

2026 | ETFO Annual Meeting

EQUITY & WOMEN'S PROGRAMS



smaller
classes **BIG**
DIFFERENCE



Elementary Teachers' Federation of Ontario Equity Statement

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

ETFO's Equity Initiatives

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

Definition of an Anti-Oppressive Framework

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

ETFO Human Rights Statement

The Elementary Teachers' Federation of Ontario is committed to:

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

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

ETFO Land Acknowledgment

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

This and other reports to the 2026 Annual Meeting can be read online at etfo.ca/annualreports



Elementary Teachers' Federation of Ontario (ETFO)

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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

This work is also undertaken in the spirit of the comprehensive policy on social justice and equity that was adopted by delegates to the 2003 Annual Meeting:

ETFO POLICY ON EQUITY AND SOCIAL JUSTICE

- 36.1 That equity be defined as fairness achieved through proactive measures which result in equality, promote diversity, and foster respect and dignity for all.
- 36.2 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.
- 36.3 That the differences among people and groups and the provision of special programs for particular groups, where appropriate, be recognized and accommodated within ETFO.
- 36.4 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.

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

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

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

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 six per cent of ETFO's annual budget allocated for this purpose.

This six percent funding offers direct services to women members through programs, resources, 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**

Delegates to the 2025 ETFO Annual Meeting passed two resolutions that expanded the eligibility to participate in ETFO women’s programs. For the purpose of attendance at ETFO’s Women’s Programs only, and in accordance with Article X, Section 4 of the ETFO Constitution, the definition of women now includes women, cis and trans; two-spirit; and all members of other identities with lived experience as women. Women’s Programs are also open to non-binary members.

This change is reflected in the self-identification section of the events registration system for ETFO programs for women.

Section 4 – Programs for Women

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

ETFO Policy Statement 92: Women’s Equality

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

- 92.1 That ETFO understands that women’s inequality remains a fundamental problem within our society and our institutions.
- 92.2 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:
 - 92.2.1 social inclusion and political representation;
 - 92.2.2 health and wellness;
 - 92.2.3 economic status and employment;
 - 92.2.4 labour movement;
 - 92.2.5 violence against women and the justice system;
 - 92.2.6 education and child/dependent care;
 - 92.2.7 housing/shelter;
 - 92.2.8 media;
 - 92.2.9 global citizenship; and
 - 92.2.10 historical perspectives.

REFLECTING BACK ON THE YEAR



This past year required members to support one another amid structural barriers at all levels, municipal to international, while navigating unprecedented disruptions in education and the added stress of collective agreements expiring in August 2026. As with all forms of oppression, impacts were felt more deeply by members of designated groups.

True growth is shown not by the absence of tension, but by how an organization responds. Through new resources, programs, and partnerships, ETFO has demonstrated its commitment to reflection, learning, and consistent support for equity.

The 2025-26 school year saw ongoing work at the local level expanded in new ways. Following a resolution that passed at the 2025 Annual Meeting, this year ETFO hosted two regional Anti-Oppressive Framework training sessions in Ottawa and Thunder Bay. These pilot programs provided regional access for members to participate in leadership training and brought increased representation from members of PSP locals. Equity and Women's Services staff led executive equity

training with 10 locals from across the province who participated in broad social justice learning with various local topics embedded, including transphobia, assisting internationally trained educators, and engaging with action plans, including the Ontario Human Rights Commission's *Dreams Delayed* report.

Engaging in meaningful work as a federation cannot stay solely within our membership. ETFO is consistently focused on connecting with community-based organizations in reciprocally beneficial partnerships that allow us to effect change within society at large. This year, we engaged with valuable contributions from Harmony Movement, the Enchanté Network, the Canadian Menopause Foundation, and continued work with Parents of Black Children. In addition, ETFO staff engaged the Ontario Human Rights Commission to lead learning on various topics including 2SLGBTQ+ issues and anti-Black racism. ETFO hosted a mental health symposium that provided a platform and networking opportunities for a variety of partners, and brought additional voice and engagement with the organization's special education report series.



New programs were launched at the provincial office this year that provided expanded learning for members of designated groups. These include the collective bargaining program for members from designated groups, the Federation’s first program for non-binary members, a revised program for Native Language teachers, and three new anti-Black racism programs, which included one open to all local leaders, a mentorship program for Black members, and a Women’s Program focused on self-care. Communications and political action staff also led a new Women’s Program for members from designated groups within their first five years.

These affinity programs included intentional networking and community-building opportunities, as we know many of our members are working in isolation as they attempt to undo various levels of trauma and continued oppression felt within workspaces.

As an important leader in equity work across the country and internationally, ETFO has continued to take steps towards accountability through the creation of these programs and by intentionally committing time and effort to action-based solutions. This includes ensuring that large conferences featured speakers who brought light to labour activism, climate change, and wellness with intersectionality interwoven, as many speakers could reflect on their lived experience as people who have faced and continue to face oppression. We know that these awareness-building and learning opportunities have led to action plans within locals and to embedding recommendations from the *Dreams Delayed* report, which was at the centre of a keynote address provided to all attendees of the Collective Bargaining Conference.

The embedding of equity throughout the organization in various service areas provides access and supports to members via multiple avenues. This includes the release of the practical *Bargaining for Equity* document that provides language and steps that all locals can take to embed social justice into collective agreements at the local level, and entrenches opportunities for local executives to advocate and push for equity-based language to be better reflected in collective agreements across the province.

Professional Relations Services and Equity and Women’s Services staff also collaborated on the first in a series of documents that will support a variety of women’s health realities, including infertility, menopause, and perinatal mood and anxiety disorders.

As we continue to find ways to increase engagement and expand member engagement, programs and resources such as these are integral to building solidarity and community within the Federation.

Equity work is not exclusive to programs, community, and partnerships, however. Creating workshops and resources that give members up-to-date and well-researched support for both curriculum expectations and navigating challenging conversations is also vital. The creation and release of new or forthcoming EWS workshops and resources such as *Combatting Antisemitism in Ontario Learning Communities*, *Anti-Palestinian Racism in Ontario Schools*, and the lessons on homophobia and transphobia created in partnership with Harmony Movement cover topics that often sow division. These member-led projects are another outlet and opportunity for learning and social justice-based education for members and students. *Race Matters: The Early Years* and *Collective Action, Conscious Change: Disrupting Anti-Black Racism in Ontario Schools* continue the work that deepens ETFO’s commitment to addressing anti-Black racism and extend the learning for members and learning communities.

ETFO continues to model and display equity leadership within the education sector and labour movement. This means ensuring that we are both accountable and responsive to the needs of members and the issues that affect the public at large within society. As we reflect on the contributions from last year, we also look forward to the work we will do in the future to build the more equitable educational system that our members and students deserve.

