation. Some programs that were centred on supporting children in schools, which were shut down, had to move to community-based programs or change the kind of support they offered to more immediate needs like food and basic supplies. The impact of COVID-19 has varied considerably around the world with some programs being able to continue as planned. For other communities, the disruptions are significant and long-lasting.

The ETFO Humanity Fund is financed through payroll deductions agreed to by members of participating locals, as well as individual donations from ETFO members, staff and locals. The Stephen Lewis Foundation is the Fund's signature charity. Many other charities receive funds throughout the year. For a full list and more information about the programs, please see the one-page Annual Report of the Humanity Fund distributed separately at ETFO's Annual Meeting.

Any local that is not currently participating in the fund is encouraged to work with their members and school board to join. With every new local that joins, the Federation expands its ability to help those in need in Canada and around the world.



DRIVING LABOUR ACTION

Ontario Federation of Labour (OFL)

The OFL continued to unite unions in the fight against Ford Conservative government cuts to public services and the supports that working people need like paid sick days and a \$15 minimum wage.

The Ford government removed two paid sick days from the *Employment Standards Act* and the OFL along with the Fight for Fifteen and Fairness campaign and many allies, including ETFO, fought for paid sick days for all workers. The evidence shows paid sick days are effective at curbing transmission of infectious disease, including COVID-19. Yet, 58 per cent of workers across Canada, including many ETFO members, have no paid sick days, and that jumps to over 70 per cent of low-income workers. No one should have to choose between staying home sick and paying the bills.

It was also very clear through the early stages of the pandemic that migrant workers, particularly in agriculture, were disproportionately impacted by COVID-19. The OFL and its affiliated unions, along with community partners, the Migrants Rights Network, and numerous other progressive organizations, campaigned to draw attention to the plight of migrant workers, namely their inclusion in labour and employment rights legislation in Ontario, and across Canada, and in calling for full and permanent immigration status for all migrant workers.



The OFL also coordinated a legal challenge to Bill 195. It was put into law on July 24, 2020. It essentially replaced the *Emergency Management and Civil Protection Act* (EMCPA) which automatically comes into effect during a declared State of Emergency. The EMCPA allowed employers to override Collective Agreement language among other things.

On International Women's Day, the OFL held an online town hall called *A People First Agenda: Help & Hope, An International Women's Day Discussion*. They hosted NDP Women's Issues Critic MPP Jill Andrew and NDP Pay Equity Critic MPP Peggy Sattler.

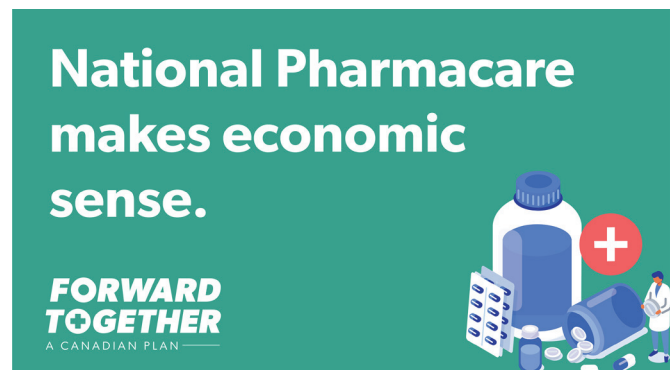
On March 27, the first virtual Province-Wide Education Assembly was hosted by the OFL to discuss what Ontarians need from education systems during COVID-19 and beyond. Parents, teachers, educators, students, childcare workers, faculty, and support staff across education sectors discussed their diverse experiences navigating COVID-19.

Canadian Labour Congress Fights Racism, Discrimination

The postponed Canadian Labour Congress (CLC) Convention took place virtually in June 2021. The triannual convention was postponed in 2020 due to COVID-19. Among important policy questions being debated by delegates, a new executive team was elected. Every three years, delegates to the CLC Convention elect four Officers to fill the executive positions of the CLC: Bea Bruske was elected President, Lily Chang was elected Secretary-Treasurer, and Larry Rousseau and Siobhan Vipond were elected Executive Vice-Presidents.

The CLC lobbied the federal government for continued support throughout the pandemic. Many programs like the Canada Emergency Response Benefit (CERB) were temporary. Yet millions of workers still needed help. There were some temporary changes made to Employment Insurance (EI) for one year along with the introduction of new benefits after the CERB program ended.

The CLC continued to lobby and organize for Universal Pharmacare through a coalition of advocates that included organizations representing civil society, business, labour and patient interest groups. In particular, the Heart and Stroke Foundation of Canada partnered with the CLC for another push on pharmacare. More than 90 per cent of Canadians feel it is important for everyone to have equal access to prescription drugs. The federal government's own expert advisory council recommended a universal, public, single-payer program, but there has not yet been legislation to implement a plan.



Union School 2021

A modified Union School took place in 2020-2021. Given that 2020 participants missed some of their program, these participants were given the option of returning to complete the program this year. Participants attended sessions on: member mobilization; equity and social justice; Human Rights Officer training; health and wellness; health and safety; addressing anti-Asian racism; and the history of ETFO and Black Lives Matter. Participants were also required to read Desmond Cole's book *The Skin We're In*, and to engage in dialogue about the book and systemic issues of oppression and racism.



BUILDING A STRONG FEDERATION

Professional Learning/ Curriculum Services

Given the COVID-19 pandemic and the need to self-isolate, ETFO staff developed a number of virtual webinars, workshops and resources to continue providing professional learning to members.

Topics included:

- Exploring Teaching and Learning in the Distance Learning Kindergarten Environment webinar;
- Building and Strengthening Relationships in the Kindergarten Program While Distance Learning webinar;
- Student Mental Health in Partnership with School Mental Health Assist webinar;
- Navigating Special Education Through Distance Learning webinar; and

- Revised Mathematics Curriculum ETFO webcasts:
 - Demystifying Coding in the Primary Grades;
 - An Introduction to Coding in the Junior Grades;
 - Coding Connections in Intermediate Grades Mathematics;
 - Centring Equity in Mathematics Teaching and Learning;
 - Exploring Social-Emotional Learning Skills in Mathematics; and
 - Ontario's New Mathematics Focus on Social-Emotional Learning and How This Influences Our Practices.

All online programs were highly subscribed and were made available at etfo.ca.



Supporting Members in Virtual Learning Settings

In response to the ongoing challenges and issues with members teaching in virtual learning settings, ETFO created a series of after-school workshops as a temporary measure for the spring of 2021 to support members during the COVID-19 pandemic.

The workshop series focused on practical strategies, activities and tools that created safe and inclusive virtual environments, while addressing the challenges of teaching online. ETFO offered 25 after-school workshops to support members and all workshops were booked within the first two weeks of offering. They included:

- Now What? Tips for Using Primary Learners' Identities to Enhance Virtual Learning;
- Virtual Learning 101 for Occasional Teachers;
- The ART of Getting Through 2021!;
- Re-energizing Your Junior/Intermediate Virtual Class with Practical Projects;
- Crossing the Finish Line Together in Virtual Health & Physical Education;
- What is PLAY: Shifting Experiences in the Virtual Kindergarten Learning Environment; and
- Fun and Inclusive Health and Physical Education While Teaching Virtually Workshop.

ETFO Additional Qualification (AQ)

ETFO AQ offers 75 different courses that are delivered primarily online. Special Education, Teaching English Language Learners and Teaching Students with Communication Needs (ASD) were the three most popular courses this year. ETFO AQ continued to use its social media following to share enriched and relevant content and information; this helped increase registration.

ETFO AQ re-developed 28 AQ courses. ETFO members were selected by a committee based on their expertise in the subject area being revised, the depth of their knowledge in equity and social justice issues in the curriculum, and their diverse lived experiences for the 11 writing teams. The revision process began with a virtual meeting for all writers that addressed anti-Black racism and promoted an understanding of equity, anti-oppressive frameworks, and Universal Design of Learning.

ETFO AQ is excited to have offered Teaching Students with Communication Needs (Developmental Disabilities) for the first time during the spring session. ETFO AQ is one of the two AQ providers that offer this course. ETFO AQ has also begun offering Environmental Education Parts 1, 2 and Specialist, and Language 7 & 8 during all four sessions for candidates.

ETFO AQ introduced action to address anti-Black racism virtual training for all instructors to provide an understanding of ETFO's strategic plan for eliminating anti-Black racism and other forms of racism, as well as how to facilitate these courageous conversations within ETFO AQ courses. Content is currently being written for a new AQ course that addresses anti-Black racism.

ETFO AQ continues to make courses accessible to all learners. The application of text-to-speech has been available for candidates in the content area, and has been further embedded into our research database, EBSCO. This research database provides candidates with access to peer-reviewed educational research. The EBSCO landing page features searches that reflect ETFO's priorities, including action on anti-Black racism and 2SLGBTQ+ quick searches.

