

ANNUAL MEETING REPORT

EQUITY & WOMEN'S PROGRAMS

Elementary Teachers' Federation of Ontario Equity Statement

It is the goal of the Elementary Teachers' Federation of Ontario to work with others to create schools, communities, and a society free from all forms of individual and systemic discrimination.

To further this goal, ETFO defines equity as fairness achieved through proactive measures, which results in equality, promotes diversity, and fosters respect and dignity for all.

ETFO's Equity Initiatives

ETFO is a union committed to social justice, equity, and inclusion. The Federation's commitment to these principles is reflected in the initiatives it has established as organizational priorities, such as: ETFO's multi-year strategy on anti-Black racism; two-spirit, lesbian, gay, bisexual, transgender, queer, and questioning education; and addressing First Nations, Métis, and Inuit issues.

ETFO establishes its understanding of these issues within an anti-oppressive framework. The Federation ensures its work incorporates the voices and experiences of marginalized communities, addresses individual and systemic inequities, and supports ETFO members as they strive for equity and social justice in their professional and personal lives.

Definition of an Anti-Oppressive Framework

An anti-oppressive framework is the method and process in which we understand how systems of oppression such as colonialism, racism, sexism, homophobia, transphobia, classism, and ableism can result in individual discriminatory actions and structural/systemic inequalities for certain groups in society. Anti-oppressive practices and goals seek to recognize and dismantle such discriminatory actions and power imbalances.

Anti-oppressive practices and this framework should seek to guide the Federation's work with an aim to identify strategies and solutions to deconstruct power and privilege in order to mitigate and address the systemic inequalities that often operate simultaneously and unconsciously at the individual, group, and institutional or union level.

ETFO Human Rights Statement

The Elementary Teachers' Federation of Ontario is committed to:

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

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

ETFO Land Acknowledgment

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

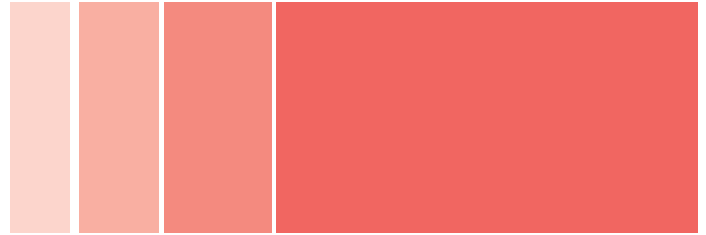


Elementary Teachers' Federation of Ontario (ETFO)

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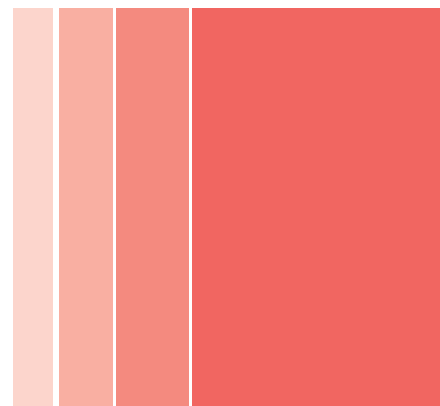
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FOUNDATIONS FOR EQUITY WORK IN ETFO



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

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

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

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

ETFO POLICY ON EQUITY AND SOCIAL JUSTICE

- 34.1 That equity be defined as fairness achieved through proactive measures which result in equality, promote diversity, and foster respect and dignity for all.
- 34.2 That discriminatory practices not be accepted within ETFO and that ETFO work proactively to effect change within the Federation, in the education community, and in Canadian and international society by recognizing, accommodating, and celebrating differences among people and groups.
- 34.3 That the differences among people and groups and the provision of special programs for particular groups, where appropriate, be recognized and accommodated within ETFO.

- 34.4 That support for learning, growth, personal identities, professionalism, working conditions, and livelihood be included as a part of the ETFO commitment to protect and further the interests of members.

- 34.5 That ongoing work in policy development, accountability, professional learning/ curriculum, communications, programs, and outreach be evidence of the ETFO commitment to equity and social justice.

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

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

ETFO LAND ACKNOWLEDGMENT AND HUMAN RIGHTS STATEMENT

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

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

The Land Acknowledgment and ETFO's Human Rights Statement were also translated into French. These can be found on the [ETFO website](#).



WOMEN’S PROGRAMS

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

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

ETFO CONSTITUTION, ARTICLE X
PROVINCIAL ORGANIZATION

Section 4 – Programs for Women

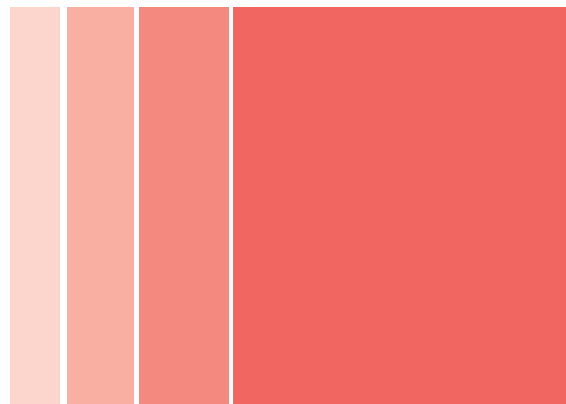
- 10.4.1 There shall be guaranteed programs for women.
- 10.4.2 The Federation shall allocate six per cent (6%) of the annual budget to programs for women only.
- 10.4.3 The budget for the programs for women shall be approved as part of the regular Federation budget process.
- 10.4.4 The programs for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

ETFO POLICY STATEMENTS, SECTION 88:
WOMEN’S EQUALITY

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

- 88.1 That ETFO understands that women’s inequality remains a fundamental problem within our society and our institutions.
- 88.2 That ETFO is committed to working for women’s equality in all aspects of public and private life, both at the provincial and local levels. ETFO undertakes to participate in research, engage in community and labour partnerships, provide professional learning to members, develop and provide programs for women, and take action in areas including the following:
 - 88.2.1 social inclusion and political representation;
 - 88.2.2 health and wellness;
 - 88.2.3 economic status and employment;
 - 88.2.4 labour movement;
 - 88.2.5 violence against women and the justice system;
 - 88.2.6 education and child/dependent care;
 - 88.2.7 housing/shelter;
 - 88.2.8 media;
 - 88.2.9 global citizenship; and
 - 88.2.10 historical perspectives.

REFLECTING BACK ON THE YEAR



This year has proved to be particularly challenging for the 2SLGBTQ+ community. Across the country, Conservative governments issued targeted attacks on 2SLGBTQ+ students to strip them of their protected rights enshrined in the United Nations Convention on the Rights of the Child. In Saskatchewan, the provincial government used the notwithstanding clause to override the *Canadian Charter of Rights and Freedoms* to pass an amendment to their education act known as the “Parents’ Bill of Rights.” Similarly in New Brunswick, Regulation 713 will require parental consent for students under 16 to identify with a preferred name, with Alberta following close behind with their own changes to health education.

In the previous school year, the Ontario Human Rights Commission issued a statement urging the Ministry of Education to safeguard students and provide support to educators and staff dedicated to fostering inclusive classrooms. It is important to recognize that some individuals within the queer community hold intersecting identities. Indigenous, Black, racialized students, protected groups, individuals with disabilities, Muslim and Jewish students, and other Ontario *Human Rights Code*-protected groups continue to bear the brunt of hatred and discrimination.

ETFO remains steadfast in its commitment to anti-oppression, equity, and social justice work, reaffirming its unwavering support for the 2SLGBTQ+ community amid this wave of hatred. ETFO recently hosted its GSA symposium, *Building Capacity and Tools for Resistance*, featuring keynote speakers Fae Johnstone, Executive Director of Wisdom2Action (W2A), and Taashi Gupta, who supported members in strengthening their resistance skills.

EWS introduced three new workshops in 2024: 2SLGBTQ+ Awareness in the Primary Classroom, 2SLGBTQ+ Human Rights Strategies, and Affirming the Identities of 2SLGBTQ+ Families in Schools. In collaboration with PFLAG, ETFO contributed to a recent video campaign led by the 519 community agency, spotlighting significant milestones in 2SLGBTQ+ education in Ontario over the past six decades.

Furthermore, the 2023 ETFO Annual Meeting task force aimed at supporting 2SLGBTQ+ members concluded its work this winter, presenting a report to the provincial Executive in the spring of 2024. This report will inform the Federation’s ongoing efforts in this area.

ETFO remains dedicated to anti-oppression work. In 2023-24, we introduced and implemented a new two-day training program on the Anti-Opressive Framework (AOF) tailored for local leaders. This comprehensive session, held in the fall, welcomed 76 local leaders from across the province.

Additionally, 2024 marked the inception of a new conference addressing emerging issues within the diverse and multifaceted disability community. ETFO also introduced a new observer program at the ETFO Annual Meeting, *First Steps*, designed for first-time attendees.

We also introduced two new curriculum resources, *The Places We Meet* and *Race Matters*, aimed at aiding members in cultivating inclusive classrooms, and initiated a new provincial program titled *Peer Learning for Inclusive Classrooms*. Throughout 2023-24, these opportunities provided support to educators in their efforts to support all students for a variety of intersectional reasons, particularly during the war in the Middle East and its repercussions in local classrooms. In May, ETFO also unveiled the new Jewish Heritage Month poster.

ETFO’s resilience is unwavering, and our commitment to advancing towards a more socially just society remains steadfast.



NEW & UPCOMING INITIATIVES

RESOURCES

Jewish Heritage Month Poster

The 2024 ETFO Jewish Heritage Month poster, with artwork by Toronto artist Rosette Sund, celebrates Jewish culture, resilience, and contributions in Ontario and beyond. The poster was sent to each school steward across the province in May. This year's poster, available at etfo.ca, is entitled *From Generation to Generation*, the English translation of the Hebrew phrase, "l'dor va'dor." It symbolizes the layered nature of Jewish people – cultural, religious, and ancestral – and fundamental Jewish values that continue to be passed down through the generations.

By integrating Jewish heritage into classroom curriculum, we cultivate understanding and appreciation to foster deeper connections among educators and students – an important step towards Jewish heritage awareness.



Race Matters: Teaching Students to be Race-Conscious

Released in February 2024, this curriculum resource examines race, racism, and anti-Black racism through age-appropriate content for Primary, Junior, and Intermediate learners. A writing team of ETFO members developed lessons to provoke critical thinking, engage in meaningful dialogue, and address anti-Black racism. [Race Matters](#) utilizes an anti-oppressive lens and draws from anti-racist pedagogical practices.

Asian Heritage Month Poster (French)

ETFO released its first French-language poster in May 2024 to celebrate Asian Heritage Month in Canada, a time to honour and recognize the many contributions that people of Asian origin have made and continue to make to our country. This month has been celebrated since the 1990s, with a declaration of the Government of Canada signed in May 2002. The theme of this year's poster is «tisser nos histoires» (weaving our stories). The central image features a variety of fabrics from across the continent and sub-continent, which creates a beautiful tapestry representing diverse Asian and South Asian experiences.

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

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



WORKSHOPS

Supporting English Language Learners Workshops and Posters

This year, ETFO developed two new workshops in the existing local partnership workshop series to assist members supporting multilingual language learners (MLLs):

- An Anti-Oppressive Approach to Supporting MLLs
- Program Adaptations for MLLs: Learning the Curriculum while Learning English

Eight locals hosted these workshop sessions to support members in creating equitable programs and learning tasks for linguistically diverse students. The learning sessions are aligned with three new professional learning posters focused on culturally responsive practices for MLLs in the classroom. The poster series features current topics such as translanguageing, collaboration and co-teaching, and program adaptations. These resources are available to members on the secure site through the [Supporting English Language Learners Resources](#) page.

Affirming the Identities of 2SLGBTQ+ Families in Schools (revised 2024)

This local workshop critically examines and challenges participants' perceptions, biases, and assumptions while illuminating the many concerns that 2SLGBTQ+ families face in society and school. Members will reflect on their current practices and begin to develop more equitable and inclusive ones to engage with 2SLGBTQ+ families.

2SLGBTQ+ Awareness in Primary Classrooms (revised 2024)

This Equity and Women's Services (EWS) local workshop acknowledges that our youngest students can be best situated to both learn and share their understandings of gender identity, inclusion, and 2SLGBTQ+ issues. The workshop is designed to assist educators in building intersectional communities by exploring these issues through access to information, supportive policy, and available resources.