EQUITY AND WOMEN’S SERVICES STAFF
(June 2026)

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

NEW & UPCOMING EQUITY INITIATIVES



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

RESOURCES

All About EWS web page

This [new web page](#) was added to [etfo.ca](#) to give members and the general public easy access to resources that address issues of social justice and advocacy. Topics include EWS leadership programs; the importance of Women's Programs; connections to First Nations, Métis, and Inuit programming and [etfofnni.ca](#); and the value of self-identification. Links are provided to resources from other service areas, including equity-related PRS Matters bulletins, *Voice* magazine content, and *Elementary* podcasts. Importantly, the hub shares policy and legislation that supports equity work, including links to curriculum connections, Ontario Ministry of Education Policy/Program Memorandums (PPMs), Ontario Human Rights Commission information, Truth and Reconciliation Commission Calls to Action, Ontario College of Teacher advisories, and ETFO documents such as the constitution, policies, and priorities.

Supporting Palestinian Students in Ontario Schools

The resource to address anti-Palestinian racism covers themes such as learning about Palestinian history, understanding anti-Palestinian racism, and approaches to affirming Palestinian identity within learning communities. The resource includes age-appropriate classroom activities to support student learning. It will be available as a digital download from [members.etfo.ca](#) in the fall of 2026.

Artificial Intelligence and Ethical Use in Education

ETFO developed four [foundational guides](#) to support members in informed, responsible, and rights-affirming AI use. Released in October 2025, the guides include *An Introduction to AI*, *AI in Elementary Schools*, *AI and Professional Judgement*, and *Equity and Bias in AI*. Each guide equips educators with critical understandings of how AI intersects with pedagogy, assessment, and professional responsibility. Collectively, these documents contribute to ETFO's broader work within the organization to prevent existing systemic inequities from being amplified through emerging technologies.

Asian Heritage Month poster – Speak Peace

This year's poster was inspired by the words of Japanese Canadian activist Setsuko Thurlow, which encourage us to create a more peaceful world: "Get involved. Take Action. Be an agent of change." The poster's background features the word peace in different Asian languages. There are over 2,000 languages and dialects spoken across Asia; those in the poster represent a sampling of some that might be heard in Ontario classrooms and communities.

Bargaining for Equity: An ETFO Guide for Locals

ETFO is committed to ensuring that members have access to resources that support locals' work on equity and social justice. In October, staff in Collective Bargaining Services launched *Bargaining for Equity: An ETFO Guide for Locals*. This online resource for ETFO bargaining teams, available for download from the Resources page on the [etfocb.ca](#) website, offers guidance for how to incorporate an equity lens in their bargaining processes. The booklet includes practical tools such as a collective agreement equity audit process, considerations for local collective bargaining committees, sample collective agreement language on equity issues, and definitions of common bargaining and equity terms.



Black History Month poster – We Didn't Cross the Waters Alone

The 2026 poster spans generations and continents to tie together the past, present, and future. The themes blend traditional West African folklore, imagery, and concepts with curriculum-based African Canadian history and the importance of looking to the future. The #FutureGriot hashtag captures the reality that all Black students will ascend from their present experience of being learners to one day being the keepers of history and knowledge that can be shared through the long-kept practice of oral storytelling. A companion classroom activity document was shared to the Classroom Resources section on members.etfo.ca in March to encourage educators to engage with the poster throughout the school year.



Bridging the Divide: Gender-Inclusive Practices for Math and Coding Education

While math and coding are essential components of Ontario's education system, societal stereotypes and systemic barriers continue to shape how girls experience these learning areas, resulting in gaps in participation, confidence, and representation. This new resource, which will be released in the 2026-27 school year, is a starting point to help educators explore gender equity in math and coding in ways that promote professional reflection, curriculum alignment, and inclusive instructional practice.

Collective Action, Conscious Change: Disrupting Anti-Black Racism in Ontario Schools

This resource provides essential context about anti-Black racism in Ontario, how it shows up in educational settings, and the impacts these realities have on students, educators, and school communities. It examines the diversity of Black identities and lived experiences in Canada and highlights the importance of affirming Black excellence, brilliance, and joy.

Designed with contributions from the Peel District School Board as a practice forward resource, *Collective Action, Conscious Change* centres practical strategies for action at multiple levels – from classroom instruction and assessment to school-wide culture and leadership and advocacy with family and community. Grounded in ETFO's anti-oppressive framework, the resource supports educators and stakeholders in translating learning into action and taking intentional steps to disrupt and dismantle anti-Black racism wherever they work and lead.

Combatting Antisemitism in Ontario Learning Communities

In December 2025, ETFO released this resource, designed to help educators understand, interrupt, and address antisemitism in schools. It approaches understanding antisemitism through ETFO's anti-oppressive framework and the Ontario *Human Rights Code*, and includes one lesson plan for each division. The resource explores historical examples of antisemitism in Canada and connects them to the elementary curriculum, helping educators situate learning in both past and present contexts. It also encourages more inclusive classroom environments by celebrating the contributions of Jewish communities throughout history, centring Jewish voices and experiences, and highlights Jewish identities and communities.



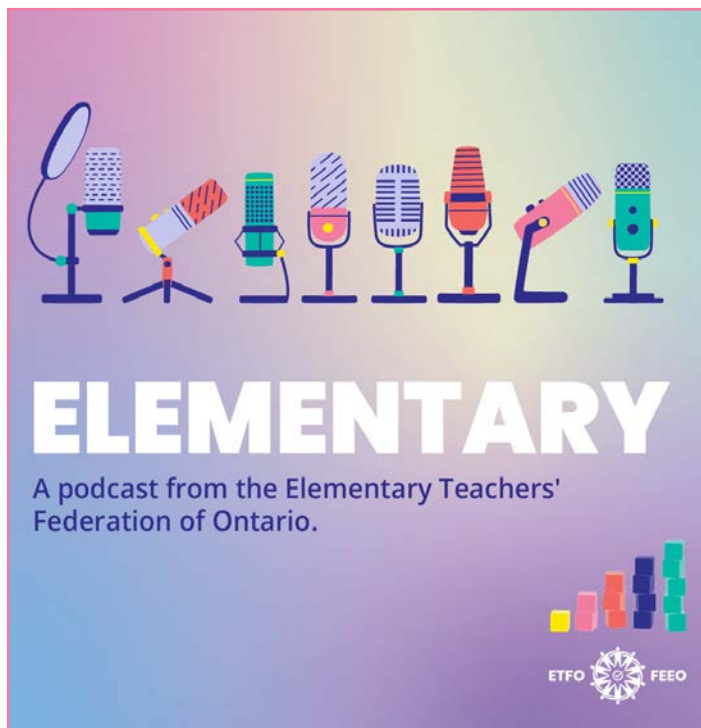
ETFO Disability Issues Resource

A resource about disability issues in Canada is in development, with an anticipated release during the 2026-27 school year. Topics include the history of disability rights in Canada, key legislation, understanding ableism, disability justice, and tips for building an inclusive union. The resource will also include student-friendly strategies to integrate disability issues within learning communities.