Advocacy

Staff has advocated for members by participating in workgroups or by responding to Ministry Initiatives, including:

- Ministry of Education Continuous Learning Workgroup;
- ETFO's Response to EQAO's 2020-2024 Modernization Plans;
- Temporary Certification of Qualification and Registration; and
- ETFO's Response to the Ministry's plan on Expanding Student Access to Online and Remote Learning.

Arts Conference

The first ETFO Arts Conference took place virtually in April. The conference was opened by Andrew Mercer, a music teacher from Newfoundland and Labrador. Mercer has been teaching music virtually for two decades to remote areas across Newfoundland and Labrador. He was able to offer insight on the challenges of virtual teaching, as well as the possibilities of reaching remote communities. Participants were then able to attend workshops on Improv and Comedy (offered in both English and French), The Power of Music for Social Change, Making Music with Language and Movement, Incorporating Literacy into Drama and Dance, and Integrating Visual Art Across the Curriculum. A highlight of the conference was that each participant had the opportunity to become a member of the ETFO Arts Conference virtual choir.

French as a Second Language (FSL) Conference

This year, the FSL Conference took place virtually. Participants attended workshops with colleagues from across the province to explore ways to deepen their understanding of technology, and how to incorporate the tools and apps as learning tools in their classrooms. Participants attended two workshops, which were presented in both English and French.

Leadership 2020

Local leaders attended ETFO's annual Leadership Conference virtually on September 24. Member of Provincial Parliament Dr. Jill Andrew was the morning keynote speaker, briefing local leaders on the impact of COVID-19 on schools, educators and vulnerable communities. Following Dr. Andrew's address, local leaders were able to attend three different workshop sessions throughout the day on topics such as Health and Safety, Addressing Anti-Black Racism, Communication Skills, Going Beyond the Three Rs, Managing Conflict with Grievors, Filing Grievances, The Political Context, and Tips for Virtual Learning and Special Education. Typically, Chairs Training for local standing committee chairpersons would also take place at Leadership. Due to the pandemic, that training took place later in the year.

New President Training

This year's training took place virtually over three half-days, with 18 participants in attendance. Participants included new presidents, as well as other newly released local leaders. Topics included: local budgets; Long-Term Disability/Workplace Safety and Insurance Board; equity and privilege; working with the media; when and why to call Professional Relations Services; communicating with your Collective Bargaining staff liaison; and competence, confidence and wellness.

Occasional Teachers Conference

The Occasional Teachers Conference – The Occasional Teacher's Toolbox was designed to provide resources, strategies and networking opportunities for ETFO occasional and long-term occasional teachers in the various positions they may encounter. Workshops focused on activities and resources to ensure a day of teaching runs smoothly for all. Participants heard from an engaging keynote speaker and presenters who shared practical applications and resources to support and engage students in their teaching practice.



Ontario's Kindergarten Program: A Success Story. How We All Benefit from Quality Public Full-Day Kindergarten

ETFO released a new research report written by Dr. Gordon Cleveland, economist from the University of Toronto, titled *Ontario's Kindergarten Program: A Success Story. How We All Benefit from Quality Public Full-Day Kindergarten*. By looking at the evidence, he provided a thorough analysis to inform policy decisions regarding Full-Day Kindergarten. The conclusions of this report provide a compelling case for maintaining and investing in the Kindergarten model we have now.

ETFO also created a video celebrating the 10th anniversary of Full-Day Kindergarten in Ontario. It can be viewed at youtube.com/user/ETFOprovincial.

Women's Equality Project Workshop (WP)

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 across the province to interrogate, activate and dream for an inclusive tomorrow where women and girls are truly equals.

A workshop was created this year to share the resource and to show how it can be used in junior/intermediate classrooms. Ten spots were made available for locals to access the workshop as partnerships.

Virtual Academy

Ten webinars were offered to local leaders this year as part of ETFO's ongoing Virtual Academy. 2020-2021 webinar topics included: taking the lead on addressing anti-Black racism; collective bargaining research resources; Equity and Women's Programs Services funding and Indigenous program offerings; pregnancy/parental leave; PRS - Leaders Choice; climate justice; digital strategies for political messaging; health and safety; and recent arbitration rulings.

Workshop Presenter's Palette - Presenting Virtually 2021

The Workshop Presenter's Palette is a program for members interested in enhancing their leadership skills and fine-tuning their workshop and presentation skills. This year, the two-day program changed dramatically to support members in their planning, preparation, and delivery of a virtual workshop for colleagues. Participants developed their understanding of how to plan equitable and inclusive virtual workshops, and worked collaboratively to support each other in refining their own virtual presentation skills to encourage high levels of engagement in future virtual experiences.

Workshops and Conferences

This year, due to COVID-19, Professional Learning/ Curriculum Services staff shifted many of its yearly programs to virtual formats. The offerings included:

- Classroom Management for Occasional Teachers;
- Strategies to Support Students with Learning Disabilities workshop;
- The Arts Workshops;
- ICT Conference;
- STEM it Up;
- Financial Health and Wealth Conference WP;
- Presenters on the Road;
- Making Classroom Assessment Work Series;
- Inspire and Inquire;
- Mobilizing for Justice WP;
- Allyship: Shifting Paradigms WP;
- Lead Conference; and
- Faculty of Education Presentations and Workshops.

Equity and Women's Services

2SLGBTQ+ Members and Allies

Due to the COVID-19 pandemic, this year's 2SLGBTQ+ Members and Allies Conference was held virtually. Keynote speaker Debbie Owusu-Akeeyah addressed the importance of continuing to advocate for those most marginalized and the ways in which her lived experience has shaped her comprehensive understanding of advocacy. The conference was open to two-spirit, lesbian, gay, bisexual, transgender, queer or questioning (2SLGBTQ+) members and allies, with a focus on providing practical tools for online learning.

2SLGBTQ+ Online Resources

In an effort to continue providing resources for members, students and the community at large, ETFO members have curated a [bank of resources and websites](#) that can be referenced to address 2SLGBTQ+ education. We encourage all members to ensure that they use this landing page to find sites that can help support students and their pedagogy throughout the year.

...and still we rise 2021 (WP)

The 20th anniversary of *...and still we rise* 2021 was celebrated virtually on February 24 and 25, 2021. Keynote presentations were delivered by Jodie Patterson, Gabrielle Scrimshaw Sagalov and Tonika "Toni" Morgan. The presentations addressed the crucial role education workers have in building inclusion and advocating for students, as well as the necessity for self-care while navigating the challenges of teaching during a pandemic. The program also included a musical performance from retro-Afrofuturist visionary Zaki Ibrahim, and a panel about the history of the feminist movement with Kiké Roach and Judy Rebick. Members also attended a variety of workshops about professional and leadership skills, social justice and unionism, and self-care and well-being.

Conscious Classrooms Responding to Gender-Based Violence (WP)

In 2020, Conscious Classrooms Responding to Gender-Based Violence was revised as a result of a new partnership with the Toronto Rape Crisis Centre/Multicultural Women Against Rape and White Ribbon. The new program included multiple strategies to address gender-based violence, foster gender-inclusiveness, and create trauma-informed learning communities. The updated program kept the same program delivery model of three regional workshops offered to specific locals across Ontario.

International Women's Day Celebrates Diversity

The theme of this year's 2021 International Women's Day (IWD) was "Amplify Women's Voices." This year's t-shirt featured the work of Anishinaabe Cree artist Selena Mills. Two t-shirts styles were offered for purchase to members. ShopETFO sold over 1,000 t-shirts to locals and members across the province.

Local Incentive Funding for IWD is a Women's Program that provides funding to locals to assist with costs to promote and celebrate IWD events. This incentive fund supported programs ranging from women-focused keynote speaker events, book clubs, as well as mentoring programs for members who identify as women.



Leaders for Tomorrow (WP)

This is an intensive, year-long leadership development opportunity for women members who self-identify as First Nations, Métis and Inuit (FNMI), person with a disability, 2SLGBTQ+ and/or racialized group. This year, two sessions were held with 21 participants that involved activities, including: having courageous conversations; learning about ETFO's strategy to address anti-Black racism and leadership development; speech writing; and chairing meetings. There were four virtual sessions throughout the 2020-2021 school year.

Leadership Forum for Black Women Members

ETFO brought together 30 Black women members for the first virtual leadership forum on May 26 and 27. Participants are provided with an opportunity to identify and expand their leadership skills, network, and develop a collective stance in anti-oppressive and feminist frameworks, with a goal of increasing participation in union leadership and activism.