2SLGBTQ+ Human Rights Education Strategies

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

Unlearn. Relearn: How Colonization Impacts your Practice

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



FOCUS GROUPS/TASK FORCES

The 2023 ETFO Annual Meeting Task Force to Support 2SLGBTQ+ Members

The Task Force to Support 2SLGBTQ+ Members was established as the result of a new business motion at the 2023 Annual Meeting. The task force met twice in December of 2023 to study the work being done in locals to support 2SLGBTQ+ members, including investigating the feasibility of creating a 2SLGBTQ+ committee or sub-committee in each local. The task force discussed and reviewed existing 2SLGBTQ+ ETFO resources; the creation of new ETFO resources to support locals in this area of work, including safely attending counter-protests; and providing information to the general membership on how to participate and engage with their locals to support 2SLGBTQ+ members. The task force made 10 recommendations to the ETFO Executive for consideration.

Professional Relations Services & Equity and Women's Services Focus Group

Professional Relations Services (PRS) and Equity and Women's Services (EWS) staff held a focus group on April 25, 2024, to seek information from members who self-identify as persons with a disability. Member participation will help PRS and EWS staff examine the level of support and programming provided. Eligible members were asked to share their lived experiences of issues of harassment or discrimination within the workplace. They were also asked to provide input on difficulties experienced within the workplace and recommend additional support, resources, and programming that PRS and EWS could provide to the membership.



NEW PROGRAMS & CONFERENCES

Anti-Hate Initiative

This new program aims to confront various issues stemming from hate. Each year, the program will shift its focus to different forms of discrimination, such as Islamophobia, antisemitism, transphobia, misogyny, anti-poverty, and more. In the upcoming 2024-25 year, the program will concentrate on the proliferation of hate through social media and mainstream media, particularly addressing misogyny, Islamophobia, and antisemitism.

Educating for Social Justice Conference Women's Program (WP)

The inaugural Educating for Social Justice (WP) conference engaged members from across the province interested in developing their understanding of how to build their knowledge of social justice and equity classroom practice focused on the Ontario curriculum. Participants were invited to consider creative ways to co-create liberatory learning spaces with students and families in classrooms, schools, and beyond. Workshops provided by ETFO members explored a range of topics, including:

- what it means to be an educator for social justice
- how classroom communities can promote social justice and equity action
- exploring identity and diversity through visual arts
- adopting a "reconciliatory stance" in the classroom to engage students in learning about truth and reconciliation
- strategies and resources to teach critical literacy through a social justice lens

Participants left with an increased understanding of how to embed social justice practices into their programs and foster ways for students to see themselves in the curriculum.

Disability Issues Conference (WP)

This new one-day program focuses on the union's role in disability rights and protections. Participants explored disability studies and research, and discussed strategies for embedding an intersectional lens in disability justice and learning environments.



Anti-Poverty Conference (WP)

This new one-day biennial program is scheduled for the 2024-25 budgetary year. Its focus is on the intersection of anti-poverty work, unions, and the labour movement. The program is intended to educate and empower members to address poverty within school communities and society at large. This program will include partnering with community-based organizations and supporting members with the ability to be anti-poverty advocates.

Peer Learning for Inclusive Classrooms

ETFO partnered with Gender at Work, an international feminist knowledge organization, to offer an exciting pilot program for women members actively working in classrooms.

The goal of the program was to help teachers better understand the interlinked dynamics of power, voice, agency, privilege, and how these can be harnessed to foster women's empowerment and strengthen gender equality in and through education. Participants worked together to co-create, test out, and provide feedback on learning activities that sought to answer inquiry questions. They met in person for a pair of two-day sessions and participated in check-ins with facilitators throughout the year.

In 2024-25, the program will continue and a new general program will be offered with a focus on developing allies.

Visions Program (WP)

For 2023-24, ETFO welcomed education worker members in a pilot one-year, multi-session program centring their experiences. This year's program included members who were all from designated early childhood educator locals. The Visions Program for women focuses on building participants' knowledge of ETFO, the broader labour movement, and opportunities for activism. Participants also learned about the different service areas, which highlighted ETFO's work.

EQUITY AND WOMEN'S SERVICES (EWS) STAFF 2023-2024

Punita Bhardwaj	Executive Staff
Jennifer Colenutt	Administrative Assistant
Sonia Ellis-Seguin	Executive Staff (.5)
Catherine Inglis	Executive Staff
Althea Jensen	Administrative Assistant
Erin Orida	Administrative Assistant
Sabrina Sawyer	Coordinator, Executive Staff
Matthew Sinclair	Executive Staff

INTERNAL MEMBER ENGAGEMENT

ETFO Communications and Political Action staff (CPA) launched a pilot project this year to increase and elevate the engagement of new members in their first five years and deepen ETFO's organizing capacity. This internally focused awareness campaign is an initial step toward a multi-year initiative that will build the union's capacity and spark awareness of the union among new members. Given the high turnover in schools across the province and the long-term impacts of the pandemic on members, our combined effort to restore hope and collective power is a priority for the Federation.

Equity and Women's Services (EWS) programs provide unique opportunities to allow the union to connect with new members from designated equity groups. Utilizing in-person connections at different events such as Intersectional Allyship, Visions, ...and still we rise, and the Indigenous Mentorship program, CPA staff delivered presentations and workshops to encourage members to consider their relationship with and to the union. Staff also met with members of several provincial standing committees representing different equity groups to learn about concerns and issues and solicit ideas on breaking barriers for engagement through an intersectional, anti-oppressive lens.

During the year, hundreds of new member kits were distributed to members in their first five years of the profession or who were attending a program with the provincial union for the first time. To further reach out and raise awareness of the union, participants in all EWS programs were asked to take a Welcome to ETFO kit back to their school to orient another new member and share their experience. This collaborative, member-to-member approach is one way that every member can assist in engaging and building the union to keep it strong.

ETFO staff have begun working to gather self-identification data for new members and stewards. The collection of this information will enhance future organizing and engagement work at the provincial and local level.

If you would like to share the Welcome to ETFO kit with a member you want to encourage to get involved with the union, please visit etfo.ca/welcome.



ETFO'S DIVERSE MEMBERSHIP

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

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

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

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

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

ETFO keeps these goals in mind in organizing its programs.

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

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

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

Note: We must be cautious working with these figures. They are based on individuals' willingness to self-identify. Not all members of a group will always (or ever) self-identify. Self-identification, therefore, is likely to underrepresent reality. Additionally, we must recognize that self-identification may be fluid and can shift for an individual depending on context, space, and time.

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

A note on terminology:

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

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

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

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

Population of Ontario

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

SELF-IDENTIFICATION

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

ETFO Membership

The 2023-24 ETFO membership survey shows:

0.85%	First Nations
0.92%	Métis
0.04%	Inuit
4.00%	person with a disability
3.55%	2SLGBTQ+
11.73%	racialized

Teacher Members

0.05%	First Nations
0.98%	Métis
0.05%	Inuit
4.15%	person with a disability
3.51%	2SLGBTQ+
11.45%	racialized

Occasional Teacher (OT) Members

0.67%	First Nations
0.62%	Métis
0.02%	Inuit
3.82%	person with a disability
4.08%	2SLGBTQ+
13.28%	racialized

Designated Early Childhood Educator (DECE) Members

1.61%	First Nations
0.85%	Métis
2.18%	person with a disability
1.42%	2SLGBTQ+
9.66%	racialized

No member self-identified as Inuit.

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

2.11%	First Nations
5.63%	Métis
4.23%	person with a disability
2.11%	2SLGBTQ+
0.70%	racialized

No member self-identified as Inuit.

ETFO Executive

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

ETFO Local Presidents

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

- Three or fewer teacher local presidents self-identified as a member of a racialized group, three or fewer self-identified as First Nations, three or fewer self-identified as a person with a disability, and four or fewer self-identified as 2SLGBTQ+.
- Three or fewer OT local presidents self-identified as persons with a disability, three or fewer self-identified as First Nations, four or fewer self-identified as 2SLGBTQ+.
- Three or fewer ESP/PSP local presidents self-identified as Métis.
- None of the DECE local presidents self-identified in any category.

ETFO Chief Negotiators

Of the **47** locals for which we have information about chief negotiators:

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

Provincial Staff

Of the **116** people actively working at ETFO's provincial office:

2%	self-identified as First Nations, Metis, Inuit
6%	self-identified as persons with a disability
9%	self-identified as 2SLGBTQ+
39%	self-identified as members of racialized groups

Of the **57** Administration/Executive/
Management Staff:

4%	self-identified as First Nations, Metis, Inuit
9%	self-identified as persons with a disability
9%	self-identified as 2SLGBTQ+
32%	self-identified as members of racialized groups

Of the **59** Support Staff:

- 3%** self-identified as persons with a disability
- 8%** self-identified as 2SLGBTQ+
- 46%** self-identified as members of racialized groups

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

Standing Committees

Of the **56** members appointed to serve on ETFO standing committees in 2023-24:

- 7%** First Nations
- 2%** Métis
- 2%** Inuit
- 7%** person with a disability
- 13%** 2SLGBTQ+
- 20%** racialized

Summer Academy

July-August 2023
(**413** participants)

- 1%** First Nations
- 4%** person with a disability
- 5%** 2SLGBTQ+
- 16%** racialized

No member self-identified as Métis or Inuit.

Sisters in the Struggle

July 7-11, 2023
(**22** participants)

- 1%** Métis
- 9%** person with a disability
- 6%** 2SLGBTQ+
- 18%** racialized

No member self-identified as First Nations or Inuit.

Annual Meeting

August 14-17, 2023
(890 participants)

- 2%** First Nations
- 1%** Métis
- 8%** person with a disability
- 10%** 2SLGBTQ+
- 17%** racialized

No member self-identified as Inuit.

First Steps

August 14-17, 2023
(9 participants)

- 20%** First Nations
- 30%** person with a disability
- 40%** 2SLGBTQ+
- 70%** racialized

No member self-identified as Métis or Inuit.

Local Leaders Virtual Academy (all levels)

September 2023-June 2024
(75 participants)

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

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

Fall Leadership

September 20-21, 2023
(**388** participants)

- 1%** First Nations
- 1%** Métis
- 9%** person with a disability
- 14%** 2SLGBTQ+
- 11%** racialized

No member self-identified as Inuit.

Woman in Action Facilitator Training (WP)

September 27, 2023
(**16** participants)

- 13%** person with a disability
- 19%** 2SLGBTQ+
- 25%** racialized

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

Indigenous Women's Mentorship Program (WP) Session 1

October 11-12, 2023
(**24** participants)

- 50%** First Nations
- 33%** Métis
- 21%** person with a disability
- 8%** 2SLGBTQ+

No member self-identified as Inuit or racialized.

October 2023 Representative Council

October 18-19, 2023
(**140** participants)

- 1%** First Nations
- 6%** person with a disability
- 9%** 2SLGBTQ+
- 6%** racialized

No member self-identified as Métis or Inuit.

Women's Legal Conference (WP)

October 19-20, 2023
(**55** participants)

- 2%** First Nations
- 13%** person with a disability
- 13%** 2SLGBTQ+
- 22%** racialized

No member self-identified as Métis or Inuit.

Labour Council Conference

October 27-28, 2023
(37 participants)

14% person with a disability
19% 2SLGBTQ+
24% racialized

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

Anti-Oppressive Framework Program (Local Leaders)

October 27-28, 2023
(74 participants)

5% person with a disability
11% 2SLGBTQ+
8% racialized

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

Health and Safety Local Representatives Conference

November 1-2, 2023
(81 participants)

1% Métis
9% person with a disability
11% 2SLGBTQ+
7% racialized

No member self-identified as First Nations or Inuit.

Facing Management – It's Everyone's Collective Agreement

November 2-3, 2023
(29 participants)

3% First Nations
10% person with a disability
21% 2SLGBTQ+
17% racialized

No member self-identified as Métis or Inuit.

Mentoring & Coaching Institute (WP) Session 1

November 2-3, 2023
(32 participants)

6% First Nations
6% Métis
9% person with a disability
16% 2SLGBTQ+
41% racialized

No member self-identified as Inuit.

Special Meeting of Presidents and Chief Negotiators

November 7, 2023
(98 participants)

4% First Nations
3% person with a disability
8% 2SLGBTQ+
4% racialized

No member self-identified as Métis or Inuit.

Leaders for Tomorrow (WP) Session 1

November 7-8, 2023
(16 participants)

6% First Nations
6% Métis
38% person with a disability
25% 2SLGBTQ+
38% racialized

No member self-identified as Inuit.

Racialized Members' Conference

November 7-8, 2023
(25 participants)

4% First Nations
4% person with a disability
16% 2SLGBTQ+
100% racialized

No member self-identified as or Métis or Inuit.

New President Training

November 8-10, 2023
(12 participants)

8% 2SLGBTQ+
17% racialized

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

ICT Conference (WP)

November, 14-15 2023
(80 participants)

3% person with a disability
3% 2SLGBTQ+
11% racialized.