Elementary Podcasts

During the year, Equity and Women's Services partnered with Communications and Political Action Services on ETFO's *Elementary* podcast. Episodes featured in the podcast this year included:

- Systemic change and Black mental health with Crystal Garvey
- Artificial intelligence and climate justice
- Joe Pitawanakwat on teaching and learning about Indigenous plants and their uses in Anishnaabek traditional medicine



International Day of Pink

April 8 marked the Day of Pink, a day to take action on bullying, homophobia, and transphobia. This year, the theme was "Solidarity in Every Shade," honouring the brave actions of those who have fought and continue to fight for safer and more inclusive communities. While the International Day of Pink only happens once a year, it is important to support 2SLGBTQ+ students all year long. Resources were shared to support this essential work. This year ETFO sold a record-setting 550 shirts!



International Women's Day

ETFO marked International Women's Day on March 8 by drawing attention to the gendered impacts of the affordability crisis on women's economic security, autonomy, and rights. This year's theme was "Advancing Change Together," which reminds us that when we work in solidarity, change can happen in our schools, communities, and at the polls. This year, ETFO created popular T-shirts and toques that were available to members through shopETFO.

Jewish Canadian Heritage Month – Henaynu: Here We Are

During Jewish Canadian Heritage Month, we celebrated the vibrant contributions of Jewish Canadians to our country's cultural, social, and community life, with a special focus on social justice and activism within their respective fields. Across generations, Jewish Canadians have helped shape and enrich Canada's story through

leadership and advocacy. The theme of this year's poster, Henaynu, which means "here we are," goes beyond pointing out one's physical presence; it is an actionable response when tasked with something important and meaningful. This year's poster artwork, by Toronto artist Rosette Sund, honoured a lasting presence, woven into the fabric of Canada's past, present, and future.

Navigating Menopause Resource

Navigating menopause requires access to evidence-based information so that women and gender-diverse members can self-advocate and access appropriate care. This resource, currently in development, is intended to support members with knowledge, strategies to challenge stigma, and supports during this major life transition. An intersectional, feminist lens is integrated throughout the resource to raise awareness of women's health inequities.

Perinatal Mood and Anxiety Disorders brochure

Professional Relations Services staff developed a new brochure, *You're Not Alone: Mental Health in Pregnancy and Postpartum*, to support members experiencing Perinatal Mood and Anxiety Disorders (PMAD). The resource provides clear information about PMAD, outlining symptoms and risk factors, addressing common misconceptions, and highlighting the importance of early intervention. It also includes guidance on accessing appropriate care, considerations for colleagues, and information about how the union can support members returning from pregnancy or parental leave. Based on clinical evidence and informed by member experiences, the brochure is designed to enhance awareness and direct members who are experiencing PMADs to practical, reliable supports and resources.

Race Matters: The Early Years

This new classroom resource will be released in the 2026-27 school year to support educators in addressing race, racism, and anti-Black racism with children in the early years, with a focus on Kindergarten. Children begin to recognize racial differences and develop biases that confirm racial preferences and attitudes early in life. As educators, we have the power to engage in meaningful discussions, learning experiences, and strategies that will foster spaces of belonging and engagement. The resource invites educators to reflect on how to embed conversations about race in everyday practice and create positive understandings with young learners.

Responsibility and Reciprocity: Learning from the Natural World

Responsibility and Reciprocity: Learning from the Natural World supports Kindergarten to grade 3 educators in embedding First Nations, Métis, and Inuit worldviews into teaching practice through learning from the natural world. This early years resource is organized around picture books by Indigenous authors, with each text serving as a spark for related classroom and outdoor activities. It encourages educators to extend learning beyond classroom walls through community walks, outdoor exploration, and nature journaling, helping students deepen their understanding of and relationship with the natural world. It includes activities that are student-led, guided, and educator-directed. This resource invites educators and students to connect to their surroundings and recognize their shared responsibility to care for the land and water. It will be released in fall 2026.

Teaching Visual Art In a Good Way

Teaching Visual Art In a Good Way was developed in response to member requests from Kindergarten to grade 8 educators seeking guidance on approaches to teaching visual arts in ways that are respectful to First Nations, Métis, and Inuit artists and communities. The resource encourages a shift away from replicating art and toward learning from the ideas, stories, and perspectives of Indigenous art. It highlights best practices such as using artist statements and properly crediting sources. Each division is supported with a lesson plan that explores different art forms such as painting, photography, or sculpture while connecting them to the elements and principles of design, with links to broader curricular areas such as social studies, language, and science. With a focus on Indigenous artists in Ontario, this resource helps educators approach visual arts with care, respect, and a deeper sense of responsibility. This resource will be released in fall 2026.

Women's History Month poster (French) – Les Femmes en Politique

Each October, Women's History Month is recognized in Canada. This month highlights the past and present contributions of Canadian women and serves as a reminder of our continued work towards equality and social justice for all. This year's poster and curriculum companion, dedicated to trailblazing women in politics, was distributed to all ETFO work sites across the province via the stewards' mailing.

PROVINCIAL PROGRAMS & CONFERENCES

...and still we rise: Act III

The third act of ETFO's signature Women's Program concluded at the Westin Harbour Castle in Toronto on November 24-26, 2025, with over 325 women attending. Many members who attended acts I and II invited other members to join, with about 50 new participants attending Act III. The focus of the conference was furthering classroom, school, and community engagement in politics. Over 20 workshops were presented by members (17 members from various locals), staff, and external organizations. The conference began with a group dance session led by ZahraMoves, followed by a panel discussion with four women members who spoke about how they've been spurred on to greater political engagement. Keynote speakers at the conference included Lisa Boate from Liberated Menopause, Inuit singer and songwriter Elisapie, and journalist Ginella Massa. Members also enjoyed an evening of crafting, trivia, and karaoke.



Affirming, Connecting, and Thriving (ACT) Together – Program for Non-Binary Members

This inaugural program offered dedicated, ongoing support and programming for ETFO members who identify as non-binary. Members explored opportunities for connection and building community. A speaker from The Get REAL Movement connected with members through a presentation entitled *Empower & Seen: Thriving as Gender Diverse Educators*. ETFO staff presented two workshops: one on public speaking and another on the basics of running an effective meeting using Robert's Rules of Order.