MentorCoaching Institute for Women

This year, a full review of the program took place. This began with looking at feedback from members who previously attended the program. The review also included focus groups of past mentors and mentees. Current and past research on women's leadership, women's mentoring, and leadership development was also reviewed. A writing team was then presented with the gathered data and an updated program was designed. The updated program included six days of intensive MentorCoaching training, which took place in the spring. The two-year program, which pairs mentors with mentees, will begin in the fall of 2021.

Next Steps Leadership Program (WP)

Next Steps Leadership is an evening and one-day program for ETFO members who self-identify as women and another designated group. The focus of this program is to create a space for members who experience multiple barriers while navigating employment within the education sector. This year, members explored how to create their own leadership paths, reflected on their values

and strengths, gained strategies to address microaggressions, and learned about different leadership opportunities available at the ETFO provincial office.

Sisters in the Struggle (WP)

Sisters in the Struggle (SIS), a week-long advanced leadership program for women, is offered as part of the Canadian Labour Congress (CLC) Women's Summer School. More than 150 women from a variety of unions attend the CLC school at Cornwall's NAV Centre each year, enrolling in courses that focus on health and safety, collective bargaining, leadership, parliamentary procedure, and public speaking. The ETFO SIS program focuses on feminism, work-life balance, leadership planning and goal-setting. Participants examine different types of leadership, analyze their own leadership skills, develop a leadership plan and create a vision board. The 2020 summer program did not take place due to the COVID-19 pandemic.

Suggested Resources for Gender Independent Children and Transgender Youth/Adults

ETFO continues to update and enhance this [online document](#), which lists resources that educators can use when working with gender independent children and transgender youth/adults. The document lists organizations, resources and links to school board gender expression and gender identity policies.

Visions Program (WP)

The Visions Program is a leadership program for members in their first five years of ETFO membership who identify as women. It highlights union renewal and focuses on developing an anti-oppressive and feminist framework, and building participants' knowledge of ETFO, the broader labour movement, and opportunities for activism. This year, 17 teacher, occasional teacher and designated early childhood educator members met in January 2021 for two days, for the first session in a virtual format. The cohort participated fully in the *...and still we rise* women's conference in February. In April, the participants came together for a final two-day session to complete their union participation and leadership action plan.

WOMEN IN ACTION III



Women in Action I, II and III

The Women in Action leadership program supports self-identified women to form a grounded understanding of the union's political processes, develop leadership skills, receive guidance, and learn tools to instigate social change in their local, our union and within the community. To offer the program to locals this year, the curriculum was revised for the virtual environment. Given online learning fatigue and concerns about members' mental health, many locals chose to defer the program until it is available in person. During May, a pilot of Level I was offered and organized as a provincial program for designated early childhood educators and occasional teachers. This two-day program ran two sessions with a total of 31 members representing diverse regions. Locals interested in offering the program, should visit etfo.ca/link/wia.

The Women in Action Level III program, available only to graduates of Women in Action Levels I and II, aims to provide continued opportunities and skill-building for women in local and provincial leadership. This year, 15 members came together as a new cohort for the May 2021 session and will reconvene in October 2021.

Working with School Boards: Equity and 2SLGBTQ+ Inclusion

ETFO updated its Working with School Boards: Equity and 2SLGBTQ+ Inclusion in Schools lobby sheet from June 2020 with a plan to distribute it to local presidents in fall 2021.

Updated Resources and Workshops

Due to the COVID-19 pandemic, Equity and Women's Programs Services workshops were re-configured to virtual formats. The following five workshops were offered to locals as an opportunity to continue to reach out to their members:

- Name It: Understanding Anti-Black Racism in Ontario Education;
- 2SLGBTQ+ Education Timeline;
- Race and Education: The Water We Swim In;
- Culturally Relevant and Responsive Pedagogy; and
- Busting Myths and Misconceptions about Indigenous Peoples.

Health and Safety Services

ETFO's Health and Safety Service Area staff assists locals, committees and members with advocacy and action for safer, healthier school communities. This year, the focus of the service area's work shifted from workplace violence to COVID-19, although some themes continued, such as reporting, training, risk assessments, work refusals and related stress issues.

The pandemic has highlighted how poorly our school infrastructure has been maintained; this concern remains to be addressed. It reinforces the priority of safe building infrastructure that is part of ETFO's advocacy efforts through Building Better Schools and budget submissions. This year, ongoing monitoring of hazards other than COVID-19 continued, such as asbestos, lead in drinking water and high temperatures.

Joint Health and Safety Committees (JHSC)

Supporting local leaders and members of JHSCs is key to enabling a strong Internal Responsibility System in each workplace. Health and Safety representatives contacted staff for advice on work refusals, inspections, their entitlement to information, and COVID-19-related issues.

JHSCs continue to be reminded to seek approval from the Ministry of Labour, Training and Skills Development for their Multi-Workplace structure. ETFO staff has provided advice to locals on changes to their Terms of Reference. Protecting existing Multi-Site Joint Health and Safety Committees is key as they provide central oversight for monitoring and addressing concerns and identifying trends.

Monitoring Government Initiatives

ETFO participated in several consultations on government proposals this year and awaits the announcements of changes to regulations related to first aid requirements and notifications of occupational illness and injury required under the *Occupational Health and Safety Act (OHSA)*. The implications of the pandemic led to implementation of online options for JHSC certification training, which was announced in January 2019. The release of the MLTSD's five-year strategy was also delayed.

Health and safety funding that sustains the Workers' Health and Safety Centre and the Occupational Health Clinic for Ontario Workers has been maintained with some adjustments to the delivery of their services.

ETFO will continue to participate in ongoing consultations to advocate for safer workplaces and fair compensation for injured workers.

Workshops

Training is the cornerstone of every health and safety program to ensure members are aware of their rights, know how to control their exposure to hazards, and use Joint Health and Safety Committees

and the Ministry of Labour, Training and Skills Development for enforcement, if necessary. ETFO staff planned, developed and presented the following:

- ETFO Provincial Health and Safety Conference held virtually for a full day in October - 90 health and safety activists from 69 locals attended;
- *ETFO Health and Safety in the Workplace* regional training held virtually during four full-day sessions in November to help 88 members from 64 locals develop knowledge, advocacy and leadership in health and safety with a focus on COVID-19;
- Women Addressing Gender Based Workplace Violence Conference held virtually in December to provide 21 members with information and skills to address the exponential increase in women affected by workplace violence in the education sector;
- ETFO Women's Health and Safety Conference (WP) held virtually in January, using a gender framework to support the leadership development of 14 women members to build knowledge and advocacy for safer and healthier workplaces; and
- workshops offered by other service areas, including: Fall Leadership; New President Training; Visions Conference; Union School; and Virtual Academy.

Workers' Health and Safety Centre Subsidy (WP) is also available to support the leadership development of women members as they build their knowledge and advocacy for safer and healthier workplaces. No one accessed this funding this year as many of the eligible training programs were not offered online or were available at a significantly reduced cost.



Collective Bargaining Services

Local Bargaining Update

During the 2019 round of collective bargaining, ETFO negotiated 88 local/bargaining unit collective agreements. As of April 20, 2021, tentative agreements have been reached for 68 ETFO locals/bargaining units. Local bargaining continues for the remaining locals to reach 2019-2022 collective agreements for all members.

Reopening/Pandemic Grievances

Collective Bargaining Services took action to defend collective agreements and advocate for members' protection throughout the pandemic and the reopening of schools. Between September 2020 and January 2021, ETFO locals filed over 100 grievances in response to collective agreement violations connected to various aspects of the 2020-2021 school year's reopening process and pandemic response. Many of these grievances are proceeding to arbitration.

A number of grievances have been resolved at the local level, including grievances on local collective agreement language for the use of quarantine and orders by local medical officers of health. Many locals have also been able to establish procedures for occasional teachers to be called to replace absent teachers in virtual schools.

A significant issue of concern for ETFO is the hybrid model of instruction. In several boards, ETFO members are being required to simultaneously provide instruction to students in both face-to-face and online formats. ETFO continues to file grievances against any board that has implemented the hybrid model during the COVID-19 pandemic.

Collective Bargaining Issues Level 1 and Level 2 (WP)

ETFO's collective bargaining offerings (WP) are aimed at encouraging women to become active in local collective bargaining and take on leadership roles in local negotiations.

In October, 44 women attended the Women's Collective Bargaining Conference, Level 1 (WP), an entry-level training session to gain information and practice skills to become involved in the bargaining process. Along with an introductory session on collective bargaining and negotiations processes, participants engaged in discussions on collective bargaining issues facing women today. Keynote speaker MaryAnne Laurico with the Public Service Alliance of Canada addressed the importance of using your voice throughout the collective bargaining process.

In May, women members who had previously participated in Level 1, took part in Women's Collective Bargaining Issues Level 2 (WP). Women expanded their knowledge of the collective bargaining and negotiations processes while developing personal skills to bring to leadership roles in their locals. Participants engaged in analysis of women's issues in bargaining and role-play of a bargaining session.