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

Think On Your Feet (WP)

November 16-17, 2023
(21 participants)

5% First Nations
5% Métis
24% person with a disability
29% 2SLGBTQ+
18% racialized

No member self-identified as Inuit.

An Ounce of Prevention Kindergarten Conference

November 17-18, 2023
(33 participants)

5% Métis
6% 2SLGBTQ+
15% racialized

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

Visions New Member Leadership Training (WP) Session 1

November 22-23, 2023
(16 participants)

13% racialized

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

Women's Collective Bargaining Issues (WP) Level 1

November 23, 2023
(31 participants)

3% First Nations
10% person with a disability
3% 2SLGBTQ+
6% racialized

No member self-identified as Métis or Inuit.

Leadership Program for Black Members (Code Black)

November 23-24, 2023
(16 participants)

6% person with a disability
88% racialized

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

Workers Health and Safety Training (WP) Level 1

November 27, 2023
(10 participants)

20% person with a disability

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

ETFO Treasurers' Resources and Training

November 28-29, 2023
(10 participants)

20% 2SLGBTQ+

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

Peer Learning for Inclusive Classrooms (WP) Session 1

November 28-29, 2023
(14 participants)

7% 2SLGBTQ+
21% racialized

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

Beyond the Basics: Professional Relations Leadership Training (WP) Part 1

November 29-30, 2023
(22 participants)

5% person with a disability
18% 2SLGBTQ+
5% racialized

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

Union School Session 1

November 30-December 1, 2023
(31 participants)

3% First Nations
10% person with a disability
16% 2SLGBTQ+
23% racialized

No member self-identified as Métis or Inuit.

Leaders for Tomorrow (WP) Session 2

December 5-7, 2023
(16 participants)

6% First Nations
6% Métis
38% person with a disability
25% 2SLGBTQ+
38% racialized

No member self-identified as Inuit.

Mentoring & Coaching Institute (WP) Session 2

December 6-7, 2023
(30 participants)

7% First Nations
7% Métis
10% person with a disability
13% 2SLGBTQ+
40% racialized

No member self-identified as Inuit.

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

December 7-8, 2023
(18 participants)

11% person with a disability
11% 2SLGBTQ+
56% racialized

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

Anti-Oppressive Framework Program

January 17-18, 2024
(29 participants)

3% First Nations
10% person with a disability
10% 2SLGBTQ+
28% racialized

No member self-identified as Métis or Inuit.

Intensive Grievance Arbitration Workshop for Women (WP)

January 17-19, 2024
(12 participants)

8% person with a disability
8% 2SLGBTQ+

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

Indigenous Women's Mentorship Program (WP) Session 2

January 23, 2024
(21 participants)

48% First Nations
29% Métis
14% person with a disability
10% 2SLGBTQ+

No member self-identified as Inuit or racialized.

Health and Safety Training (WP)

January 30-31, 2024
(36 participants)

14% person with a disability
8% 2SLGBTQ+
25% racialized

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

Presenter's Palette

February 1-2, 2024
(22 participants)

5% person with a disability
5% 2SLGBTQ+
36% racialized

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

First Nations, Métis, and Inuit Education Symposium

February 3, 2024
(32 participants)

22% First Nations
9% Métis
9% person with a disability
13% 2SLGBTQ+
34% racialized

No member self-identified as Inuit.

February 2024 Representative Council

February 7-8, 2024
(145 participants)

2% First Nations
7% person with a disability
11% 2SLGBTQ+
6% racialized

No member self-identified as Métis or Inuit.

Union School Session 2

February 7-9, 2024
(30 participants)

3% First Nations
10% person with a disability
17% 2SLGBTQ+
23% racialized

No member self-identified as Métis or Inuit.

Lateral Violence (WP)

February 15-16, 2023
(25 participants)

4% First Nations
12% 2SLGBTQ+
40% racialized

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

...and still we rise (WP)

February 21-23, 2024
(231 participants)

5% person with a disability
4% 2SLGBTQ+
19% racialized

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

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

February 22-23, 2024
(22 participants)

68% First Nations
32% Métis
9% person with a disability
5% 2SLGBTQ+

No member self-identified as Inuit or racialized.

Intersectionalities and Allyship (WP)

February 28-29, 2024
(46 participants)

2% First Nations
2% Métis
8% person with a disability
11% 2SLGBTQ+
31% racialized

No member self-identified as Inuit.

Mentoring & Coaching Institute (WP) Session 3

February 29-March 1, 2024
(29 participants)

7% First Nations
7% Métis
10% person with a disability
10% 2SLGBTQ+
41% racialized

No member self-identified as Inuit.

Social Justice/Equity Conference for Male Educators

March 1-2, 2024
(41 participants)

2% Métis
2% Inuit
10% person with a disability
24% 2SLGBTQ+
32% racialized

No member self-identified as First Nations.

Political Action Conference

March 6-7, 2024
(102 participants)

5% person with a disability
13% 2SLGBTQ+
11% racialized

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

Educating for Social Justice

March 7, 2024
(52 participants)

2% First Nations
13% person with a disability
10% 2SLGBTQ+
29% racialized

No member self-identified as Métis or Inuit.

Professional Relations Leadership Training: Expanding Your Knowledge

March 20-21, 2024
(60 participants)

7% person with a disability
12% 2SLGBTQ+
10% racialized

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

Visions New Member Leadership Training (WP) Session 2

March 20-21, 2024
(16 participants)

19% racialized

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

Mobilizing for Justice (WP) Session 1

March 20-22, 2024
(17 participants)

18% person with a disability
12% 2SLGBTQ+
29% racialized

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

Health and Safety Special Topics Training

March 22-23, 2024
(34 participants)

9% person with a disability
18% 2SLGBTQ+
26% racialized

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

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

March 26-27, 2024
(22 participants)

6% 2SLGBTQ+
6% person with a disability

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

Leaders for Tomorrow (WP) Session 3

March 26-28, 2024
(14 participants)

7% First Nations
7% Métis
50% person with a disability
21% 2SLGBTQ+
36% racialized

No member self-identified as Inuit.

Professional Relations Leadership Training (WP) Part 1

April 3-4, 2024
(22 participants)

5% person with a disability
19% 2SLGBTQ+

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

Advanced Public Speaking Skills (WP)

April 4-5, 2024
(24 participants)

4% person with a disability
33% racialized

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

Financial Management Conference

April 5-6, 2024
(77 participants)

3% First Nations
3% person with a disability
6% 2SLGBTQ+
14% racialized

No member self-identified as Métis or Inuit.

Anti-Oppressive Framework Program (GP and WP)

April 16-17, 2024
(52 participants)

8% person with a disability
21% 2SLGBTQ+
23% racialized

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

Disability Issues Conference

April 19, 2024
(45 participants)

2% Métis
13% person with a disability
4% 2SLGBTQ+
13% racialized

No member self-identified as First Nations or Inuit.

Women's Health Conference (WP)

April 11-12, 2024
(28 participants)

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

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

Women in Politics Conference (WP)

April 17-18, 2024
(38 participants)

3% First Nations
5% person with a disability
16% 2SLGBTQ+
24% racialized

No member self-identified as Métis or Inuit.

Introduction to Collective Bargaining

April 20, 2024
(26 participants)

4% Métis
8% person with a disability
19% 2SLGBTQ+
35% racialized

No member self-identified as First Nations or Inuit.

Mobilizing for Justice (WP) Session 2

April 11-12, 2024
(15 participants)

13% 2SLGBTQ+
20% racialized

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

Collective Bargaining Conference

April 17, 2024
(198 participants)

2% First Nations
2% Métis
7% person with a disability
9% 2SLGBTQ+
6% racialized

No member self-identified as Inuit.

Women's Collective Bargaining Issues (WP) Level 2

May 1-2, 2024
(30 participants)

3% Métis
10% person with a disability
7% 2SLGBTQ+
20% racialized

No member self-identified as First Nations or Inuit.

GSA Symposium

April 12-13, 2024
(34 participants)

3% Métis
9% person with a disability
50% 2SLGBTQ+
21% racialized

No member self-identified as First Nations or Inuit.

Leadership Forum for Black Women Members (WP)

April 18-19, 2024
(27 participants)

89% racialized

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

Union School Session 3

May 1-3, 2024
(31 participants)

3% First Nations
10% person with a disability
16% 2SLGBTQ+
23% racialized

No member self-identified as Métis or Inuit.

Health and Safety Regional Training (Toronto)

May 2, 2024
(20 participants)

5% person with a disability
10% 2SLGBTQ+
15% racialized

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

Health and Safety Regional Training (London)

May 7, 2024
(15 participants)

7% First Nations
7% Métis
13% person with a disability
13% 2SLGBTQ+
7% racialized

No member self-identified as Inuit.

Health and Safety Regional Training (Ottawa)

May 7, 2024
(13 participants)

8% person with a disability
8% racialized

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

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

May 7-8, 2024
(28 participants)

4% First Nations
7% Métis
4% person with a disability
4% 2SLGBTQ+
32% racialized

No member self-identified as Inuit.

Peer Learning for Inclusive Classrooms (WP) Session 2

May 7-8, 2024
(13 participants)

8% 2SLGBTQ+
15% racialized

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

Health and Safety Regional Training (Sudbury)

May 9, 2024
(9 participants)

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

Health and Safety Regional Training (Thunder Bay)

May 9, 2024
(12 participants)

8% person with a disability
17% 2SLGBTQ+
8% racialized

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

Women in Action III (WP) Level 3 Session 1

May 9-10, 2024
(16 participants)

6% Métis
31% person with a disability
38% 2SLGBTQ+
6% racialized

No member self-identified as First Nations or Inuit.

Bargaining for Equity and Social Justice (WP)

May 9-10, 2024
(26 participants)

4% First Nations
4% Métis
8% person with a disability
8% 2SLGBTQ+
42% racialized

No member self-identified as Inuit.

L.E.A.D Conference

May 9-10, 2024
(38 participants)

3% person with a disability
5% 2SLGBTQ+
21% racialized

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

Intermediate Conference

May 10-11, 2024
(35 participants)

3% Métis
3% person with a disability
11% 2SLGBTQ+
29% racialized

No member self-identified as First Nations or Inuit.

May 2024 Representative Council

May 15-16, 2024
(150 participants)

2% First Nations
1% Métis
7% person with a disability
8% 2SLGBTQ
7% racialized

No member self-identified as Inuit.

Leaders for Tomorrow (WP) Session 4

May 15-17, 2024
(14 participants)

7% First Nations
7% Métis
50% person with a disability
21% 2SLGBTQ+
43% racialized

No member self-identified as Inuit.

Mentoring & Coaching Institute (WP) Session 4

May 23-24, 2024
(28 participants)

7% First Nations
7% Métis
11% person with a disability
7% 2SLGBTQ+
39% racialized

No member self-identified as Inuit.

Anti-Black Racism Conference

May 24-25, 2024
(45 participants)

2% person with a disability
2% 2SLGBTQ+
73% racialized

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

Addressing Violence in Schools Facilitator Training

May 29, 2024
(66 participants)

2% Métis
9% person with a disability
11% 2SLGBTQ+
6% racialized

No member self-identified as First Nations or Inuit.

Local Status of Women Spring Session

May 29, 2024
(39 participants)

5% Métis
13% person with a disability
5% 2SLGBTQ+
21% racialized

No member self-identified as First Nations or Inuit.

... and still we rise Spring Session (WP)

May 29, 2024
(30 participants)

3% Métis
3% Inuit
13% person with a disability
10% 2SLGBTQ+
20% racialized

No member self-identified as First Nations.

Next Steps Leadership Training (WP)

May 30-31, 2024
(23 participants)

5% First Nations
22% person with a disability
39% 2SLGBTQ+
61% racialized

No member self-identified as Métis or Inuit.

An Ounce of Prevention Provincial Conference

May 31-June 1, 2024
(42 participants)

2% First Nations
7% person with a disability
19% 2SLGBTQ+
31% racialized

No member self-identified as Métis or Inuit.

Occasional Teacher Conference

June 7-8, 2024
(59 participants)

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

No member self-identified as First Nations or Inuit.

ETFO Treasurers' Resources and Training June Session

June 10-11, 2024
(7 participants)

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

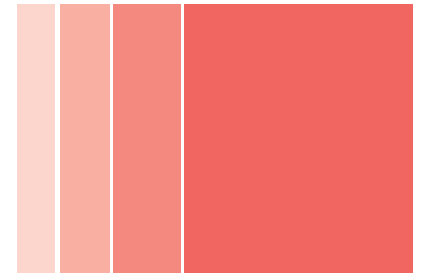
Indigenous Women's Mentorship Program (WP) Session 3

June 11, 2024
(18 participants)

56% First Nations
44% Métis
11% person with a disability
6% 2SLGBTQ+

No member self-identified as Inuit or racialized.