Code Black Leadership Program: Part 2

In Part 2, a new two-day session held in February, members gained a deeper understanding of the union, identified personal assets and leadership skills, and examined leadership opportunities within ETFO locally and provincially. Past Code Black participants shared their leadership journeys and keynote speaker Melissa Taylor spoke to the importance of self-care and the psychological impact of burnout.

Collective Bargaining and the Dreams Delayed Report

EWS and CB staff co-presented a keynote address at this year's Collective Bargaining Conference. Highlighted topics included a brief history of studies on anti-Black racism in Ontario, the development of the OHRC's *Dreams Delayed* report, and how this issue intersects with the anti-oppressive framework. Staff then provided a history of the impact equity has had on collective bargaining, which was used to contextualize the importance of embedding the recommendations from the report into local practices.

Collective Bargaining Conference for Members of Designated Groups

The goal of this new two-day, entry-level conference is to encourage members from designated groups to become more active in local collective bargaining and to explore what leadership roles may be available to them at their work sites or in their locals. During this inaugural year, participants explored central and local bargaining processes, challenges, and opportunities that can arise when pursuing leadership within collective bargaining. Bargaining for social justice and gains that the labour movement and, more specifically, ETFO, has made for public education were also discussed.



Empower Mentorship Program for Black Members

This new multi-year mentorship program is designed to build capacity and increase the representation of Black members in leadership positions locally, provincially, and in the broader labour movement. A two-day training session for mentors was hosted in June, focused on understanding ETFO's structure and leadership pathways, understanding the role of a mentor, skill development and effective communication strategies for mentors, anti-oppressive leadership and the importance of equity, and creating a culture for mentorship. A call for mentees will occur in the 2026-27 school year. Empower mentees are provided opportunities to learn about a variety of leadership opportunities at ETFO local and/or provincial levels as they further develop their skills.

Gearing Up (WP)

This new Women's Program for members in their first five years offers an orientation on ETFO. Representing various locals, 20 members attended the two-day session in April to learn more about the union's purpose, objectives, governance structures, membership services, and their workplace rights. Acknowledging the structural barriers and forms of oppression present in workplaces and the union, this conference embeds ETFO's anti-oppressive framework in sessions and is dedicated to educating and empowering racialized women members and those who self-identify with equity-deserving groups.

Growing Leadership (WP)

On November 11 and 12, women members from designated groups participated in this year's Growing Leadership program. Members deepened their understanding of leadership through an intersectional feminist framework and explored a variety of leadership styles, leadership identity mapping, and gained a deeper understanding of the professional learning leadership pathways available at ETFO through writing, facilitating, and advocacy work.

Leadership Forum for Black Women Members (WP): Part 2

A second two-day session was added to this program centred on leadership development for members who are committed to increasing their participation and activism within ETFO and/or seeking election to their local or provincial ETFO executive. Attendees heard from Crystal Garvey, executive board member and equity vice-president at OPSEU, and an executive producer of the award-winning documentary *Silent Voices*.

Mapping the Way: The Nuts'n Bolts in Addressing Anti-Black Racism

ETFO was excited to offer this new one-day program for local leaders who are seeking to address anti-Black racism within their local and/or organize a community event on issues that are impacting education and the Black community. Tana Turner from Turner Consulting

Group and Nikki Kazemzadeh, an organizer from Waterloo, were outside presenters. Topics such as how to engage Black members, action plans versus equity audits, discussion on *Dreams Delayed*, and how EWS can support were included in the program. Participants were also provided with time to hear from other locals about what work has been done and allowed time to plan their next steps.

Native Language Gathering (New Format)

Eight Native language teachers participated in this newly formatted program in November. Highlights include a presentation from Jasmine Rice on Indigenous language frameworks and exploring revitalization versus reclamation, and a powerful talk on the importance of language by a member who shared her own story and resources rooted in songs. Members explored ideas and resources and stayed connected through five virtual check-ins and a second in-person session in June.



Raising Your Voice (WP)

This new one-day conference held in February focused on challenging the barriers of sexism and amplifying women's voices in both private and public spaces. Participants learned how sexism appears in workplaces and public dialogue. They discussed the impact of intersecting identities like race, sexuality, and ability, and practised strategies to assert their voices. Guest speaker Jill Andrew set the stage for the day by sharing her powerful experiences of misogyny and ableism in both her private and public life.

Supporting 2SLGBTQ+ ETFO Members

Professional Relations Services staff co-presented a new workshop with Collective Bargaining staff at the 2026 Collective Bargaining Conference on supporting 2SLGBTQ+ members. Highlighted topics included collective agreement language considerations, *Human Rights Code* protections, and the Ontario Human Rights Commission's competing human rights framework.

Supporting English Language Learners workshops

These workshops, designed to help members create equitable programs and learning tasks for linguistically diverse students, were offered in eight locals. The sessions are aligned with ETFO's professional learning posters that share culturally responsive practices for multilingual learners (MLLs) in the classroom. The posters are available through members.etfo.ca and cover topics including translanguaging, collaboration and co-teaching, and program adaptations.

Workshop options included:

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

Understanding Human Rights Investigations for Local Leaders

This one-day program for released local leaders led by PRS staff was held on April 17 at the ETFO provincial office. It provided training for local released leaders who directly support members involved in human rights investigations. This year's program included workshops focused on trauma-informed representation and externally referred, board level, human rights investigations. Of unique interest, participants had the opportunity to "check out" resources from a "human library" including a human rights lawyer and a psychologist.

Work and Women's Health (WP)

A new program for 2025-26, Work and Women's Health was held on February 12 with 59 members taking part. This event aimed to address the gendered dimensions of workload and stress in the education sector. Attendees heard about being a woman in politics from keynote speaker Laura Mae Lindo and learned self-care basics that included setting appropriate boundaries. The

emerging application of occupational health and safety law to psychosocial hazards and workers' compensation was examined, and participants developed and discussed strategies to challenge inequity and advocate for systemic change.



Workers Health and Safety Centre Level 1 Labour Activist Training for Designated Groups

For the first time this year, WHSC Level 1 training was offered as a program specifically for members of designated groups. The intensive training in occupational health and safety, which builds knowledge and skills for ongoing advocacy, created the opportunity to address the under-representation of equity-deserving populations in health and safety. During the program, held June 1 to 5 with 15 participants, WHSC content was supplemented with examples of how health and safety in the workplace intersects with identity.

LOCAL EWS WORKSHOPS

ETFO offers a selection of equity-related workshops that locals can host for their members throughout the year. Incentive funding is available on a first-come, first-served basis for up to 20 locals, to a maximum of \$300 per local.