Intensive Grievance Arbitration Workshop (WP)

In January, teacher, occasional teacher and DECE women members from across the province participated virtually in the ETFO Intensive Grievance Arbitration Workshop (WP).

Over three days, participants received training about grievance arbitration basics, grievance handling, how to investigate grievances, and how to write grievance letters. The members explored effective advocacy during grievance meetings with school board personnel and how to resolve grievances from a position of strength. Highlights of the session included members also preparing and participating in simulated grievance meetings and arbitration hearings before an actual labour arbitrator.

Ministry COVID-19 Workgroups

In response to the COVID-19 pandemic, the Ministry of Education established three workgroups with representatives from the Ministry and union affiliates:

- Instructional Support Working Group, which focused on education workers, Kindergarten classes and special education classes;
- Learning Resources Working Group, which focused on a variety of staff and student support issues; and
- Continuous Curriculum Learning Working Group, which focused on teaching and learning issues throughout the pandemic.

ETFO staff advocated for the safety of members, including recognition of the workload and mental health stressors on educators, and provided feedback to Ministry guidance to school boards on pandemic issues.

Collective Bargaining Academy

ETFO's 2020 Collective Bargaining Academy (CB Academy) took place as ETFO's first virtual academy. CB Academy is an intensive program for 32 ETFO local leaders with experience in bargaining. It involved three, extended learning sessions conducted over the course of the 2020-2021 school year. CB Academy provides training in the following areas:

- principles of successful negotiations;
- personal negotiation styles and how to work within your individual style;
- alternate approaches to negotiations;
- options for identifying joint interests and solutions at the bargaining table;
- strategies to avoid being triggered or triggering the 'other side' during negotiations;
- dealing with strong emotions during bargaining;
- equity-based negotiations;
- the roles and responsibilities of local collective bargaining committees;
- pertinent legislation and education finance;
- member engagement and mobilization; and
- collective agreement maintenance and enforcement.

Effective Negotiation Skills for Local Leaders

This two-day advanced conference was held virtually. Local leaders had an opportunity to develop and refine the communication skills necessary for effective collective bargaining leadership, including: building skills for complex negotiations; building negotiating and dispute resolution skills; dealing effectively with potential employer/union conflicts; and building relationships with board negotiation teams and human resources personnel.

ETFO 2021 Provincial Collective Bargaining Conference

ETFO's yearly Provincial Collective Bargaining Conference provided local leaders and members of local collective bargaining teams with the skills and knowledge to negotiate and enforce collective agreements and address emergent issues.

More than 240 delegates attended this year's virtual conference in late April. The conference provided workshops on a range of collective bargaining-related topics that were differentiated to accommodate a range of experience levels. The intent of the conference was to provide practical training on collective agreement enforcement, to unpack and prepare for emerging bargaining issues, including those arising out of the pandemic, and to provide some foundational bargaining preparation skills as locals begin to plan for the next round of collective bargaining.

Arbitration Round-Up: Recent Labour Arbitration Decisions Webinar

Conducted by Collective Bargaining Services staff in June, this interactive webinar reviewed notable labour arbitration and labour board decisions from the past year. Participation was open to presidents, chief negotiators, grievance officers and released local leaders.

Bargaining for Equity and Social Justice (WP)

This conference is an entry-level program, intended for women members who have been, or would like to be, engaged with their locals in some capacity, including: members of local collective bargaining committees, local standing committees, as workplace stewards or members seeking to become more involved. Participants are encouraged to become further engaged, especially related to collective bargaining.

Participants also explored the concept of bargaining for equity and social justice in order to begin to apply this framework to conversations and planning for future rounds of bargaining. The conference included workshops and presenters that help to develop a more complex and intersectional view of our membership, and to consider how collective agreements can better serve a diversity of needs.



2019-2022 Central Agreement - Committee Work

Support for Students Committee

The Support for Students Committee was established through Letter of Agreement #9 of ETFO's 2019-2022 Teacher/Occasional Teacher Central Agreement. The Committee includes representatives from ETFO, the Ontario Public School Boards' Association/school boards, and the Ministry of Education.

The focus of the committee is to identify and share best practices with respect to the integration process for students with special needs. The committee will share its recommendations with stakeholders, i.e., directors of education, ETFO and ETFO locals, and the Ministry of Education. The report is expected soon.

Ministry Initiatives Committee

ETFO's involvement in the Ministry Initiatives Committee was initially negotiated as part of ETFO's 2014-2017 Teacher/Occasional Teacher Central Agreement and was expanded in ETFO's 2019-2022 Teacher/Occasional Teacher Central Agreement:

C8.00 - ETFO will be an active participant in the consultation process at the Ministry Initiatives Committee. The Ministry Initiatives Committee shall meet at least quarterly each year to discuss new initiatives, including implications for training and resources.

Additionally, at the local level School Boards and locals shall meet regarding:

- *The development, implementation and evaluation of new ministry/School Board initiatives;*
- *The timing of new ministry/School Board initiatives;*
- *The integration of possible new ministry/School Board initiatives; and*
- *Training and professional learning requirements.*

In Appendix A of PPM 159 on collaborative professionalism, the Ministry of Education defines the purpose of the Ministry Initiatives Committee as follows:

The Provincial Committee on Ministry Initiatives ("the committee") is to provide advice to the Ministry of Education, through a collaborative process, on new or existing ministry initiatives/strategies during development, implementation and review, including implications for training, resources and timing to support improvement to achievement and well-being of all learners.

The committee will be composed of English- and French-language representatives and will meet quarterly.

Staff from Collective Bargaining Services and Professional Learning and Curriculum Services attend Ministry Initiatives Committee meetings. The Committee met in February 2021 to discuss the Ministry of Education's goal to offer a new, destreamed Grade 9 Mathematics program beginning in September 2021. ETFO staff raised concerns about the speed at which the government implemented the elementary Mathematics curriculum this year and advocated for further supports and human resources in the kindergarten to grade 8 programs.

A Special Meeting of the Provincial Committee of Ministry Initiatives was held on March 22, 2021. At this meeting, the Ministry of Education revealed their plan for remote learning as a permanent fixture of the education system in Ontario. Following the meeting, staff in Collective Bargaining Services, Communications and Political Action Services, and Professional Learning/Curriculum Services collaborated on a thorough submission to the Ministry of Education.

The response makes it clear that ETFO is opposed to the government's plan as it will: negatively impact students' health, well-being and learning outcomes; deepen existing inequities; undermine student privacy; lower standards in publicly-funded education; erode public confidence in Ontario's public education system; and put us firmly on the path to the privatization of public education. The submission calls on the Ministry of Education to withdraw its proposals and engage in meaningful, good-faith consultations with stakeholders about how to best support Ontario's public education system. No more information has been shared on the government's plan to date.

Professional Relations Services

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

PRS Matters

Through *PRS Matters* bulletins, staff provides advice about legislative changes and legal and professional issues in steward mailings and at etfo.ca. The pandemic gave rise to providing support for members in the following areas: providing private instruction, WSIB and COVID-19 in the workplace, and mental health and wellness tips for members during the pandemic.



CAS and Police Investigations

Professional Relations Services continues to advise and support members facing allegations of inappropriate conduct towards students, which are almost always reported to CAS and/or police. Most police investigations do not result in criminal charges being laid and a majority of CAS matters do not result in the verification of any child protection concerns. Members are impacted by investigations regardless of the outcome. Members often describe a negative effect on their mental health and well-being.

Professional Relations Services involvement in these matters remains critical to ensuring that members facing allegations have appropriate legal and professional advice, representation and support throughout, particularly given the impact that the outcomes of these investigations can have on a member's relationship with their school board and on any related college complaints. In general, given the large numbers of students and educators working remotely, there was a decrease in the number of allegations arising out of the workplace.

College of Early Childhood Educators (CECE)

Professional Relations Services staff continues to counsel and represent members at the CECE regarding investigations related to professional misconduct, incapacity and fitness to practice, along with monitoring activities at the college.

Staff continues to encourage the CECE to provide greater transparency to the public by providing access to reports provided to Council members. As well, staff have strongly encouraged the college to allow members to receive support through the oral admonishments/reprimands process should they request it.

CECE will release two new practice guidelines this year: *Communication on the Collaboration with Families, Colleagues, Community Partners*; and *Child Development*. The former deals with positive collaboration techniques and the latter highlights key areas of child development that provide opportunities to dig deeper into the topic.

The College surveyed members requesting input on how members use CECE's *Code of Ethics and Standards*. The purpose of the survey was to seek input for additional resource development to support Registered Early Childhood Educators in understanding and practicing their roles in accordance with the [*Code of Ethics and Standards of Practice \(2017\)*](#). ETFO was invited to discuss the use of the *Code of Ethics and Standards* and other college resources.