WOMEN'S PARTICIPATION



In accordance with an Executive motion in the spring of 2000, ETFO records the attendance and participation of women and men at its decision-making meetings. There may be members speaking at microphones who do not self-identify their gender identity, and therefore staff may mis-categorize them as women or men. Therefore, as with all data collection, there is a margin of error. The following figures show participation rates for 2023-24.

Membership

Just under **82** per cent of ETFO members in 2023-24 were women. This proportion has been consistent (80-82 per cent) since ETFO's inception in 1998. By membership type:

- 81%** teachers
- 82%** occasional teachers
- 92%** ALI/ESP/PSP
- 91%** DECE

ETFO Local Presidents

Overall, **66** per cent of ETFO local presidents are women. By membership type:

- 66%** teacher locals
- 55%** occasional teacher locals
- 100%** ESP/PSP locals
- 90%** DECE locals

ETFO Chief Negotiators

Of the **47** locals for which we have information about chief negotiators, **81** per cent are women. By membership type:

- 76%** teacher locals
- 71%** occasional teacher locals
- 100%** ESP/PSP/DECE locals

ETFO Local Executive Members

80 per cent of ETFO members who hold local executive positions are women

ETFO Provincial Executive

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

ETFO Local Executive Release Time

For the local executives for which we have release time information, **77** per cent of local release time is used by women

ETFO Provincial Staff

Overall, **83%** per cent of ETFO staff are women.

- 75%** administration/ executive/ management
- 90%** support staff

Annual Meeting, August 2023 (890 delegates and alternates)

62 per cent of members who attended the 2023 Annual Meeting were women.

Of those who spoke at Annual Meeting 2023, women represented:

During information sessions

- 74%** of speeches/ presentations
- 48%** of those engaging in general discussion
- 82%** of those responding to questions

During business sessions

- 88%** of those moving or seconding motions
- 57%** of those speaking for or against a motion
- 57%** of those moving or seconding an amendment
- 61%** of those asking questions
- 62%** of those rising on a point of order



Representative Council Meetings 2023-24

55 per cent of members attending the 2023-24 Representative Council meetings were women.

Of those who spoke at Representative Council meetings 2023-24, women represented:

During information sessions

- 70%** of speeches/ presentations
- 65%** of those engaging in general discussion
- 92%** of those responding to questions

During business sessions

- 75%** of those moving or seconding motions
- 59%** of those speaking for or against a motion
- 63%** of those moving or seconding an amendment
- 67%** of those asking questions
- 78%** of those rising on a point of order

Committees of Representative Council

Representative Council elected members to five committees at its October 2023 meeting:

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

Standing Committees

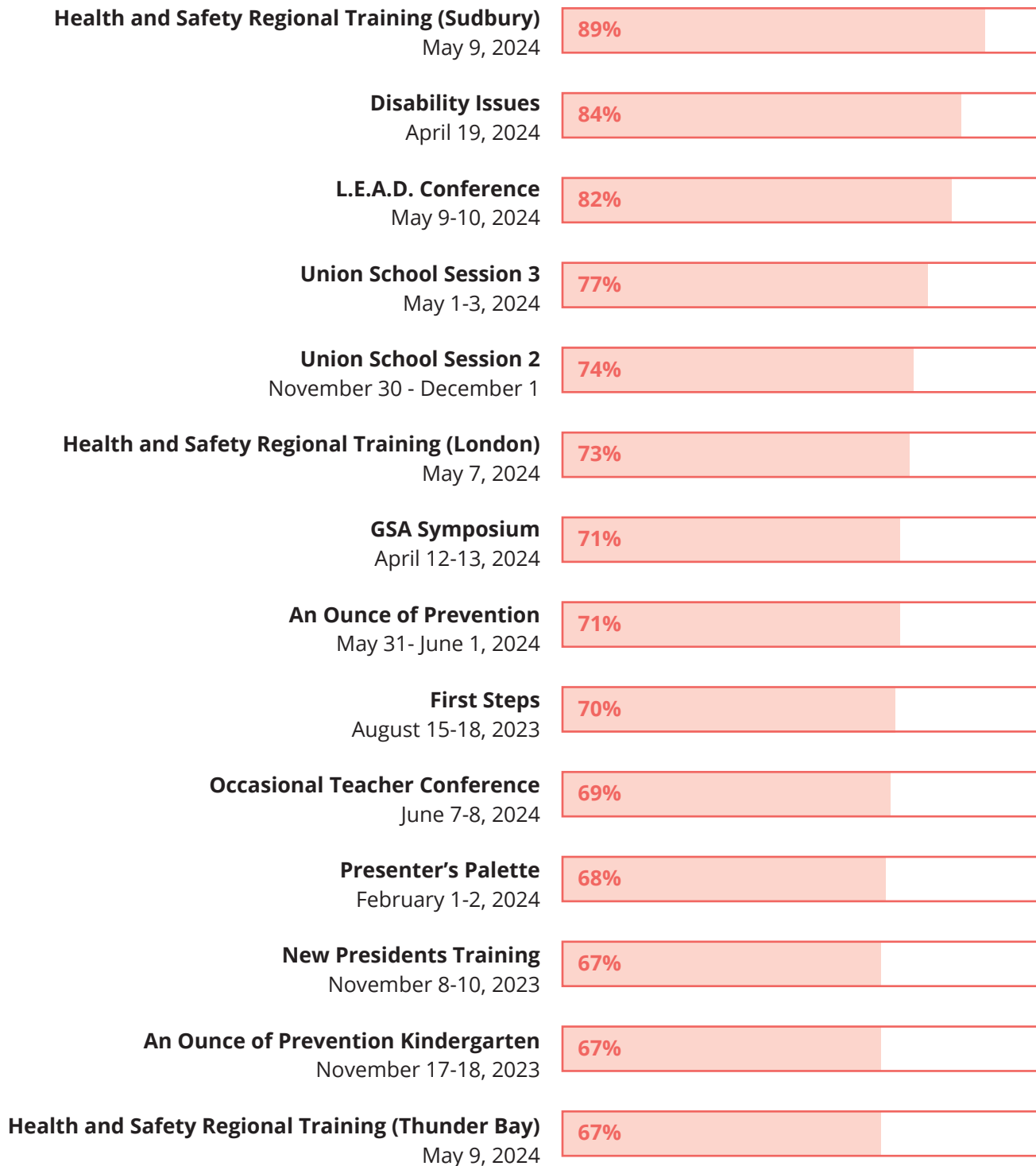
Out of the **127** applications submitted by members to serve on standing committees for 2023-24, **110** (86.61 per cent) were from women.

In 2023-24, **71** per cent of the members who served on provincial standing committees were women (**127** out of 180).

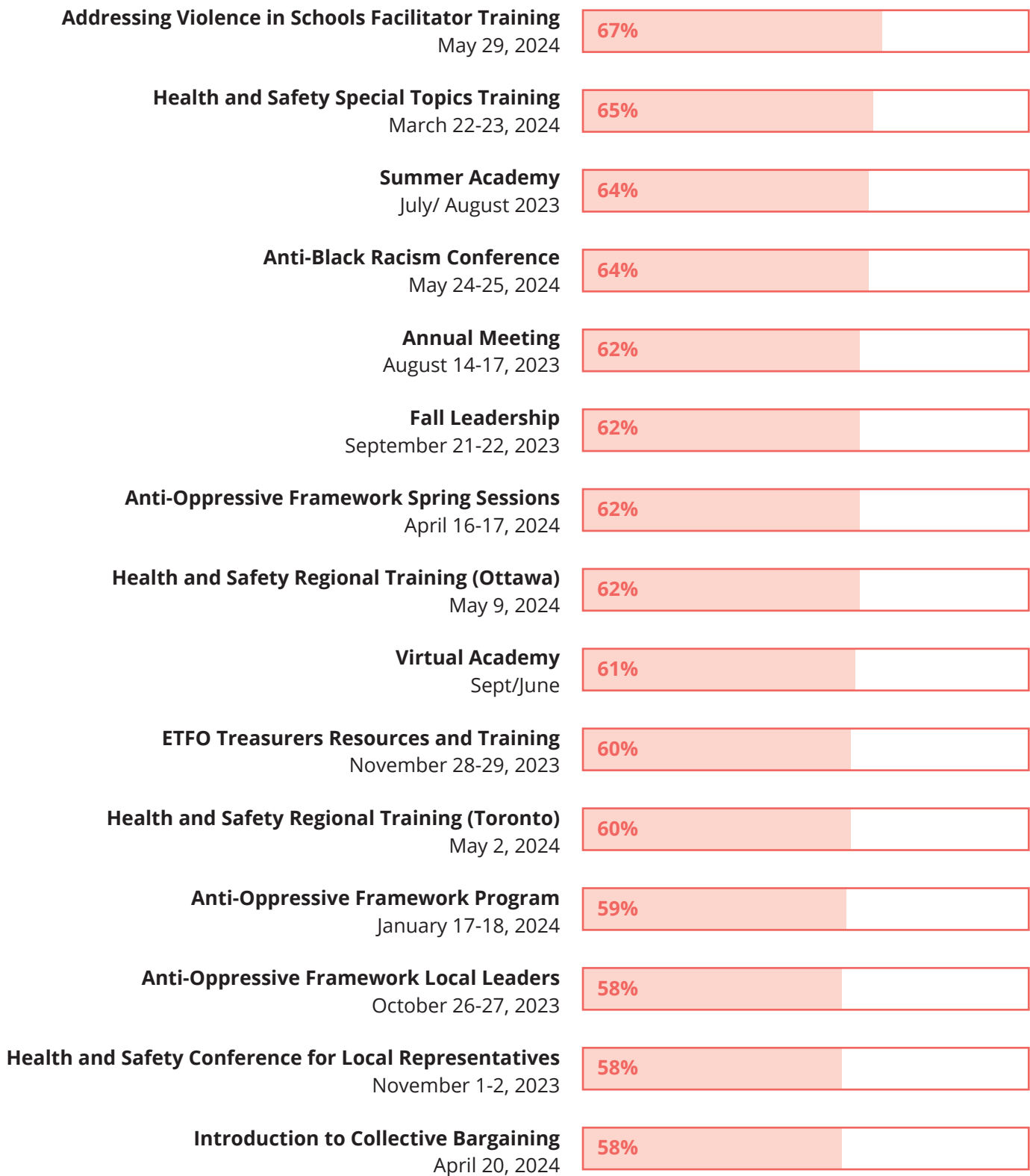


Women's Attendance at ETFO Events and Programs that are Not Women's Programs (Ranked)

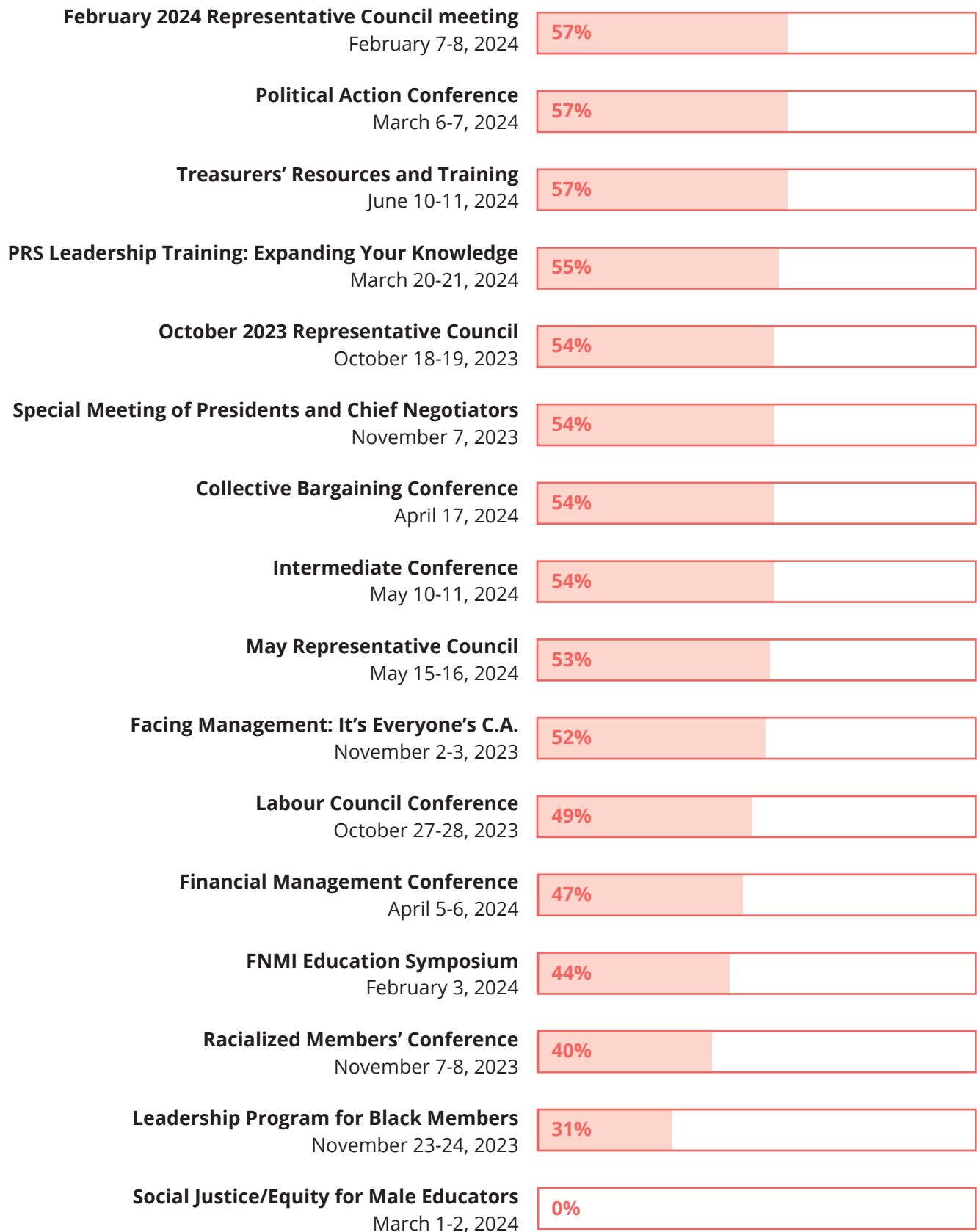
Percentage of members who self-identified as women attending non-WP ETFO events in 2023-24, by program:



Women's Attendance at ETFO Events and Programs that are Not Women's Programs (Ranked) cont.