Busting Myths and Misconceptions About Indigenous Peoples

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

Combatting Antisemitism in Ontario Learning Communities

Antisemitism is on the rise in Canada. Using ETFO's anti-oppressive framework, this workshop helps educators better understand and identify antisemitism within an Ontario school context and develop strategies to challenge and prevent it in their learning communities.

Disrupting and Challenging Islamophobia

This workshop (formerly Islamophobia Affects All Our Students) was completely revised in 2025. Participants critically examine biases about Islam, gain understanding of historical and contemporary forms of Islamophobia, and identify strategies to address Islamophobia at the individual, classroom, and school levels.

Indigenous Community Engagement

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

Why Poverty?

After dropping due to government financial supports during the pandemic, child poverty rates have once again begun to rise, despite a national commitment to reduce poverty by 2030. This updated workshop examines poverty issues and their impact on learning communities, the many ways issues related to poverty can inform and affect teaching practice, and the concept of becoming active in addressing poverty in the community. Individual and group discussions, exploration of relevant case studies, and resources to support teaching practice are all features.

EQUITY AND WOMEN'S PROGRAMS & RESOURCES

RESOURCES FOR STUDENTS, MEMBERS, AND COMMUNITIES

Addressing Anti-Asian Racism: A Resource for Educators

This [resource](#), developed in partnership by ETFO and the Toronto District School Board in 2020, was the first of its kind in Canada. It was created 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.



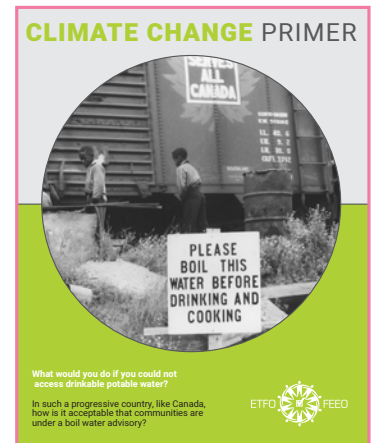
components of AOF for implementation, key questions, scenarios, and strategies to put this framework into action in union and school/community spaces.

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

Climate Change Primer

As part of ETFO's ongoing efforts to advance 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 primer includes terminology, case studies, acknowledgment of change makers, and resources for educators to build their knowledge and understanding to inform their instructional practices. It is available for download from the [Classroom Resources section](#) on [members.etfo.ca](#).



Faculty of Education Equity Workshops

Through Equity and Women's Services, ETFO offers a range of equity workshops to faculties of education for teacher candidates. This year the following options were available upon request:

- Addressing Poverty Issues in Elementary Schools
- Culturally Relevant & Responsive Teaching and Assessment Practices
- Cultural Appropriation vs. Appreciation
- Everyone is Able

- Exploring an Anti-Oppressive Framework
- Learning While Black: Addressing Anti-Black Racism in Education

In 2025-26, the Learning While Black workshop was presented to almost 400 teacher candidates at the University of Ottawa. Approximately 120 teacher candidates engaged in the Culturally Relevant & Responsive Teaching and Assessment Practices workshop at Queen's University.

Indigenous Resources

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

Les HisNoires: Black-Canadian Curriculum Resource

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.

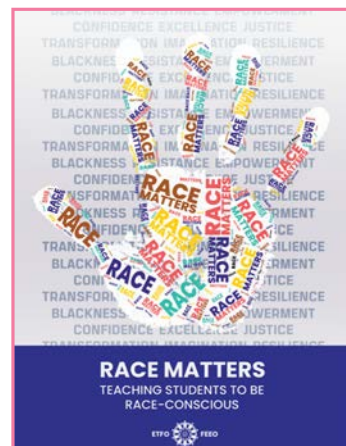
Make the Season Kind – CBC School Challenge

As part of the CBC's annual Make the Season Kind campaign, ETFO partnered with the Daily Bread Food Bank, Feed Ontario, and food banks across the province on the second annual CBC School Challenge.

This engaging program sparked meaningful conversations about social justice, poverty, and food access, and empowered students to think critically and creatively about real-world issues. Students gained valuable knowledge and had the chance to earn recognition for their hard work, with the CBC acknowledging three outstanding submissions per division.

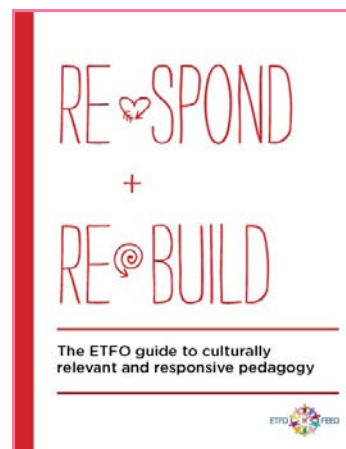
Race Matters: Teaching Students to be Race-Conscious

This curriculum resource examines race, racism, and anti-Black racism through age-appropriate content for Primary, Junior, and Intermediate learners. The resource's lessons are designed to provoke critical thinking, meaningful dialogue, and address anti-Black racism. *Race Matters* utilizes an anti-oppressive lens and draws from anti-racist pedagogical practices.



Respond and Rebuild: Culturally Relevant and Responsive Pedagogy

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. 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](#) that lists resources educators can use when working with gender-independent children and transgender youth/adults. The document, available under the [Social Justice tab at etfo.ca](#), lists organizations, resources, and links to school board gender-expression and gender-identity policies.

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



This resource was developed to help educators and learners critically examine issues of intersectional feminism, specifically related to gender equity and anti-racism. The lessons encourage all participants to work together to understand and respond to an ever-changing and unpredictable

world in which the outcomes, opportunities, and rights of girls and women continue to be challenged because of systemic oppression. A teacher guide, glossary, posters, and lesson plans for Primary, Junior, and Intermediate classrooms are available for free download from the Classroom Resources section on members.etfo.ca.

The Women's Equality Project

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

Anti-Oppressive Framework Training (regional, GP, and WP)

Multiple sessions of ETFO's Anti-Oppressive Framework Training were offered this year, with 30 members taking part in each of the two general program (GP) sessions and Women's Program sessions held at the provincial office. This year, for the first time, ETFO hosted two regional conferences including one in Ottawa and one in Thunder Bay. During each two-day training, staff from different service areas presented sessions on 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 Parliamentarian Training. In addition, members of ETFO's Selection Committee and Professional Relations and Discipline Committee must attend a two-hour session.