Ontario College of Teachers (OCT)

Professional Relations Services staff continues to counsel and represent members at the OCT regarding investigations related to professional misconduct, incapacity and fitness to practice, along with monitoring activities at the college.

Based on a Ministry request, the OCT endorsed the creation of a new class of emergency one-time and one-year Temporary Certificate holders. This enabled Faculty of Education students who have completed their third or fourth semester, and individuals certified in other Canadian provinces and territories, the ability to take on occasional teaching work. For students, these days were counted toward what would normally be allocated as practicum days.

OCT Council was disbanded and replaced with a government-appointed Transition Supervisory Officer to oversee the new governance structure; this will result in an overall decrease in members on Council. The governance reforms were included in Bill 229, *Protect, Support and Recover from COVID-19 Act (Budget Measures)*, 2020, that amended the *Ontario College of Teachers Act*, and included a number of measures, such as: stronger penalties and broader definitions for acts of professional misconduct related to sexual abuse and child pornography; a mandatory sexual abuse prevention program; and the ability to order mandatory medical assessments during investigation and hearings process.

Bill 229 also set out new reporting obligations for OCT members. Members must now directly report any offences and/or charges, bail conditions or other restrictions imposed upon them through a court of law. Failure to comply with these reporting obligations may be considered professional misconduct. Professional Relations Services staff continue to monitor these changes and provide support and advice to members and local leaders as required.

As well, Professional Relations Services staff contributed advice to the OCT Review of the Foundations of Professional Practice to enhance the use of anti-oppressive beliefs and pedagogy in education practices.

Workshops

The focus of Professional Relations Services workshops is to prevent professional issues before they arise by informing members of their rights and obligations. Workshops also address recent changes to education and workplace legislation.

This year, staff responded to requests from local leaders, members and faculties of education to address professional issues, including: electronic communications and social media; rights and responsibilities regarding the duty to report; teacher performance appraisal; pregnancy and parental leave; conflict resolution; effective DECE/teacher teams; harassment; performance appraisal; professional boundaries; and pensions. Of particular focus were mental health and wellness workshops.

Professional Relations Services staff also offered leadership development workshops at Fall Leadership, New President Training, and the Collective Bargaining Conference.

Annual Conferences

The focus of Professional Relations Services conferences is to prevent professional issues before they arise by informing members of their rights and responsibilities. Conferences also address recent changes to education and workplace legislation, as well as current issues impacting the education profession. Due to the COVID-19 pandemic, all were held virtually:

- *Balancing Act*, Women's Health Conference (WP) is a conference that explores women members' health and wellness. The goal is to assist members in achieving a more balanced work-life, and to bring awareness to health and wellness supports available through the union, school board and community. This year, the conference addressed anti-Black racism, exploring what it is and what it feels like.
- *Beyond the Basics Conference (WP)* is a leadership conference for those interested in expanding their knowledge around legal issues, rights, responsibilities, professional boundaries, allegations, dealing with conflict, and emerging Professional Relations Services issues. This year's conference included referenced accommodations in the workplace.

- *Local Leader Webinar* is an opportunity for local leaders to engage in dialogue about Professional Relations Services issues. This year, virtual teaching, professional judgement, the *Employment Standards Act*, the *Employment Insurance Act*, and infectious disease emergency leaves were explored.
- *Planning and Programming* is a course intended to provide assistance to teachers who are experiencing difficulties using the curriculum to plan their programs. This course is held twice a year.
- *Professional Boundaries* is a course for members who are required by the school board, or the Ontario College of Teachers or College of Early Childhood Educators to take training on professional conduct and boundaries to assist them in knowing their responsibilities. Two sessions were held this year.
- *Protect Yourself, Women's Legal Conference (WP)* is a conference that explores member rights and responsibilities related to professionalism and employment in a legal context.
- *Ounce of Prevention Kindergarten Conference* is a conference for Kindergarten teacher and DECE team members. The theme of the conference supports maintaining positive relationships in the classroom using mindfulness.

Workplace Safety and Insurance Board and Long-Term Disability Insurance

This year's WSIB and LTD Insurance conferences/presentations for ETFO members and local leaders included:

- WSIB 101: Supporting Members in Your Local;
- LTD 101: Supporting Members in Your Local;
- COVID-19 and the WSIB;
- The WSIB Return-to-Work Meeting;
- WSIB: Let's Talk the Basics; and
- LTD: Let's Talk the Basics.

Additional educational materials were prepared to support ETFO members and local leaders, such as *Injured at Work*, an ETFO WSIB info flyer, ETFO PRS bulletin #110 *WSIB and COVID-19 in the Workplace*. WSIB-related questions were also included in ETFO's COVID-19 FAQs.

ETFO remains committed to helping members get WSIB entitlement for work-related injuries or illnesses. The most common work-related injuries ETFO manages are mental stress injuries and traumatic brain injuries, especially concussions. These cases are complex and challenging. The WSIB rarely grants entitlement for mental stress injuries and, along with school boards, often forces members suffering from brain injuries to return to their regular duties before they are ready. Professional Relations Services involvement in these cases is important to ensure that injured members return to work safely and that they get the compensation to which they are entitled.

ETFO continues to help members with their LTD claims, including the opportunity to have their claim reviewed by ETFO staff and legal counsel once their LTD appeal has been denied by the insurer. Staff and legal counsel determine whether the claim meets the ETFO LTD Case Selection criteria, and if legal support can be offered to the member to advance their claim against the insurer. Prior to making an application for LTD, members are strongly encouraged to consult ETFO's publication *A Member's Guide to Long-Term Disability*, posted at etfo.ca, to obtain valuable information about the LTD claim process and policy information.



FEATURE

From COVID To Climate Change

Sarah Lowes on learning the lessons of the current crisis to inform the next.

ETFO Voice keeps members updated on professional and political issues through its quarterly print publication, online at ETFOvoice.ca and on its Facebook page at facebook.com/ETFOvoice. This year's highlights included:



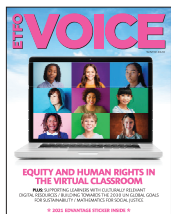
Fall Issue Highlights:

- a focus on the safe reopening of schools, including articles about the importance of occasional teachers and Ford's flawed plan for reopening;
- the practice of streaming in public schools;
- building equity in the classroom;
- supporting students who are refugees; and
- Indigenous approaches to foster learning.



Spring Issue Highlights:

- annual climate justice issue;
- environmental lessons from the COVID-19 crisis, the disproportionate impacts of the pandemic on communities that are already marginalized and the need for activism;
- an interview with activist Savi Gellately-Ladd; and
- celebrating student activism, building virtual community in schools, unplugged coding for primary grades, and expanding the land acknowledgement experience.



Winter Issue Highlights:

- continued conversation about equity and anti-Black racism;
- the challenges of online learning, culturally relevant digital resources and suggestions for virtual field trips;
- teaching financial literacy through a social justice lens;
- sustainability in light of the COVID-19 pandemic;
- an interview with researcher and youth advocate Tanitia Munroe who calls for accountability regarding anti-Indigenous and anti-Black racism; and
- an Edvantage Sticker.



Summer Issue Highlights:

- annual women's issue;
- focus on the impact of the COVID-19 pandemic on women and other communities that are marginalized;
- the importance of women getting active to unseat the provincial government in the 2022 election;
- the impacts of enforcing a dress code and creating an anti-racist classroom; and
- an interview with 12-year-old Rihanna Harris, a Hastings and Prince Edward District School Board student, who experienced anti-Black racism at school and decided to take action and advocate to change the curriculum.

Related ETFO Websites



Shop ETFO

shop.etfo.ca

A site to purchase ETFO-branded clothing, stationery and other fun items as well as ETFO resources for educators.



Building Better Schools

BuildingBetterSchools.ca

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



ETFO Collective Bargaining

etfocb.ca

This is the official website of ETFO's collective bargaining efforts.



ETFO Health and Safety

etfohealthandsafety.ca

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



The Heart and Art of Teaching and Learning

heartandart.ca

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



ETFO Members Sharing in Assessment

etfoassessment.ca

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



Professional Learning in the Early Years

etfopley.ca

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



ETFO's First Nations, Métis & Inuit Education Website

etfofnmi.ca

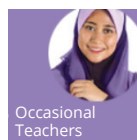
This website includes a compiled list of First Nations, Métis and Inuit (FNMI) resources developed by ETFO, teacher union affiliates and others in the education sector.



ETFO-AQ

etfo-aq.ca

ETFO's site for Additional Qualifications courses developed and delivered by teachers for teachers.