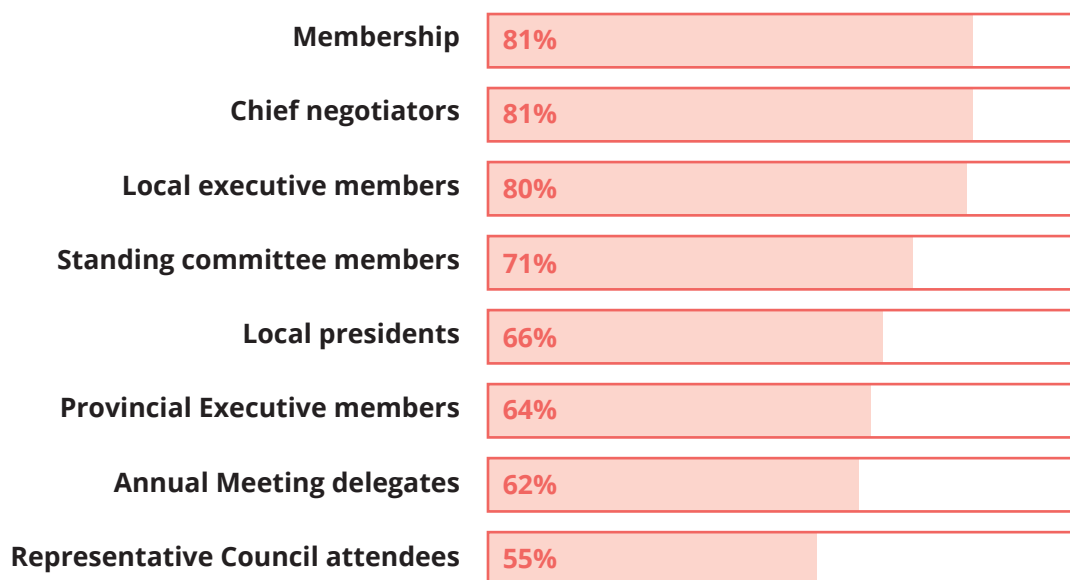


Women's Attendance at ETFO Events and Programs that are Not Women's Programs (Ranked) cont.



ETFO Governance 2023-2024 (Ranked)

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



RACIALIZED MEMBERS' PARTICIPATION



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

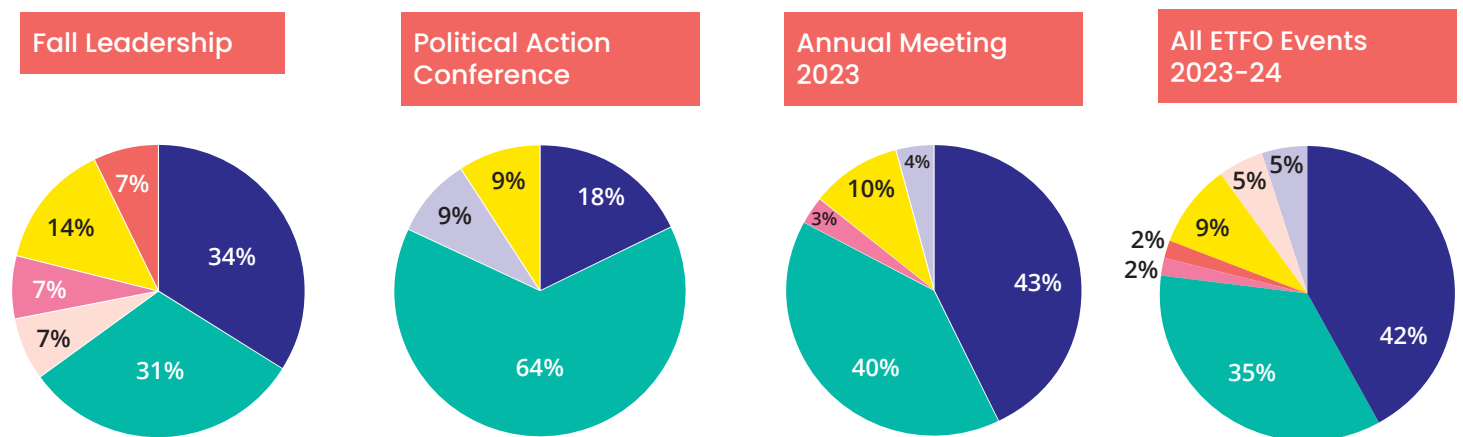
The information below outlines the percentage of members who identified as racialized and further specified their identity for selected programs in 2023-24. The categories are clustered based on members' descriptions of their own racialized identification. Members who identified as racialized but did not specify are included in the "did not specify" group. Members who identified in groups that are not identified in the named racialized groupings are included in the "remaining identities" category.

Racial categories:

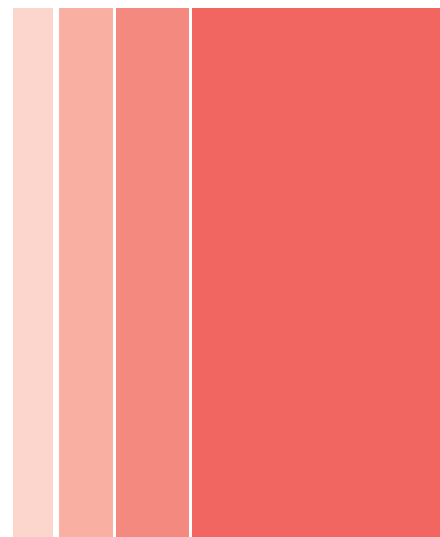
- Asian (e.g., East, South, Southeast, West, Central Asia)
- Black (e.g., African, Caribbean, North American)
- Indian-Caribbean (e.g., Indo-Guyanese, Indo-Trinidadian)

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

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



ETFO EQUITY AND WOMEN'S PROGRAMS 2023-24



MULTIMEDIA RESOURCES FOR STUDENTS, MEMBERS, AND COMMUNITIES

2023 Women's History Month Poster

October is Women's History Month in Canada. The 2023 poster focused on the social, cultural, legal, and economic rights guaranteed to all Canadians who self-identify as women. These gains remind us that we must use our collective efforts to create a truly equal world.



**WOMEN'S
HISTORY MONTH**



2023 Transgender Day of Remembrance

The Transgender Day of Remembrance on November 20 is a day to remember transgender people, gender non-conforming individuals, and those perceived to be transgender who have been murdered because of hate. It is also an opportunity to commit to eliminating transphobia and to protecting the rights of trans people. The [2SLGBTQ+ page](#) on [etfo.ca](#) includes links to useful resources and to ETFO's Transgender Policy.

16 Days of Activism against Gender-Based Violence

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



2024 Black History Month Poster

The 2024 ETFO Black History Month poster is a transgenerational representation of the strength and style of Blackness. The accessories worn by the young people in the image include a variety of symbols from across the African diaspora, past, present, and future, highlighting African Canadian contributions. #BlackJoy is captured in the demeanour and beauty within this visual that is reflected in the Black community locally, provincially, nationally, and across the world.

2024 International Women's Day T-shirt

On March 8, 2024, ETFO marked International Women's Day by drawing attention to the gendered impacts of the affordability crisis on women's economic security, autonomy, and rights.

This year, the ETFO T-shirt highlighted the Canadian Labour Congress' campaign, Rise Up for Gender Justice. The theme explores and connects a broad scope of barriers that women and gender-diverse people experience at work and in society and calls for meaningful action to address poverty and promote women's economic justice.

2024 International Day of Pink T-shirt

April 10 marked the International Day of Pink. ETFO has taken a public stance to say "No" to 2SLGBTQ+ hate in all its forms. Our 2024 theme focused on the inner strength that we all need to maintain in advocating against homophobic and transphobic discrimination.

This year, ETFO highlighted the words of author and activist Alok Vaid-Menon: "We have been taught to fear the very things that have the potential to set us free."

2024 Asian Heritage Month Poster (French)

ETFO released its first French-language poster in May 2024 to celebrate Asian Heritage Month in Canada, a time to honour and recognize the many contributions that people of Asian origin have made and continue to make to our country. This month has been celebrated since the 1990s, with a declaration of the Government of Canada signed in May 2002. The theme of this year's poster is «tisser nos histoires» (weaving our stories). The central image features a variety of fabrics from across the continent and sub-continent, which creates a beautiful tapestry representing diverse Asian and South Asian experiences.

2024 Jewish Heritage Month Poster

The May 2024 ETFO Jewish Heritage Month poster, with artwork by Toronto artist Rosette Sund, celebrates Jewish culture, resilience, and contributions in Ontario and beyond. The poster was sent to each school steward across the province in May. This year's poster, available at etfo.ca is entitled *From Generation to Generation*, the English translation of the Hebrew phrase, "I'dor va'dor." It symbolizes the layered nature of Jewish people – cultural, religious, and ancestral – and fundamental Jewish values that continue to be passed down through the generations.

By integrating Jewish heritage into classroom curriculum, we cultivate understanding and appreciation to foster deeper connections among educators and students. Sharing this year's poster in schools and classrooms is an important step towards Jewish heritage awareness.



2SLGBTQ+ Online Resources

To continue providing resources for members, students, and the community at large, ETFO members curated a bank of [resources and websites](#) that can be referenced to support 2SLGBTQ+ education. We encourage all members to use this online resource to find sites that can help support their pedagogy and students throughout the year.

Anti-Oppressive Framework: A Primer

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

Climate Change Primer

As part of ETFO's ongoing efforts toward equity and social justice, this resource was developed to inform the membership about how themes such as environmental racism, colonization, and migration merge with climate change. The [Climate Change Primer](#) includes terminology, case studies, acknowledgment of change makers, and resources for educators to build their knowledge and understanding to inform their instructional practices. ETFO members play an important role in raising awareness and creating learning environments for students that promote dialogue using a social justice lens.

Addressing Anti-Asian Racism: A Resource for Educators

[This resource](#), developed in partnership by ETFO and the Toronto District School Board, is the first of its kind in Canada. It was developed partly in response to the spike in anti-Asian racism during the COVID-19 pandemic and more fully to address the historical and contextual racism that is specific to Asian communities. It provides a foundation for reflection, discussion, and social justice action, and centres Asian Canadian lives within the discourses of addressing colonialism and oppression. Chapters incorporate anti-oppressive framework and culturally responsive pedagogy, as well as strategies and tools for individual and systemic disruption.

etfofnmi.ca Website

This portal houses numerous ETFO-developed resources that are culturally relevant and created in partnership with Indigenous partners in the broader community. The [etfofnmi.ca website](#) also houses ETFO provincial's newest resources of Indigenous content. Members can also find links to resources from other educational sources to support educators in their learning and instructional practices.