Transgender Day of Remembrance

Each year, ETFO recognizes the International Transgender Day of Remembrance (TDOR), which is observed on November 20. It is a day to remember transgender people, gender non-conforming individuals, and those perceived to be transgender who have been murdered because of hate. The theme for 2025 was "Mourning Yesterday to Safeguard Tomorrow," which addresses the significance of how we can use the hurt of the past to prevent the future repeating itself. A link to a resource on how educators can interrupt anti-2SLGBTQ+ (micro)aggressions was shared among the membership.



2SLGBTQ+ Online Resources

This web page, available on the public-facing website, was updated throughout the year. It features a bank of resources and websites curated by ETFO members to assist with 2SLGBTQ+ education, teaching, learning, and support. We encourage all members to use the page, found under the Social Justice tab on etfo.ca, to find sites that can help support learners and develop pedagogical awareness and practice.



Code Black Leadership Program: Part 1

The popular Code Black leadership program was expanded to a two-part conference this year. During Part 1, members attended sessions that covered topics such as Your Union and You, leadership, and actionable next steps. Keynote speakers covered topics that addressed the various pathways to leadership opportunities within the union and education sector. Sessions also included discussions on Black mental health and a panel discussion with former Code Black participants.

First Steps: Observer Training for Annual Meeting

For Annual Meeting 2025, 10 ETFO members who self-identified within ETFO's designated groups were selected to observe one of the Federation's most important democratic processes. The members learned about Robert's Rules of Order and ETFO Annual Meeting operating procedures, and participated in new delegate training, the Annual Meeting dinner (seated with honorary life members), and frequent sessions with staff to review and debrief on the day's events. A highlight was a session in which four alumni from the previous year's program provided reflections and discussed next steps with the participants.

Leaders for Tomorrow (WP)

This is an intensive, year-long leadership development opportunity for women members who self-identify as racialized; First Nations, Métis, and Inuit; members with a disability; and/or 2SLGBTQ+. The program includes various workshops and experiences related to leadership roles within ETFO locally and provincially. This year, 20 women from designated groups were involved in several activities: having courageous conversations, developing an anti-oppressive framework, learning about Indigenous ways of knowing, being an ally, writing speeches, disrupting microaggressions, and chairing meetings. Participants also had the opportunity to observe the May Representative Council to see ETFO's governance first-hand. They were joined by a panel of past L4T participants who spoke about their own leadership journeys, and had a chance to meet with service area representatives to talk about various ways the union works to support members and other leadership pathways.



Leadership Forum for Black Women Members (WP): Part 1

The program was developed to support the engagement and leadership of Black women members in the union and was expanded to a two-session conference this year.

Part 1 focused on identifying and expanding the 22 participants' leadership skills and developing a collective stance in anti-oppression using feminist frameworks to increase participation in ETFO. Highlights included presentations that focused on misogynoir trauma, leadership styles and opportunities within ETFO, and hearing from former MPP Jill Andrew about her lived experiences and leadership journey.



Leadership Symposium for First Nations, Métis, and Inuit Women

The theme of this year's symposium was "Leading with Balance." Over two days in March, 24 women gathered for inspiration, learning, and connection. The symposium featured traditional teachings with Judy Sackaney on self-care using traditional tools and medicines, and setting spring equinox intentions. Members also learned about collective bargaining, body language, and navigating difficult conversations.

Local Executive Equity Training

During 2025-26, Equity and Women's Services engaged in local executive equity training with seven teacher locals, two occasional teacher locals, and one DECE local, covering topics including different levels of critical equity conversations, anti-oppressive framework capacity building, and action planning at the local level. Locals engaged in deepening their local executives' lenses on allyship, recognizing biases, 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.

Next Steps (WP)

The Next Steps leadership program is open to women members who are also from one or more of ETFO's designated groups. The program, which this year took place on February 24 and 25, provided a space for personal and professional growth that allowed members to self-reflect and network. This year's focus was on transformational conflict resolution.

Social Justice Chair Training – Fall Leadership 2025

Leadership training for social justice chairs provided participants with support for prioritizing the human rights, anti-racist, and equity needs of their committees. Chairs explored the planning and programming of ETFO local workshops such as EWS workshops and workshops for supporting English language learners. Additionally, participants were able to network with other local leaders from across the province.

Status of Women Chairperson Training – Leadership 2025

Local status of women committee chairs came together to plan, reflect, and share best practices. Participants completed a "What's your leadership style?" quiz and discussed how they respond to various leadership approaches. Together, they explored ETFO's Status of Women Resource Guide and learned strategies for member outreach and event planning. The chairs took part in a presentation on Women's History Month and Women's Programs, focusing on women's health and historically underrepresented voices, and had the opportunity to view Indigenous resources and equity workshops that could be brought to their locals. A second training opportunity was offered in May 2026.

Visions Program (WP)

The Visions Program for members from education worker bargaining units was held at the provincial office with 17 DECE members and two ESP members representing 10 different locals. Members learned about ETFO's history, governance, and service areas, and attended additional workshops about collective bargaining and the grievance process, intersectional feminism, and Women's Programs. Several sessions also focused on creating action plans for getting more involved in the local and/or provincial union.

PROVINCIAL WORKSHOPS, CONFERENCES, SYMPOSIUMS, AND PROFESSIONAL LEARNING COMMUNITIES

Advanced Public Speaking Workshop (WP)

While educators engage with students every day, giving a public speech to adults can be a different challenge. This two-day conference was held on May 21 and 22 with 26 participants. They received practical suggestions to overcome anxiousness, improve delivery, motivate audiences to take action, and structure a speech for maximum impact. Each participant received valuable feedback to take their public speaking, writing, and delivery to a new level with confidence.

Anti-Hate Initiative

Held in January, the second annual Anti-Hate Conference examined the prevalence of hate within the Canadian landscape and how these manifestations of hate are affecting learning communities. Participants engaged in discussions about populism, political polarization, disinformation, and the rise of the alt-right, while reaffirming the role of educators in challenging and supporting learners. The afternoon session provided a presentation about healthy masculinities to raise awareness of the manosphere and examine strategies to support students.



Bargaining for Equity and Social Justice (WP)

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

Beyond the Basics (WP)

This four-day women's program conference offered by PRS staff was held in two sessions (December 2025 and March 2026) and provided aspiring 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. Of note, participants engaged in activities that focused on best practices in the areas of medical accommodation, member mediation/conflict resolution, investigations, and managing day-to-day activities in local ETFO offices through a trauma-informed lens.



Building Allyship for Gender Justice

ETFO launched this program in 2024 in partnership with Gender at Work. Members collaborated to break down traditional barriers that lead to gender discrimination in schools and communities and to build their practice as allies in the quest for gender justice. They explored the interlinked dynamics of male privilege, power, voice, and agency, and how these can be harnessed to empower women and strengthen gender equality in education.