ETFO Occasional Teachers

etfo-ots.ca

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



ETFO Voice

etfovoice.ca

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

ETFO 2020-2021 Member Survey: Who We Are

The ETFO All-Member Survey helps to inform decisions about programs and activities, and predict future member needs. ETFO received responses from approximately 25 per cent of members who received the survey.

Membership Population*

Member Type	2012 2013	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021
Teachers	56,676	56,423	57,208	57,004	57,604	58,839	59,931	58,367	58,107
OT	18,422	19,708	20,311	20,335	20,958	24,121	25,621	25,178	28,532
ESP/PSP/DECE	1,516	2,226	2,677	2,956	2,990	3,114	3,229	3,337	3,840
Total	76,614	78,357	80,196	80,295	81,552	86,074	88,781	86,882	90,479

*Please note that some members may have multiple membership types.

Membership

- Teacher membership remained stable with a negligible decrease.
- Occasional teacher membership saw a marked increase this year. This is largely due to increased hiring that occurred during the pandemic.
- There was also an increase in the ESP and DECE numbers. This is due to the addition of occasional members in the Renfrew ESP, and Halton and Toronto Catholic DECE locals.

Gender

The percentage of ETFO members who are women has remained stable at between 80 to 82 per cent over the past 17 years. This year, 0.61 per cent of the membership identified their gender as "other."

Age

Teacher members:

- Over 70 per cent are aged 35 to 54, while nine per cent are under 34.
- Those aged 45 to 54 has increased to 42 per cent from 31 per cent last year.
- Those aged 55 to 64 has increased slightly to almost 13 per cent from 11 per cent last year.

Occasional teacher (OT) members:

- Almost 15 per cent are aged 55 to 64, while 37 per cent are under the age of 34.
- The 45 to 54 age group has increased slightly this year to just over 13 per cent.
- There was also a slight increase to those aged 55 to 64 at 13 per cent.
- Members that are 65 years of age or older increased again this year. Slightly over 13 per cent fall into this group. This has increased from 5 per cent in 2007-2008.

ESP/PSP members:

Fifty-one per cent are over 45 while 21 per cent are under the age of 34.

DECE members:

Twenty-three per cent are under the age of 34, while 46 per cent are over 45 years of age.

Grades Taught

- Approximately 27 per cent of ETFO members reported that they taught a combined grade, with the most common combined grade being JK/SK.
- Just over five per cent of members reported that they taught in a triple-combined grade.
- Fifteen per cent of women members reported teaching Kindergarten, compared with only five per cent of men.
- Eight per cent of men members reported teaching Grade 8 compared with 3 per cent of women members.

Part-time Work

- Five and one-third per cent of teacher members work part-time.
- Only 1.9 per cent of male teachers work part-time, while 5.6 per cent of female members indicated that they work part-time.

Qualifications

ETFO members with a BA 75%
 ETFO members with a BEd 81%
 ETFO members with a master's degree 17%

Members with one specialist certificate 31%
 Members with two specialist certificates 17%
 Members with no specialist certificate 45%

QECO (Qualifications Evaluation Council of Ontario)
 ETFO members with rating of A4 76%
 ETFO members with A3 rating 13%

Teacher Members – Years of experience

Years of experience	2020-2021	2002-2003
Less than 1	0%	2%
1-4	5%	19%
5-10	16%	19%
11-15	27%	18%
16-20	18%	12%
21-25	22%	11%
26-30	9%	11%
31+	3%	5%

Five per cent of teacher members have less than five years of experience, 21 per cent have less than 11 years of experience, and three per cent have more than 30 years of experience.

Occasional Teacher Members – Years of Experience

Years of Experience	2020-2021	2003-2004
Less than 1 year	7%	10%
1-4	33%	20%
5-10	19%	10%
11-15	13%	6%
16-20	5%	4%
21-25	4%	4%
26-30	5%	7%
31+	14%	30%

Forty per cent of occasional teacher members have less than five years of experience and 14 per cent have more than 30 years of experience.

DECE Members – Years of experience

Years of Experience	2020-2021	2014-2015
Less than 1 year	1%	0.6%
1-4	13%	91.0%
5-10	53%	4.4%
11-15	12%	1.9%
16-20	7%	0.9%
21-25	7%	0.5%
26-30	4%	0.3%
30+	3%	0.2%

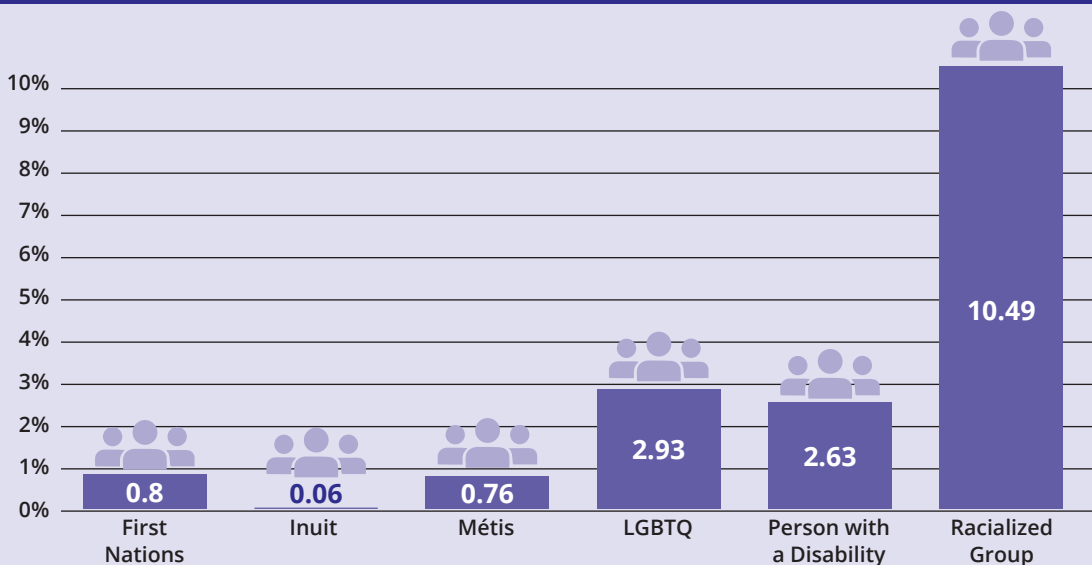
More than two-thirds of DECE members have less than 11 years of experience.

ESP/PSP Members – Years of experience

Years of Experience	2020-2021	2003-2004
Less than 1 year	7%	1%
1-4	18%	17%
5-10	19%	24%
11-15	14%	24%
16-20	15%	17%
21-25	14%	3%
26-30	8%	1%
30+	4%	0%

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

Member Self-Identification



- Just over 1.6 per cent of teacher members report being either First Nations, Inuit or Métis. That compares to just over 1.4 per cent for occasional teacher members, 1.9 per cent for DECE members, and approximately eight per cent of ESP/PSP members.
- The percentage of teacher and occasional teacher members who report being a person with a disability is over two per cent. That compares to just under one per cent for DECE members and over five per cent for ESP/PSP members.
- Over 2.9 per cent of teacher members identify as being two-spirit, lesbian, gay, bisexual, transgender, queer or questioning (2SLGBTQ+). Male teachers represent 40 per cent of teacher members who self-identified as 2SLGBTQ+.
- Almost 10 per cent of teacher members identify as belonging to a racialized group. That compares to more than 13 per cent for occasional teacher members and just over six per cent for DECE and ESP/PSP members.

Activities Outside Teaching

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

	69%	Teacher members with at least one dependent child
	38%	Occasional teacher members with at least one dependent child
	65%	DECE members with at least one dependent child
	58%	ESP/PSP members with at least one dependent child
	20%	Teacher members caring for a parent or other dependent adult
	15%	Occasional teacher members caring for a parent or other dependent adult
	14%	DECE members caring for a parent or other dependent adult
	19%	ESP/PSP members caring for a parent or other dependent adult
	43%	Teacher members active in their community
	69%	Most common activity: volunteer work (teacher members)
	46%	Occasional teacher members active in their community
	79%	Most common activity: volunteer work (occasional teacher members)
	57%	ESP/PSP members active in their community
	57%	Most common activity: other activities (ESP/PSP members)
	37%	DECE/DECE OC members active in their community
	79%	Most common activity: volunteer work (DECE/DECE OC members)

2020–2021 ETFO LOCAL PRESIDENTS

Algoma

Occasional Teacher Local	Ryan Geick
Teacher Local	Nicole Mitchell

Avon Maitland

Occasional Teacher Local	Kim Finlayson
Teacher Local	Kent Cleland

Bluewater

Occasional Teacher Local	Andrew Chittka
Teacher Local	Julie Stanley

Durham

DECE Local	Rayna Barrese
Catholic DECE Local	Kelly Mulville
Occasional Teacher Local	George Taylor
Teacher Local	Mary Fowler