Elementary Podcasts

During the year, EWS partners with other service areas to offer equity-related learning opportunities and resources, including with Communications and Political Action Services on ETFO's [Elementary podcast](#). This informative and entertaining podcast is promoted with a regular feature in ETFO *Voice*, in ETFO's member e-newsletter, and on X, Facebook, and Instagram. *Elementary* can be found on iTunes, Google, and most podcast apps. Some of the episodes featured in the podcast between September 2023 and May 2024 include:

- Food Insecurity and Poverty: An interview with Paul Taylor
- Building Inclusive Spaces for 2SLGBTQ+ Students and Families
- Representation Matters: The Positive Effect of Having Black Educators in Schools
- Classroom Resource – Who Are The Inuit: A Conversation with Qauyisak Etitig
- Black Excellence: A Panel from the Generation Black – You're Next! Symposium
- Jennifer Holness on Blackness, Beauty, and her Documentary *Subjects of Desire*



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

Respond and Rebuild: Culturally Relevant and Responsive Pedagogy Lesson Plans

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

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 and can be found under the Social Justice menu at etfo.ca.

The Women's Equality Project

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

LEADERSHIP DEVELOPMENT

Self-Identification Data as a Tool for Equitable Member Engagement – Fall Leadership 2023

This EWS leadership session welcomed 25 local leaders and chairs to explore the collection and use of self-identification data. The workshop explored practices that can inform strategies for meaningful engagement with members from designated groups, as well as practical considerations, benefits, and challenges.

Human Rights Training – Fall Leadership 2023

Professional Relations Services (PRS) staff often deliver professional development at the ETFO Fall Leadership conference. In 2023, ETFO introduced a workshop that focused on training for local leaders on how to support members through a human rights investigation process.

Code Black Leadership Program



ETFO's three-part leadership program for Black members took place in November 2023. Participants learned about ETFO's structure and opportunities within the different service areas and engaged in discussions that focused on mental health and exploring/furthering leadership. Members also listened to the leadership journeys of two former system leaders and our first Code Black alumni panel. On day two, members participated in a workshop on self-care and resistance.

Anti-Oppressive Framework Training (local leader, GP, and WP)

Multiple sessions of the Anti-Oppressive Framework Training were offered this year, with 78 participants attending the local leader-specific program, and 30 members taking part in each of the two general program (GP) sessions and one Women's Program (WP) session. Members from across the province met at the provincial office for the two-day training, in which staff from

different service areas presented sessions on various topics, including navigating discomfort, intent versus impact, legal implications, and more. This program is a prerequisite for ETFO's Collective Bargaining Academy, Union School, and Parliamentary Training.

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; members with a disability; 2SLGBTQ+; and/or racialized. The program includes various workshops and experiences related to leadership roles within ETFO locally and provincially. This year, participants included 16 women from designated groups who took part in several activities, including: having courageous conversations, developing an anti-oppressive framework, Indigenous ways of knowing, being an ally, writing speeches, disrupting microaggressions, and chairing of meetings. Members were able to observe the May Representative Council meeting to see the work of ETFO's governance first-hand.

Leadership Forum for Black Women Members (WP)

This is the fourth year ETFO has offered this program, which was developed to support the engagement and leadership of Black women members in the union. The focus over the two-day forum was to identify and expand the 35 participants' leadership skills and to develop a collective stance in anti-oppression using feminist frameworks with the aim to increase participation in ETFO. Highlights included presentations that focused on misogyny, a presentation from Operation Black Vote on ways to engage in political platforms, hearing the lived experiences of a panel of Black women and members, and learning about leadership styles and opportunities within ETFO.

MentorCoaching Institute for Women (WP)

This two-year, multi-session program welcomed its fourth cohort in 2023. This group of mentors and mentees will spend two years together. This year, discussions focused on goal setting, identity, power, privilege, and building the mentor-mentee relationship. Mentees began the process of developing an action plan to guide their learning and achievements throughout the program. Participants also started work with the VIA Institute, identifying important character traits and how these traits can fit into their leadership journey. Next year's sessions will focus on topics such as the myth of imposter syndrome, the trap of the wellness industry, speaking and facilitating skills, and continued work on action plans.

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. Women from a variety of unions attend courses each year that focus on health and safety, collective bargaining, leadership, parliamentary procedure, and public speaking. ETFO's 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 2023 summer program took place at McMaster University in Hamilton from July 9 to 14.

First Steps: Observer Training for Annual Meeting

The 2023 Annual Meeting included the launch of a training program for first-time observers of the ETFO Annual Meeting. Ten members who self-identified with one or more designated groups were brought together to observe and learn about Annual Meeting Operating Procedures, *Robert's Rules of Order*, and the democratic process of the Federation in preparation for their next step as potential delegates in years to come.

Next Steps (WP)

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



Indigenous Women's Mentorship Program (WP)

This year-long, multi-session program includes Indigenous women mentees working alongside women mentors towards goals of leadership in ETFO and the greater labour movement, as well as reconciliation through the lens of *Etuaptmumk*, two-eyed seeing. The opening session included a keynote with Deb St. Amant, an overview of *Roberts Rules of Order* and ETFO Annual Meeting Operating Procedures, and a session on skills in mobilization. Subsequent sessions focused on well-being, cultural cardio, collective agreements, and constitutional language.

...and still we rise: Women in Solidarity (WP)

From February 21 to 23, ETFO held its signature conference *...and still we rise: Women in Solidarity*, for members who identify as women. This conference introduces women to the ETFO provincial community, and encourages them to participate and become leaders in their schools, locals, communities, and the global women's movement.

This year, approximately 230 attendees were empowered by the passion of speakers Nadia Hohn, Pooja Handa, and Samra Zafar, as well as an opening panel discussion reflecting on 25 years of ETFO and programs for women. The panel featured President Karen Brown, former first vice-president Susan Swackhammer, lawyer Sheilagh Turkington, and former staff member Rachel Mishenene.

Attendees also participated in member-led workshops that encouraged them to increase their union involvement and take on leadership roles within their schools and wider communities. Two additional whole-group workshops focused on member engagement, and Right To Play launched their newest resource, *Learning Through Play: A Guide for Educators*.

In May 2024, a select group of members from the February conference came together virtually for one day to enhance their leadership skills; further develop their intersectional feminist and anti-oppressive framework; and to consider ways to action plan future participation and leadership in union, school/community, and political spaces.



Visions Program (WP)

For 2023-24, ETFO welcomed education worker members in a pilot one-year, multi-session program centring their experiences. This year's program included 16 members from DECE locals. The Visions Program focuses on building participants' knowledge of ETFO, the broader labour movement, and opportunities for activism. We welcomed Janelle Brady, assistant professor at Toronto Metropolitan University, who talked about early childhood education and dismantling racism. There were also presentations from different service areas highlighting ETFO's work.

Registration in 2024-25 will be open to ETFO women members who are in their first five years of membership in any ETFO bargaining unit.

WORKSHOPS, CONFERENCES, SYMPOSIUMS, AND PROFESSIONAL LEARNING COMMUNITIES



Lateral Violence Program (WP)

In February 2024, Equity and Women's Services hosted a two-day program for members who identify as women, focusing on lateral violence in the workplace. Members from across the province came together at the provincial office to explore the origins of lateral violence rooted in both colonization and oppression, the "look-fors," and tools to manage and respond to incidents of lateral violence.

Intersectional Allyship (WP)

This Professional Learning/Curriculum Services conference was held February 28 and 29 with 61 participants in attendance. The conference provided women members with the opportunity to explore concepts such as identity and positionality, privilege and marginalization, intersectional identities, and allyship as it relates to their roles as educators and union members. Participants were provided with strategies to support their mental health while engaging in allyship, unpacking and exploring classroom resources to support their students, and engaging in meaningful action to build allyship as union members, all within the context of intersectionality.



Information Communication Technology (ICT) Conference for Women (WP)

Professional Learning/Curriculum Services welcomed 80 women members on November 14 and 15, 2023, to engage in this enriching program designed to empower women in technology. The event featured four half-day workshops on a variety of topics, providing hands-on learning experiences that encouraged exploration and inquiry. These included a "digital playground," which allowed participants to immerse themselves in activities such as stop-motion animation, coding, photography, and video production.

In addition to offering practical skills and knowledge, the program served as an opportunity for attendees to network with colleagues, discuss curriculum applications, and learn about strategies to further engage and empower women and girls in technology, emphasizing the importance of their contributions and the need for their increased representation and leadership.



Women's Health Conference: Navigating Barriers to Wellness (WP)

This women's conference offered by Professional Relations Services explored issues of equity in women's health and provided strategies to identify, address, and overcome barriers to wellness faced by women. The program featured a keynote speaker, workshops, and opportunities to network with women members from across Ontario. Participants were invited to shift their perspectives around different realities faced by women regarding access to health care and wellness supports. They were also provided with learning and tools that can be applied to support their own wellness.

Women's Legal Conference: Human Rights – Your Rights and Responsibilities (WP)

This women's conference offered by PRS explored members' rights and responsibilities under Ontario's *Human Rights Code*. Through workshops and speakers, participants gained a deeper understanding of the union's role in relation to the Code, school board human rights policies and procedures, and intersections between public education and human rights in Ontario.

Bargaining for Equity and Social Justice (WP)

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



Beyond the Basics Conference (WP)

Professional Relations Services hosted this four-day Women's Program conference. It was held in two sessions (November 2023 and April 2024) and provided aspiring local leaders who identify as women with the opportunity to build networks, challenge barriers, and develop leadership skills in the area of professional relationships, including legal rights and responsibilities.



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

ETFO has an ongoing partnership with Toronto Rape Crisis Centre/Multicultural Women Against Rape and White Ribbon to develop and implement Conscious Classrooms: Responding to Gender-Based Violence (WP). This two-day EWS program aims to enhance understanding of gender-based violence, provide strategies for trauma-informed classrooms, and support women members with handling their duty to report. Two regional conferences were delivered, one in December 2023 and another in March 2024.

First Nations, Métis, and Inuit Education Symposium

This annual learning forum hosted by EWS provides ETFO members with an opportunity to learn about First Nations, Métis, and Inuit pedagogies, resources and teaching practices, and issues – both historical and current. The workshop topics support members in their learning about Indigenous Peoples and explore methods to create culturally inclusive learning environments. This year's symposium featured discussions on treaties and Wampum from an Anishinabek perspective and on the [Moccasin Identifier initiative](#).



GSA Symposium

This year's EWS conference had a positive response with 32 members participating, including members of the 2SLGBTQ+ community and allies. A variety of speakers presented, including the Friday evening keynote from activist Fae Johnstone, Executive Director of Wisdom2Action (W2A), and sessions from intersectional queer expert Taashi Gupta. Members had the opportunity to learn and grow, both personally and in their roles as leaders at their work sites.

Women's Health and Safety Conference (WP)

This conference, presented by Health and Safety Services (HSS) on January 30 and 31 this year, supports the leadership development of women members as they explore health and safety issues within a gender-based framework and build their knowledge and advocacy for safer and healthier workplaces. Thirty-five attendees participated in a session looking at workplace hazards through a gender-based framework, a domestic violence workshop, and a workshop on assertive communication including scenarios on the right to know, the right to participate, and the right to refuse unsafe work.



Intensive Grievance Arbitration Workshop for Women Leaders (WP)

In this three-day CB program held in January 2024, local leaders received training about grievance arbitration basics, grievance handling, how to investigate grievances, and how to write grievance letters. 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 also included members preparing and participating in simulated grievance meetings and arbitration hearings before a labour arbitrator.

Racialized Members Conference

This year's conference, presented by EWS, had an overwhelming response. The theme of "Generation by Generation" highlights the impact that the various waves of immigration to Canada have had on the experiences of racialized educators. A variety of speakers presented to participants, including two academics, two ETFO members, and an emotional intelligence and diversity expert, who delivered the keynote address.

Mobilizing for Justice (WP)

This multi-day Professional Learning/Curriculum Services program welcomed members from across the province to attend two sessions, one in March, and the second in April. Session one included topics such as identity work and organizing from an educator's perspective. Participants learned about the essential components of anti-oppressive work and shared practical ideas to consider in the classroom, school, and broader community. A highlight included a chance to learn about what community organizing is and why it is important now.

Members explored modules, lessons, and posters from ETFO's resource *The Places We Meet* and worked with members who are currently embedding intersectional feminism in their own contexts.

Session two provided time for members to discover new ideas, share highlights, and reflect on the implementation of ETFO resources and lessons gathered from the past session. Participants were able to consolidate their learning and take part in presentations and co-sharing with other women members.



Peer Learning for Inclusive Classrooms

Equity and Women's Services partnered with Gender at Work, an international feminist knowledge organization, to offer an exciting pilot program for women members actively working in classrooms.