Climate Justice Conference – TABS

In February, 45 members gathered for the new Climate Justice Conference, guided by the TABS framework: teach, act, belong, and sustain. Workshops examined environmental racism; Indigenous and youth activism; the power of music, drama, science, and art to support the integration of climate justice into curriculum; and strategies for youth and community mobilization. Keynote speaker Beze Gray, an Indigenous land protector, spoke about their pending court case against the Ford government for rolling back global climate commitments, the impacts of Sarnia's Chemical Valley on the Aamjiwnaang First Nation, and the essential role of youth advocacy. Participants left inspired and motivated to bring this learning into their classrooms and activate students' hopes for a different and more just future.

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

The two-day conference was developed in collaboration with the Toronto Rape Crisis Centre/Multicultural Women Against Rape and White Ribbon and hosted on November 27 and 28. This Women's Program aims to enhance understanding of gender-based violence (GBV) within school communities and support students who have disclosed, while creating trauma-informed and gender-inclusive classrooms.

Disability Issues Conference

This program, which ran December 2 and 3, addressed the themes of advocacy, human rights, and identity-affirming representations of disability. The evening event featured Melanie Marsden from Anishnawbe Health Toronto and Janet Rodriguez from Disability without Poverty sharing their perspectives on collective action towards a barrier-free world for people with disabilities. In the daytime session, members participated in a morning workshop from the Ontario Human Rights Commission about the duty to accommodate disabilities within employment and service delivery, and enjoyed an afternoon program presented by the authors of the book *We Move Together*, dedicated to exploring disability justice in STEAM.



Educating for Social Justice (WP)

In March, 55 women members gathered for this program to build their knowledge of social justice and equity-focused classroom practice. The keynote address by Brock University professor Dolana Mogadime centred on the works of women poets and delved into oral histories where the voices of elders from Black communities are heard, celebrated, and amplified. Workshops provided by ETFO members explored a range of topics, including educating for social justice through identity texts; using ETFO heritage month posters to embed social justice in the classroom; teaching critical literacy through a social justice stance; and art, identity, and belonging in the classroom.

First Nations, Métis, and Inuit (FNMI) Education Symposium

The ETFO First Nations, Métis, and Inuit (FNMI) Education Symposium was held on Saturday, November 29, with 26 members in attendance. The event was called *Truth, Reconciliation, and Action in Education*. The morning keynote, delivered by Sherri Vansickle, an assistant professor in Brock University's faculty of education, emphasized the importance of trauma-informed and culturally sensitive approaches in classrooms. In the afternoon, participants engaged in an interactive activity inspired by David A. Robertson's book *52 Ways to Reconcile*. This session encouraged members to brainstorm and share practical strategies for advancing reconciliation within their schools and communities.



GSA Symposium

This two-day symposium on April 10 and 11 brought together ETFO members to share ideas, build connections, and explore strategies for empowering students involved in Genders and Sexualities Alliances (GSAs) across Ontario. A keynote address was provided by Patricia DeGuire, the chief commissioner of the Ontario Human Rights Commission, who shared tools and strategies for integrating human rights into the classroom and school communities.

Health and Wellness Conference for Men Educators

The Health and Wellness Conference for Men Educators took place on April 24 and 25 with 20 participants. The program provided participants with knowledge and a variety of tools to attend to their own mental health wellness as educators as well as that of the students they teach.

Information Communication Technology (ICT) Conference (WP)

The 2025-26 ICT Conference for Women was held on November 20 and 21 for 84 members. This year's theme centred on artificial intelligence (AI) in education and considered how girls and gender-diverse learners may be impacted by AI. The keynote, *AI, Climate Justice, and the Future of Teaching: Thoughtfully Navigating Complexity*, invited members to step into a critical, courageous conversation about how to engage with AI as ethical, justice-oriented women shaping the next generation. Workshop topics included assessment practices; AI for equity, including differentiated instruction and inclusive learning for multilingual language learners; building media literacy and critical thinking skills; and navigating ethics and digital citizenship. Members also reviewed ETFO's four new members' guides to artificial intelligence.

Intersectional Allyship Conference (WP)

On February 26 and 27, members who self-identify as women had the opportunity to explore the connections between sport, movement, and play through the lens of intersectional allyship. Conference topics included developing tangible strategies for allyship, understanding principles of intersectional equity, linking intersectional feminism to Ministry of Education curriculum, and discussing meaningful action towards change.

Lateral Violence (WP)

Thirty-six members participated in this two-day program on January 28 and 29. Led by Chris Leonard, the workshop's focus was on understanding and addressing lateral violence with colleagues in school communities. Participants learned how to identify harmful behaviours and explored strategies for responding effectively.

Peer Learning for Inclusive Classrooms (WP)

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

Racialized Members Conference

This year's theme was *Arts as Activism: Creators Change the World*, which showcased how various art forms have been and are used to provide joy, resistance, and hope to racialized communities. On November 18 and 19, members participated in sessions led by Yazmeen Kanji, an Indo-Caribbean filmmaker, and Brian Kobiyakawa, whose Japanese Canadian heritage informs his work as a musician.



Social Justice Conference for Male Educators

The Social Justice Conference for Male Educators was held on November 28 and November 29 with 20 members attending. Participants explored how men can show allyship through action in their roles as educators and work to promote social justice and inclusion in the public education system.

Think on Your Feet® (WP)

In this workshop delivered by McLuhan & Davies Communications on October 23 and 24, 31 participants learned how to structure their thoughts to deliver clear, concise messages that make an immediate impact on the listener. Members learned how to present ideas and use techniques when caught off guard or in planned communication, respond to difficult situations and deliver sensitive information on the spot, sell the benefits of ideas or services, answer questions quickly and coherently, and get to the point and be memorable.

Unapologetically Black

This annual two-day program provides a space for members to share, listen, and gain insight into issues related to anti-Black racism.

May 22 was an evening of Black excellence featuring a screening of the powerful documentary *Silent Voices*, which explores the critical issue of mental health within Black communities. The screening was followed by a discussion with the cast and executive producer Crystal Garvey.

On May 23, participants heard from Shana McCalla, founder of Find Ontario Missing Black Boys who talked about the crisis of missing black boys in Ontario and the signs of trafficking. Participants engaged in interactive discussions, workshops, and closing plenary. Anti-Black racism resources that provide professional and personal supports were shared with participants.

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

In November, participants attended the Women's Collective Bargaining Issues 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 bargaining process locally. The theme of this year's conference was "Knowledge is Power – Demystifying Collective Bargaining," and included keynote speaker MaryAnne Laurico, staff regional representative from the Public Service Alliance of Canada. Participants engaged in collective agreement comparison activities, discussed collective bargaining issues facing women today, and received an overview of ETFO's collective bargaining process.