Grand Erie

DECE Local	Tammy Stoneman
Occasional Teacher Local	Amanda Baxter
Teacher Local	Shawn Martin

Greater Essex County

Occasional Teacher Local	Sharon Ciebin
Teacher Local	Mario Spagnuolo

Halton

DECE Local	Amy Korzack
Occasional Teacher Local	Alan Bero
Teacher Local	Kathy Proctor

Hamilton-Wentworth

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

Hastings-Prince Edward

Occasional Teacher Local	Doug Thur
Teacher Local	Sarah MacKay

James Bay

Teacher Local	Liz Tomatuk
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Kawartha Pine Ridge

Occasional Teacher Local	Jennifer Deck
Teacher Local	Shirley Bell

Keewatin-Patricia

Occasional Teacher Local	Paul Fregeau
Teacher Local	Kimberly Douglas

Lakehead

Occasional Teacher Local	Nancy Nix
Teacher Local	Mike Judge

Lambton Kent

Occasional Teacher Local	Karen Churcher
Teacher Local	Laurel Liddicoat-Newton

Limestone

Occasional Teacher Local	Ken Gee
Teacher Local	Jane Roberts

Near North

Occasional Teacher Local	Margaret Soroye
Teacher Local	Rob Hammond

Niagara

Occasional Teacher Local	Mark Carter
Teacher Local	Brian Barker

Ontario North East

Occasional Teacher Local	Tamara Shortt
Teacher Local	Lori Ridley-Whyte

Ottawa-Carleton

Occasional Teacher Local	David Wildman
Teacher Local	Susan Gardner

Peel

Occasional Teacher Local	Shelly Jan
Teacher Local	Gail Bannister-Clarke

Rainbow

DECE Local	Gina McAfee
Occasional Teacher Local	Allison Tate
Teacher Local	Liana Holm

Rainy River

ESP Local	Jackie Dupuis-Brandli
Occasional Teacher Local	Carla Lampi
Teacher Local	Monica Armour

Renfrew County

ESP Local	Colleen Mackin
Occasional Teacher Local	Jamieson Dyer/ K Elaine Neigel
PSP Local	Glen Mulvihill
Teacher Local	Trish Turner

Simcoe County

DECE Local	Amanda Judd
Occasional Teacher Local	Amy Chevis
Teacher Local	Janet Bigham

Superior-Greenstone

Occasional Teacher Local	David Passi
Teacher Local	Colleen Lemieux

Thames Valley

Occasional Teacher Local	Terry Card
Teacher Local	Craig Smith

Toronto

Catholic DECE Local	Diego Olmedo
Occasional Teacher Local	Robert Fulford
Teacher Local	Jennifer Brown

Trillium Lakelands

DECE Local	Tina Matthews
Occasional Teacher Local	Lara Waterhouse
Teacher Local	Karen Bratina

Upper Canada

Occasional Teacher Local	Sylvia van Campen
Teacher Local	Erin Blair

Upper Grand

Occasional Teacher Local	Andrew Aloe
Teacher Local	Gundi Barbour

Waterloo Region

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

York Region

Occasional Teacher Local	Nadia Ciacci
Teacher Local	Darren Campbell

2021 ETFO AWARD RECIPIENTS

Awards

Anti-Racist and Equity Activism Award – Women’s Program

Rabia Khokhar
Toronto Occasional Teacher Local

Children’s Literature Award

Brock Greenhalgh
Waterloo Region Teacher Local

Honorary Life Membership Award

Tim Cunningham
Peel Elementary Teachers’ Local

Diane Dewing
Upper Canada Teacher Local

Local Humanitarian Award for an ETFO member

Jennifer Wallage
Waterloo Region DECE Local

Member Service and Engagement Award

Waterloo Region DECE Local

New Member Award

Naomi Graham
Peel Elementary Teachers’ Local

Outstanding Service as ETFO Staff Member Award

Lynn McClean
Nancy Romain

Political Activist Award

Vickita Bhatt
Peel Elementary Teachers’ Local

Rainbow Visions Award

Diana Andrews
Elementary Teachers of Toronto

Writer’s Award

Colleen Elep and Chad Mills
Peel Elementary Teachers’ Local

Bursaries and Scholarships

Bachelor of Education Bursaries for Children of ETFO Members

- Sydney Charles, Lakehead Teacher Local
- Adele Dodd, Peel Occasional Teacher Local
- Clare French, Upper Canada Teacher Local
- Lauren Gadson, Hamilton Wentworth Teacher Local
- Kayla Mackintosh-Anderson, Ottawa-Carleton Teacher Local
- Zoe MacLaren, Halton Teacher Local
- Caitlin Mann, Hastings Prince Edward Teacher Local
- Adam Robertson, Waterloo Region Teacher Local
- Sasha Walker, Waterloo Region Teacher Local
- Meghan Whyte, Ottawa-Carleton Teacher Local
- Lindsay Wray, Avon Maitland Teacher Local

Bursary for Members of Designated Groups

- Emma Collins, non-ETFO member

Bursaries for Members of Designated Groups – Women’s Program

- Christabel Amanoh, non-ETFO member
- Alanna Gilchrist, non-ETFO member
- Kaly Lin, non-ETFO member
- Melissa Van Bussel, non-ETFO member
- Carolyn White, non-ETFO member

Doctoral Scholarship

- Michelle McKay, Peel Occasional Teacher Local

Doctoral Scholarship – Women’s Program

- Tara Hedican, Upper Grand Occasional Teacher Local

ETFO Member Bursaries

- Kathleen Crichton, Upper Grand Teacher Local
- Richelle Hart, Waterloo Region DECE Local
- Tyrone Russell, Waterloo Region Occasional Teacher Local

First Nations, Métis, Inuit Women in Education – Women’s Program Bursaries

- Tammara Smith, Ottawa-Carleton Teacher Local

Master’s Scholarships

- Erin Cleasby, Waterloo Region DECE Local
- Meara Michalska, Peel Teacher Local
- Teresa Yeh, Peel Teacher Local
- Jamie Zancai, Toronto Occasional Teacher Local

Master’s Scholarships – Women’s Program

- Caitlin Carr, Waterloo Region Occasional Teacher Local and Simcoe County Occasional Teacher Local
- Amy Standeven, Ontario North East Teacher Local

Faculty of Education Award

- Jordan Brady-Lee McCully, Ottawa Faculty of Education
- Kasslyn Bruinink, Windsor Faculty of Education
- Erin Creed, Nipissing Faculty of Education
- Rhiannon Latremouille, University of Ontario Institute of Technology (UOIT) Faculty of Education
- Sara-Yin Liu, OISE Faculty of Education
- Athena Tassis, OISE Faculty of Education

2020-2021 STANDING COMMITTEES

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Annual Meeting Committee

Lynn Buckley	Waterloo Region Teacher Local
Jade Holloway	Hastings-Prince Edward Teacher Local
Susan Ritchie	Algoma Teacher Local
Derek Watt	Hastings-Prince Edward Teacher Local
Heather Weber	Bluewater Occasional Teacher Local

Anti-Racist Education Committee

Tanushree Krishnanand	Durham Occasional Teacher Local
Amandeep Mehta	Peel Teacher Local
Jyoti Oberoi	York Region Teacher Local
Patrice Oconnor	Peel Teacher Local
Jennifer Stewart	Upper Canada Teacher Local

Arts Committee

Lauren Cooke	Kawartha Pine Ridge Teacher Local
Gavin Foster	Hastings-Prince Edward Teacher Local
Michele Kleinschuck	Waterloo Region Teacher Local
Kara Nagel	Upper Grand Occasional Teacher Local
Carolyn Proulx-Wootton	Grand Erie Teacher Local

Awards Committee

Helen Hobden	Halton Occasional Teacher Local
Tracy Lazer	York Region Teacher Local
Carl Oliver	York Region Teacher Local
Neeru Sekhon	Peel Teacher Local
Christy Thompson	Kawartha Pine Ridge Teacher Local

Collective Bargaining Committee

Rayna Barrese	Durham DECE Local
Rod Marijan	Peel Occasional Teacher Local
Julie Stanley	Bluewater Teacher Local
Tui-Sem Won	York Region Teacher Local

Disability Issues Committee

Karen Beck	Upper Canada Teacher Local
Angela Davis	Trillium Lakelands Teacher Local
Françoise Doherty	Limestone Teacher Local
Juan Gairey	Peel Teacher Local
Tommy-Vee Nelson	Ontario North East Occasional Teacher Local

Early Years Committee

Carol-Anne Cayer	Upper Canada Teacher Local
Kathleen Crichton	Upper Grand Teacher Local
Colette Gardner	Waterloo Region DECE Local
Calvin Makela	Rainbow Teacher Local
Angelique Thompson	Elementary Teachers of Toronto Local