The goal of the program is to help teachers better understand the interlinked dynamics of power, voice, agency, privilege, and how these can be harnessed to foster women's empowerment and strengthen gender equality in and through education. Participants worked together to co-create, test out, and provide feedback on learning activities that sought to answer inquiry questions. They met in person for two two-day sessions and participated in check-ins with facilitators throughout the year.

In 2024-25, the program will continue and a new general program for members will be offered with a focus on building allies.

Annual Conference on Addressing Anti-Black Racism

This marks the sixth year of this EWS conference, titled *Unapologetically Black*. This two-day program provides a space for members to share, listen, and gain insight into issues related to anti-Black racism. Members heard from engaging keynote speakers and presenters who shared anti-Black racism resources that provide professional and personal supports.

Social Justice and Equity Conference for Men

ETFO members representing various locals from across the province gathered for this conference to discuss masculinity, social justice issues, food insecurity and poverty. Participants heard from speakers about the well-being of boys and men, healthy masculinity in childhood, and critical hip-hop pedagogy.

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

The provincial office played host to this Professional Learning/ Curriculum Services (PLC) area conference May 7 and 8, 2024. Over the two days, 31 women members from locals across the province explored ways to empower girls in science, technology, engineering, arts, and mathematics (STEAM) learning, networked with colleagues, and discovered a variety of practical STEAM activities to take back and immediately use with girls in their schools. Led by three ETFO members, the program discussed research about the importance of engaging girls in the STEAM fields and how Black, Indigenous, and racialized women are the most underrepresented groups in STEAM professions. Members explored STEAM learning through collaborative, hands-on STEAM activities, and problem-based learning.

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

Nine women members were selected to participate in the Workers Health and Safety Centre (WHSC) Level 1 Labour Activist program from November 27 to December 1, hosted by Health and Safety Services. This 30-hour course deepens the participants' understanding of health and safety principles and looks at issues from the perspective of workers and activists.

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

In November, participants attended the Women's Collective Bargaining Issues CB Conference, Level 1, an entry-level training session that provides opportunities for women members to learn and develop skills that will assist them in becoming involved in the local bargaining process. The theme of this year's conference was "Knowledge is Power – Demystifying Collective Bargaining," and included keynote speaker MaryAnne Laurico, staff regional representative from the Public Service Alliance of Canada. Participants engaged in collective agreement comparison activities, discussed collective bargaining issues facing women today, and received an overview of ETFO's collective bargaining process.

In May, women members who had previously participated in Level 1 were provided an opportunity to take part in Level 2. Members expanded their knowledge of the collective bargaining and negotiations processes while developing personal skills to bring to leadership roles in their locals. Participants learned from a panel of local leaders and engaged in an analysis of women's issues in bargaining and an intensive bargaining role play.

Women in Politics Conference (WP)

This CPA Women's Program runs bi-annually in the spring and helps to engage members in political activism. Whether by running for elected office, supporting a campaign in the community, or lobbying trustees, we need women and their voices to get active and demand change. Members heard from Peggy Nash, former NDP federal finance critic and author of *Women Winning Office*, and two ETFO educators who have run for municipal council and provincial government, about why women need to be involved in all levels of politics. Workshop presenters shared tools for lobbying and advocacy in the workplace, the community, and our union.



SUPPORT FOR ETFO LOCALS' EQUITY WORK

Equity and Women's Services Workshops for Locals

Equity and Women's Services (EWS) workshops provided equity training to members at the local level in formats modified for after-school meetings and professional development day conferences. In 2023-24, 40 equity workshops were requested (as of March 22). The most requested workshops were 2SLGBTQ+ Awareness in the Primary Classroom, Affirming the Identities of 2SLGBTQ+ Families in Schools, Why Poverty, and Islamophobia Affects All Our Students.

The following Equity Workshops were offered during 2023-24:



Name It: Understanding Anti-Black Racism in Ontario Education

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



2SLGBTQ+ Education Timeline

The 2SLGBTQ+ Education Timeline was developed by ETFO and The ArQuives (formerly known as the Canadian Lesbian and Gay Archives (CLGA)) to highlight historically meaningful events within the 2SLGBTQ+ community. This workshop provides members with the opportunity to explore the *2SLGBTQ+ Education Timeline* booklet through engaging activities and to learn about specific contributions made by racialized and Indigenous groups, as well as the contributions of the 2SLGBTQ+ community to our society at large.

Race and Education: The Water We Swim In

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



Culturally Relevant and Responsive Pedagogy

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

Islamophobia Affects All Our Students

The workshop aims to raise awareness regarding Islamophobia and to carefully analyze personal and professional biases. Islamophobia refers to prejudice, hatred, or fear directed towards Islam or Muslims. Attendees delved into resources tailored to accommodate the diversity of voices in schools, which encompass a range of perspectives. They were motivated to pursue additional steps towards fostering inclusivity within their classrooms, schools, families, and communities.

Note: The two Indigenous workshops are both under revision and were not offered in 2023-24 but are scheduled to return in the winter of 2025.

2SLGBTQ+ Awareness in Primary Classrooms

This revised Equity and Women's Services (EWS) local workshop acknowledges that our youngest students can be best situated to both learn and share their understandings of gender identity, inclusion, and 2SLGBTQ+ issues. The workshop is designed to assist educators in building intersectional communities by exploring these issues through access to information, supportive policy, and available resources.



Affirming the Identities of 2SLGBTQ+ Families in Schools

This revised local workshop critically examines and challenges participants' perceptions, biases, and assumptions while illuminating the many concerns that 2SLGBTQ+ families face in society and school. Members will engage in reflection on their current practices and will begin to develop more equitable and inclusive ones to engage with 2SLGBTQ+ families.

2SLGBTQ+ Human Rights Education Strategies

This new workshop will provide participants with the opportunity to assess the barriers and challenges to implementing 2SLGBTQ+ human rights education, and to identify solutions and strategies to address

these barriers. Members will deepen their understanding of relevant policies and legislation and will be provided with tools to leverage this knowledge to support authentic and transformative approaches. Particular attention will be paid to the importance of employing an intersectional approach to 2SLGBTQ+ education, as well as best practices to address concerns of competing human rights.

Drawing the Line Curriculum

This ETFO workshop includes a review of several of the lesson plans, resources, and links from the *Drawing the Line* curriculum resource, including activity cards to spark age- and stage-appropriate conversations with students on the role bystanders can play to prevent sexual violence. Developed in partnership with White Ribbon and the Ministry of Education, this online curriculum resource guide provides concrete examples of how to support the development and maintenance of positive relationships among students based on their gender and intersectional identities.





365 ETFO Black Canadian Curriculum

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

Why Poverty?

This workshop explores attitudes towards and perceptions of poverty in a broader context. It examines the impact of poverty on the classroom and school community, the many ways issues related to poverty can inform and impact teaching practice, and the concept of becoming active in addressing poverty in the community. Individual and group discussions about issues of poverty, case studies related to the impact of poverty in classrooms and school communities, and resources to support teaching practice as well as school and community understanding are all features.

Local Social Justice Chairs Training – Fall Leadership 2023

The Fall Leadership training included training for local social justice chairs from across the province. Committee chairs explored how to forward the social justice goals of their locals. An ETFO member presented on the topic of taking a stand with school boards and defending 2SLGBTQ+ inclusion in schools. ETFO resources were shared to support the important work of the local chairs.

Local Status of Women Chairs Training – Fall Leadership 2023

Fifty-seven local status of women chairs from across the province joined the Fall Leadership training in September. Participants were provided with a copy of the 2023-24 Status of Women Resource Guide and there was time to review how to form a committee, hold meetings, and plan events for the year. This year, four local status chairs joined a panel discussion to talk about the benefits of women-only spaces and programs, issues that sometimes arise, and tips for other chairs.

During the second training session in May, local status of women chairs came together at the ETFO provincial office to share action plans, resources, and network. A portion of the day was tailored to the specific interests of members who are either new to the role or more seasoned, offering time for the chairs to plan for the coming year.





Local Executive Equity Training

During 2023-24, Equity and Women's Services engaged in local executive equity training with four teacher locals and one DECE local, covering topics including different levels of critical equity conversations, anti-oppressive framework capacity building, and action planning at the local level. Locals engaged in deepening their local executives' lenses on allyship, recognizing biases, addressing anti-Black racism, examining issues of gender identity, affinity spaces, and other topics.

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

Women in Action – Levels I and II (WP)

ETFO provincial supported locals in organizing this signature women's leadership program. Locals were provided with member facilitators, curriculum materials, and a financial subsidy to offset costs for holding the in-person portion of the program. This past year, there were 10 programs held from October to June, two of which were Level II. Some locals held the program jointly with members from adjacent locals or from different bargaining units in the same local area.



Women in Action – Level III (WP)

This third part of the well-established Women in Action program is held annually at the ETFO office for up to 20 women members who are already undertaking leadership in their local or provincially. The program takes place over four days, with a session in May and a follow-up session in October. This year's cohort included designated early childhood educator, occasional teacher, and teacher members who worked through issues such as allyship, feminist and transformational leadership, examples of activism, politics and power, and skills for negotiating. The program will be offered again in May and October 2025.

Equity Incentive Funds to Support Locals

The following equity incentive funds were available in 2023-24 to support locals in their equity-related initiatives.

Equity Workshop Local Incentive Funding

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

International Women's Day Local Incentive Funding (WP)

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

Take Back the Night Local Incentive Funding (WP)

Each September, Take Back the Night (TBTN) activities are held nationally and internationally to demand the right to be safe and free from gender-based violence. Incentive funding of up to \$300 per local is available for 16 locals who apply. In 2023, 16 locals received the incentive funding to plan TBTN virtual events.

Workers Health and Safety Centre Subsidy (WP)

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



PARTNERSHIPS

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

The Ontario Federation of Labour's (OFL) Women's Committee met virtually and in-person in September 2023, October 2023, November 2023, and March 2024. Over 20 unions in Ontario were represented, including teachers' federations such as the Ontario English Catholic Teachers' Association (OECTA), Ontario Secondary School Teachers' Federation (OSSTF), and the Elementary Teachers' Federation of Ontario (ETFO).

Committee members received updates on equal pay actions, the Equal Pay Coalition, the 16 Days of Activism against Gender-Based Violence, and the United Nations Commission on the Status of Women (UNCSW68).

In preparation for the seventeenth biennial convention of the OFL in November 2023, the committee drafted motions addressing women's issues and planned every women's forum that would be held at the convention.

To celebrate International Women's Day 2024 (IWD2024), the committee worked with artists to design a pin, poster, and for the first time, a T-shirt for the OFL March 8 Project. The theme for IWD2024 was "Diversity Grows our Strength."



The Canadian Teachers Federation (CTF/FCE) Advisory Group on Eliminating Systemic Racism, Oppression, and Discrimination: Subgroup on the International Decade for People of African Descent, 2015-2024

The Canadian Teachers Federation/La Fédération Canadienne des Enseignantes et des Enseignants (CTF/FCE) Advisory Group on Eliminating Systemic Racism, Oppression, and Racism began meeting in December 2021.

The group consisted of teachers across Canada from CTF/FCE member organizations. Their work was multifaceted and subgroups were created to complete various tasks.

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

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

This educational resource will be available in English and French in the fall of 2024.





Faculty of Education Equity Workshops

ETFO provides equity workshops for teacher candidates as requested by faculties of education. In 2023-24, EWS staff offered workshops to approximately 200 teacher candidates on the following topics:

- Challenging and Championing 2SLGBTQ+ Issues
- Exploring an Anti-Oppressive Framework
- Culturally Relevant & Responsive Teaching and Assessment Practices
- Everyone is Able
- Learning While Black: Addressing Anti-Black Racism in Education
- Possibilities: Addressing Poverty Issues in Elementary Schools
- Cultural Appropriation vs. Appreciation

PFLAG & The 519

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

Pride

Each year, many communities across Ontario offer a variety of Pride activities in which everyone – including ETFO locals, Gay Straight Alliance (GSA) committees, and social justice clubs – can participate. Pride is about creating inclusive school places and communities. It's an opportunity for two-spirit, lesbian, gay, bisexual, transgender, queer or questioning, and additional identities (2SLGBTQ+) people and allies to challenge homophobia, biphobia, transphobia, and promote social justice and equity. ETFO participated in the 2024 Pride parade and street fair.