English as a Second Language Committee

Katherine Brubacher	Peel Teacher Local
Sukayna Dewji	Elementary Teachers of Toronto Local
Devin Hanes	Thames Valley Teacher Local
Heather Ripmeester	Ottawa-Carleton Occasional Teacher Local
James Savelli	Hamilton-Wentworth Teacher Local

Environmental Committee

Jaspreet Dhaliwal	Peel Teacher Local
Tammy Lam	Grand Erie Teacher Local
Kimberly Maich	Greater Essex County Teacher Local
Stephanie Trepanier	Hamilton-Wentworth Teacher Local
Gibi Varghese	Peel Teacher Local

ESP/PSP/DECE Committee

Nancy Barros	Waterloo Region DECE Local
Dawn Lorbetskie	Renfrew County ESP Local
Glen Mulvihill	Renfrew County PSP Local
Christine Murray	Simcoe County DECE Local

First Nations/Métis and Inuit (FNMI) Education Committee

Beverly Fiddler	Durham Teacher Local
JoAnne Formanek	Rainy River Occasional Teacher Local
Gustafson	
Melodie General	Algoma Teacher Local
Tara Hedican	Upper Grand Occasional Teacher Local
Joanne Roy-Peltier	Rainbow Teacher Local

French as a Second Language Committee

Mitzy Alarcon	Peel Teacher Local
Katie Coghlin	Avon Maitland Occasional Teacher Local
	Kawartha Pine Ridge Teacher Local
Stephen Shank	Ottawa-Carleton Teacher Local
Danielle Takoff	Elementary Teachers of Toronto Local
Marie Zesseu	

Health and Physical Education Committee

A.J. Adams	Near North Occasional Teacher Local
Thomas Barker	Upper Grand Teacher Local
Amy Bryan	Upper Canada Teacher Local
Natasha E. Feghali	Greater Essex County Teacher Local
Jennifer Theriault	Keewatin-Patricia Teacher Local

Human Rights Committee

Danielle Gaspar	York Region Teacher Local
Adrianna Knight	Halton Teacher Local
Andres Musta	Durham Teacher Local
Christopher Nedell	Elementary Teachers of Toronto Local

Intermediate Division Committee

Shannon Charrette	Algoma Teacher Local
Anik Mackey	Ottawa-Carleton Teacher Local
Michelle Mendes	Halton Teacher Local
Danielle Piche	Greater Essex County Teacher Local
Amy Whalen	Upper Canada Teacher Local

International Assistance Committee

Martine Engel	Lakehead Teacher Local
Kim Fennema	Algoma Teacher Local
Lindsay Freedman	Peel Teacher Local
Rose Kantiono	Peel Teacher Local
Tammara Smith	Ottawa-Carleton Occasional Teacher Local
Sangeetha Stephen	York Region Teacher Local

Labour Committee

Julius	Elementary Teachers of Toronto Local
Shawn Crowell	Thames Valley Teacher Local
Melony Duranovich	Elementary Teachers of Toronto Local
Cindy Gangaram	Hamilton-Wentworth Teacher Local
Heather Latam	Greater Essex County Occasional Teacher Local

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

Anne Marie Cope	Thames Valley Teacher Local
Chadwick Gordon	Elementary Teachers of Toronto Local
Michael Martins	Durham Teacher Local
Melissa Sky	Waterloo Region Teacher Local

Library Committee

Cassandra Cassidy	Niagara Teacher Local
Aimee Ford	York Region Teacher Local
Martha Martin	Greater Essex County Teacher Local
Ramandeep Sarai	Elementary Teachers of Toronto Local
James Steeves	Peel Teacher Local

Men's Focus Committee

Chris Brouillard-Coyle	Greater Essex County Teacher Local
Nabil Mailloux	Limestone Teacher Local
Brian Morris	Elementary Teachers of Toronto Local
Bill Newell	Ontario North East Teacher Local
Paul Oberoi	York Region Teacher Local

New Members Committee

Lyndsay Houghtling	Grand Erie Teacher Local
Michelle McKay	Peel Occasional Teacher Local
Sara Savoia	Simcoe County Occasional Teacher Local
George Shaikh	Hamilton-Wentworth Occasional Teacher Local
Jordan Smith	Thames Valley Teacher Local

Occasional Teacher Committee

Marsha Auxilly	Waterloo Region Occasional Teacher Local
Suzanne Beltrano	Algoma Occasional Teacher Local
Aloysius Okafor	Peel Occasional Teacher Local
Karen Walker	Durham Occasional Teacher Local
Lara Waterhouse	Trillium Lakelands Occasional Teacher Local

Occupational Health and Safety Committee

Jennifer Barry	Lakehead Teacher Local
Amanda Baxter	Grand Erie Occasional Teacher Local
Antonella Ciampa	Greater Essex County Teacher Local
Anastasia Georgas	Peel Teacher Local
Kristyn Owers	Elementary Teachers of Toronto Local

Pension Committee

Shannon Brooks	Limestone Teacher Local
Jeannie Chong	Durham Catholic DECE Local
Sarah MacKay	Hastings-Prince Edward Teacher Local
Lee-Ann Matteau	Algoma Teacher Local
Sabrina Pennesi	Elementary Teachers of Toronto Local

Political Action Committee

Cory Huybregts	Ottawa-Carleton Teacher Local
Cory Judson	Grand Erie Teacher Local
Stephen Skoutajan	Ottawa-Carleton Teacher Local
Hasina Taylor	Thames Valley Teacher Local
Brian Pak Hang Tsui	York Region Teacher Local

Professional Learning/Curriculum Committee

Cristol Bailey	Rainy River Teacher Local
Debra Besner	York Region Teacher Local
Lisa Galvan	Greater Essex County Teacher Local
Jennifer Lasoski	Greater Essex County Occasional Teacher Local
Kait Rainey-Strathy	Limestone Teacher Local

Professional Relations and Discipline Committee

Andrew Aloe	Upper Grand Occasional Teacher Local
Jennifer Deck	Kawartha Pine Ridge Occasional Teacher Local
Tamara DuFour	Hamilton-Wentworth DECE Local
Sophie Kroesen	Toronto Occasional Teacher Local
Shanlee Linton	Lakehead Teacher Local

Special Education Committee

Matthew Carroll	Rainbow Teacher Local
Julia Johnson	Avon Maitland Teacher Local
Peter Lindsay	Upper Canada Teacher Local
Adrienne Plumley	Elementary Teachers of Toronto Local
Deborah Weston	Peel Teacher Local

Status of Women Committee

Margaret Chung	Limestone Teacher Local
Michaela Kargus	Grand Erie Teacher Local
Rachel Nesbitt	Halton DECE Local
Natasha Rodriguez	Elementary Teachers of Toronto Local
Susan Thorpe	Upper Canada Occasional Teacher Local

Teacher Education/Faculty Liaison Committee

Amrit Bains	Ottawa-Carleton Teacher Local
David Berger	Kawartha Pine Ridge Teacher Local
Ellen D'Heureux	Elementary Teachers of Toronto Local
Terri Jackson	Durham Teacher Local
Sai Amrita Kaul	York Region Teacher Local
Dale Napier	Thames Valley Teacher Local
Sara Pidgen	Rainbow Teacher Local
Annamari Pouti-Fletcher	Greater Essex County Teacher Local
Jane Roberts	Limestone Teacher Local
Wendy Rolph	Near North Teacher Local
Angela Salvatori-Corapi	Niagara Teacher Local
Corinne Scarfo	Lakehead Teacher Local
Joanne Threndyle	Waterloo Region Teacher Local

ETFO STAFF

as of June 30, 2021

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Bewick Karkada
Geeta Mistry
Molly Ng
Arlene Padernilla (.5)
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Priyanka Sawant
Leigh-Anne Shaw (.5)
Ping Xie

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Vera Chiovitti
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Brett Antonucci

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Christina Smith-Thomas
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Donna Strachan (.6)

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Elizabeth Mitchell
Daniela Parra (.5)

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Tina Safari (.5)
Jo-Ann Scott
Valerie Shaw
Nicole Thomson
Donna Turney

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Zaiba Beg
Rita Cohen
Michelle Colacrai
Maria Fernandez
Kelly Hayes
Kelly Hefferman
Jason Johnston
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Kelli Parton
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Rob Smolenaars

Records and Information Management

Lucy Lu

ShopETFO

Anu Gilhotra (.5)

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Anu Gilhotra (.5)
Maryna Leuchanka
Vasan Mahalingam
Daniel Page
Tina Safari (.5)

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Bilal Ahmed
Jasraj Chahal
Dennis Governor
Hemanth Kumar
Phi Phung

*On leave

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