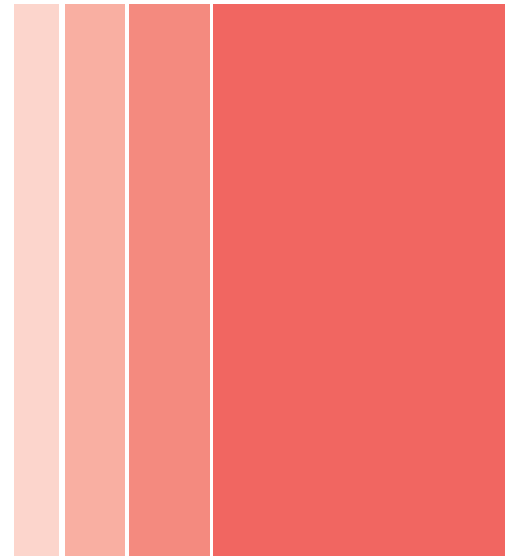
Toronto Rape Crisis Centre/ Multicultural Women Against Rape and White Ribbon

In 2023-24, the partnership with Toronto Rape Crisis Centre/ Multicultural Women Against Rape and White Ribbon continued through Conscious Classrooms: Responding to Gender-Based Violence. This two-day women's program examines gender-based violence within learning communities and provides strategies to incorporate trauma-informed practices. Its program delivery model consists of three regional workshops offered to specific locals across Ontario.

White Ribbon

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

SUPPORT FOR COMMUNITY INITIATIVES 2023-24



ETFO supports many community groups engaged in equity and social justice work.

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

This grant is provided to ETFO locals to assist with the costs of providing training on, awareness of, and/or participation in events that address homophobia and heterosexism. In 2023-24, 10 locals accessed this funding support.

Anti-Poverty Groups

In 2023-24, 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.

Local Incentive Funding for Women's Programs

This program provides flexible funding to locals for a variety of events and activities related to the status of women. In 2023-24, 20 locals accessed almost \$40,000 for women's programs.

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 \$5,000
- Retired Women Teachers of Ontario \$1,000

International Assistance/ Donations

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

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

Women's Crisis Centres

In 2023-24 ETFO made donations totaling \$70,000 to 87 women's crisis centres across Ontario.





Project Overseas 2024

Project Overseas is a joint endeavour between the Canadian Teachers' Federation (CTF/FCE) and member organizations such as ETFO. Overseas placements are scheduled in July with partner organizations who, like the CTF/FCE, are members of Education International. ETFO typically sponsors 16 members to participate in Project Overseas, however, fewer application packages from new and returning candidates were received this year.

The following members represented ETFO in Project Overseas 2024:

- Belize: Marcia Thompson, Elementary Teachers of Toronto, Team Member
- Dominica: Laina Lees, Limestone Teacher Local, Team Leader
- Ghana (Team 1): Lynne McNab, Waterloo Region Teacher Local, Team Member
- Ghana (Team 2): Meaghan Bisson, Halton Teacher Local, Team Member
- Guyana: Murad Doray, Toronto Occasional Teacher Local, Team Member
- Grenada: Lisa Gidlow-Aldrich, York Region Teacher Local, Team Member
- St. Lucia: Iyanuoluwa Akinrinola, Durham Occasional Teacher Local, Team Member

- St. Vincent and the Grenadines: Pamela Nazar Evans, Elementary Teachers of Toronto, Team Leader
- Sierra Leone: Melissa Ann Williams, Elementary Teachers of Toronto, Team Member
- The Gambia: Olive Creary-Satchell, Toronto Occasional Teacher Local, Team Member
- Uganda (Team 1): Sarah Ramsay, York Region Teacher Local, Team Member
- Uganda (Team 2): Sandra Bonnell, Elementary Teachers of Toronto, Team Member

Overseas Scholarships for Women and Girls

ETFO partners with the CTF Trust Fund, Hope for Rwanda's Children Fund, and the Women's Wing of the Swaziland National Association of Teachers to provide overseas scholarships for girls and women. This continued support includes scholarship funding for women teachers to further their teacher qualifications or support for girls to attend primary, secondary, and post-secondary education.

In 2023, CTF/FCE Teachers' Action for Gender Equality Program (TAGE) provided scholarships in Benin, Ghana, Senegal, Sierra Leone, and Zimbabwe. TAGE also administered support through the African Women in Education Network and the Education International Latin America Women's Network. Hope for Rwanda's Children Fund supported 16 secondary school students

and three university students' educational scholarships in 2023-24.

The Women's Wing of the Swaziland National Association of Teachers (SNAT) supported 48 women educators in upgrading their qualifications and 15 of its women educators in furthering their studies. Thirty-three SNAT women leaders, 30 from 15 branches and three from the national committees, attended an empowering workshop for women, which covered topics such as women's leadership in trade unionism and collective bargaining.

Cambodia Support for Girls

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

In 2022-2023, PRD continued to work with eight primary schools and 10 early childcare and development (ECCD) programs in Samlout district, Battambang province, and Pailin province. PRD worked directly with the Samlout and Pailin departments of education, teachers, principals, students, parents, school committees, Women's Affairs, and gender focal points. The organization provided three professional development workshops to 14 teachers including two principals to strengthen teaching methodologies, producing games and teaching materials for the classroom.

Caribbean Union of Teachers (CUT)

The Caribbean Union of Teachers (CUT) is a part of the Teachers' Action for Gender Equality (TAGE) program, which is one of three core content areas of the international development co-operation program at the Canadian Teachers' Federation (CTF/FCE). In 2023, ETFO's support for CUT through the TAGE program included:

- Regional programming about gender equity for five distinct activities/programs
- A virtual regional workshop for members of women's/gender committees on gender issues
- An in-person regional conference conducted by the status of women committee of the CUT and co-funded by Education International (EI) with two days dedicated to awareness of gender issues

- Funding for CUT units to implement activities in celebration of International Women's Day 2023
- The publication of a women's educational magazine
- Bursaries for women teachers enrolled in education programs to upgrade their skills

Colombia Support for Women and Girls

ETFO has partnerships with two organizations in Colombia.

The Fundación Ratón de Biblioteca aims to strengthen English literary skills for girls and women in Medellín through reading, writing, speaking, art, and games. The projects were provided through five community libraries in Villa Guadalupe, Raizal, La Esperanza, and Villatina.

The Colombian Grandmothers' Project supports grandmothers who are left to care for children in Monteria, Colombia. These supports provide training in financial management and entrepreneurship, counselling, and psychosocial support for mothers and grandmothers who are heads of households. In 2023-24, new beneficiaries received support to operate a small food business and a dressmaking business for the production of school uniforms for educational institutions. Through their entrepreneurial initiatives, two grandmothers and mothers supported their children's education at different levels from primary school to university. A total of 32 women received support.

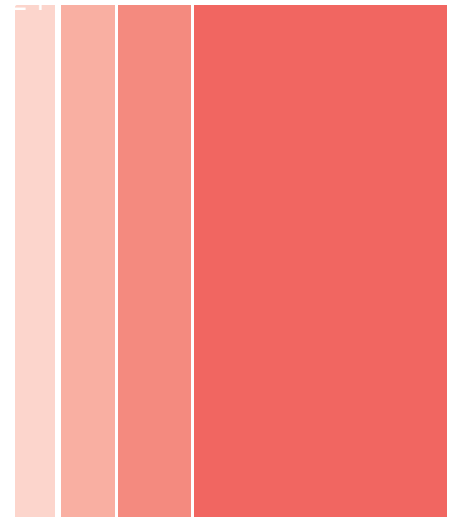
Ugandan Support for Women Teachers

The Uganda National Teachers' Union conducted a gender and women empowerment workshop with 104 women leaders in August 2023. The theme was "Enhancing Entrepreneurship and Leadership Capacity of Female Educators for Quality Education." The focus was on the promotion of girls' education, capacity-building for entrepreneurial and leadership skills, and raising awareness of gender equality in Uganda's education system.

Hope for Rwanda's Children Fund

Hope for Rwanda's Children Fund (HRCF) supported 16 secondary school scholarships and three university educational scholarships in 2023-24. Sixty-five secondary school students in Kigali, Rwanda, were supported for the 2023-24 academic year.

ETFO EQUITY AWARDS AND BURSARIES 2023–2024



ETFO members make outstanding contributions to equity and women's issues. ETFO offers financial support for a variety of awards, scholarships, and bursaries for members who self-identify from a designated group: First Nations, Métis, or Inuit; racialized; or woman. Below is a list of the awards, scholarships, and bursaries available. More information can be found at etfo.ca/about-us/awards-scholarships.

AWARDS

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

- Anti-Bias Award
- Anti-Racist and Equity Activism Award
- Anti-Racist and Equity Activism Award – WP
- Arts and Culture Award
- Children's Literature Award
- Environmental Education Award
- ETFO Anti-Poverty Award
- Health and Safety Activist Award
- International Humanitarian Award for an ETFO Member
- International Humanitarian Award for a non-ETFO Member
- Local Humanitarian Award for an ETFO Member
- Local Humanitarian Award for a non-ETFO Member
- Member Service and Engagement Award
- New Member Award
- Outstanding Role Model for Women Award – WP
- Political Activist Award
- Professional Learning and Curriculum Development Award
- Professional Learning and Curriculum Development Award – WP
- Rainbow Visions Awards

- Women Who Develop Special Projects in Science and Technology Award – WP
- Women Working in Social Activism on Behalf of Women and Children Award – WP
- Writers Award
- Writers Award – WP

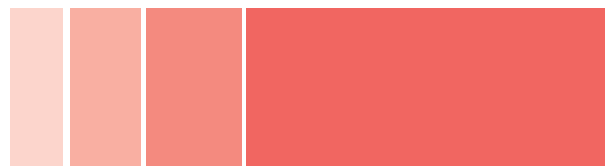
ETFO SCHOLARSHIPS AND BURSARIES

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

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



APPENDIX A



ETFO STATEMENT ON SOCIAL JUSTICE AND EQUITY

The objects of the Federation shall be:

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

A member shall:

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

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

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

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

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

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

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

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

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

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

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

Groups that experience discrimination in Ontario today include:

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

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

4. Growth means change and change is difficult.

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

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

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

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

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

- **Policy Development:** ETFO’s own policies and practices must be exemplary and, as such, will support our members’ own equity work as well as positively influencing the policies of other groups.
- **Accountability:** ETFO must develop clear indicators (for example, data on participation of members of equity-seeking groups in ETFO programs, leadership, and staff) by which our progress in equity can be measured and report regularly on progress to the membership.
- **Staff Development and Involvement:** ETFO must have a diverse staff, informed about, and committed to social justice and equity.
- **Professional Development:** ETFO must provide a variety of professional development opportunities and other forms of education in equity to members, staff, and provincial and local leadership.
- **Communications:** All ETFO publications must use inclusive language, represent diversity, recognize special needs, and include equity content. ETFO spokespersons must advocate for social justice and equity with members, governments, and the public.
- **Programs:** ETFO must provide programs consistent with its commitment to equity. Programs are needed for member education on issues of social justice and equity, and to support the identified needs of members who belong to equity-seeking groups.
- **Outreach:** ETFO must continually seek to include, involve, and promote members who belong to equity-seeking groups. ETFO must build alliances with labour, parents, community groups, and other partners to counter discrimination and to advocate for social justice.
- **Service Area Development:** Equity and Women’s Services provides an operational focus for equity work: identification of equity issues, both internally and externally; making recommendations for action; and monitoring action in all the areas above.

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

Approved by the ETFO Executive, July 2002



APPENDIX B



ETFO PROTOCOL CONCERNING MEMBERS' SELF-IDENTIFICATION

1. Current Practice

Self-identification for ETFO members is voluntary and confidential.

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

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

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

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

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

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

Members are also invited to self-identify on ETFO's annual member information survey. Beginning in 2007, members who elect to self-identify on the survey have two options: to self-identify for statistical purposes only

or for statistical purposes and for outreach (including direct mail) regarding ETFO programs, including leadership programs, focus groups, writing groups, standing committees, etc.

2. Personal Identity

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

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

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



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

With one exception, ETFO’s “designated groups” are the same groups identified in Ontario’s *Employment Equity Act* (enacted in 1993 and repealed by the Harris government in 1995) and in Canada’s *Employment Equity Act* (1995), still in effect. The 2SLGBTQ+ group has been added to ETFO’s designated groups as this group has in recent years been identified by courts throughout Canada as a key equity-seeking group.

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

4. Why is ETFO collecting this information?

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

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

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

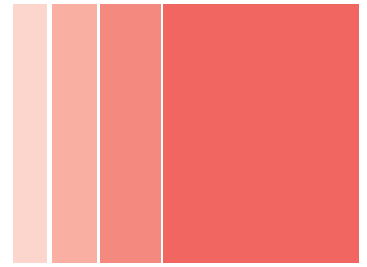
Self-identification helps to ensure that all of ETFO’s policies and practices are inclusive, reflective of our diverse membership, and reflect our priorities.

5. ETFO’s commitment to members’ privacy

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



ETFO PRIORITIES FOR 2023–2024



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

ETFO
Elementary Teachers' Federation of Ontario

**this is
your union!**

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

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