In March, women members who had previously participated in Level 1 were given the 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, engaged in an analysis of women's issues in bargaining, and took part in an intensive bargaining role play.



Women's Health and Safety Conference (WP)

This annual conference, which was held in January this year, explores health and safety issues within a gender-based framework. Participants are encouraged to take on health and safety advocacy and leadership in their locals to apply their knowledge and improve health and safety in their workplace. Forty-five attendees participated in a morning workshop on compassion fatigue in helping professions. Afternoon sessions focused on applying gender and sex to occupational health and safety issues and guarding against psychosocial hazards at work.



Women's Health Conference: Wellness in the Classroom and Beyond

Offered by PRS staff in November 2025, this conference was very well-received, with members deeply engaging in the session on medical gaslighting (when health-care providers dismiss or minimize a patient's symptoms). Participants learned that research shows medical gaslighting disproportionately affects women and other marginalized groups, contributing to misdiagnosis, delayed care, emotional distress, and long-term mistrust in health-care systems. Attendees appreciated the opportunity to learn about this under-recognized issue directly from women conducting research in the field, creating a space for women in science to share evidence-based findings that can inform advocacy and support more equitable care.

Women in Politics Conference (WP)

This program is organized every two years to empower women as agents of change. Whether the task is to support a community campaign, lobby a councillor or member of provincial parliament, or advocate in the workplace, women's voices need to be bold and active. Held on the evening of June 4 and all day on June 5, the program was available to 36 members. Participants were provided with learning opportunities to deepen their understanding of how to build people power, activate political action in the community, and get involved in electoral politics.



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

Workers Health and Safety Centre (WHSC) Level 1 (WP) training is a 30-hour intensive course that deepens participants' understanding of health and safety law, hazards, and principles. It looks at issues from the perspective of workers and labour unions and is designed to develop the skills needed to become health and safety activists. Sixteen women were selected to participate in the program, held on November 2 to 6.

LOCAL EQUITY AND WOMEN'S SERVICES WORKSHOPS

EWS workshops provide equity training to members at the local level in formats that are modified for after-school meetings and professional development day conferences. In 2025-26, 45 equity workshops were requested (as of April). The most requested workshops were Race Matters: Teaching Students to be Race-Conscious; Unlearn. Relearn. How Colonization Impacts Your Practice; Culturally Relevant and Responsive Pedagogy; 2SLGBTQ+ Human Rights Strategies; and 2SLGBTQ+ Awareness in Primary Classrooms.

The following equity workshops developed by EWS were offered this year:

- 2SLGBTQ+ Awareness in Primary Classrooms
- 2SLGBTQ+ Education Timeline
- 2SLGBTQ+ Human Rights Education Strategies
- Affirming the Identities of 2SLGBTQ+ Families in Schools
- Combatting Antisemitism in Ontario Learning Communities
- Culturally Relevant and Responsive Pedagogy
- Disrupting and Challenging Islamophobia
- Name It: Understanding Anti-Black Racism in Ontario Education
- Race and Education: The Water We Swim In
- Race Matters: Teaching Students to be Race-Conscious
- Unlearn. Relearn. How Colonization Impacts Your Classroom
- Why Poverty

ETFO'S DIVERSE MEMBERSHIP



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

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

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

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

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

ETFO keeps these goals in mind in organizing its programs.

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

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

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

Note: We must be cautious working with these figures which 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.

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.



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

An important change to ETFO's Women's Program eligibility:

Delegates to the 2025 ETFO Annual Meeting passed two resolutions expanding the audience for those eligible to participate in ETFO Women's Programs. For the purpose of attendance at ETFO's Women's Programs only, and in accordance with Article X, Section 4, of the ETFO Constitution, women now includes women, cis and trans; two-spirit; and all members of other identities with lived experience as women. Women's Programs are also open to non-binary members of ETFO.

These changes are reflected in the self-identification section in the Events Registration System for ETFO Women's Programs.

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.

The 2025-26 ETFO membership survey shows:

ETFO Membership

- 1%** First Nations
- 0.79%** Métis
- 0.023%** Inuit
- 5%** person with a disability
- 4%** 2SLGBTQ+
- 11%** racialized

Teacher Members

- 1%** First Nations
- 0.82%** Métis
- 0.03%** Inuit
- 5%** person with a disability
- 4%** 2SLGBTQ+
- 15%** racialized

Occasional Teacher (OT) Members

- 0.76%** First Nations
- 0.45%** Métis
- 5%** person with a disability
- 6%** 2SLGBTQ+
- 12%** racialized

No member self-identified as Inuit.

Designated Early Childhood Educator (DECE) Members

- 0.76%** First Nations
- 1%** Métis
- 3%** person with a disability
- 2%** 2SLGBTQ+
- 8%** racialized

No member self-identified as Inuit.

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

- 1%** First Nations
- 7%** Métis
- 5%** person with a disability
- 1%** 2SLGBTQ+
- 1%** racialized

No member self-identified as Inuit.

ETFO Executive

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

ETFO Local Presidents

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

- Three or fewer teacher local presidents self-identified as First Nations, three or fewer self-identified as a person with a disability, three or fewer self-identified as 2SLGBTQ+. Three or fewer self-identified as racialized.
- For OT local presidents, three self-identified as First Nations. Six self-identified as persons with a disability, six self-identified as 2SLGBTQ+, and four identified as racialized.
- For DECE local presidents, three self-identified as racialized.
- For ESP/PSP local presidents, no one self-identified in any category.

ETFO Chief Negotiators

Of the **38** 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.
- Three or fewer OT local chief negotiators self-identified as 2SLGBTQ+ and one or fewer self-identified as persons with a disability.
- Three or fewer ESP/PSP/DECE local chief negotiators self-identified as a member of a racialized group.

Provincial Staff

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

- 3%** self-identified as First Nations, Métis, or Inuit
- 8%** self-identified as persons with a disability
- 12%** self-identified as 2SLGBTQ+
- 41%** self-identified as racialized groups

Of the **60** administration/executive/management staff:

- 7%** self-identified as First Nations, Métis, or Inuit
- 12%** self-identified as persons with a disability
- 17%** self-identified as 2SLGBTQ+
- 28%** self-identified as racialized

Of the **59** support staff:

- 5%** self-identified as persons with a disability
- 7%** self-identified as 2SLGBTQ+
- 54%** self-identified as members of racialized groups

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

ETFO Staff

Overall **80%** of ETFO staff are women
73% of ETFO administration/executive/management are women
86% of ETFO support staff are women

Standing Committees

Self-identification of the **46** members appointed to serve on ETFO standing committees in 2025-26:

- 7%** First Nations
- 7%** Métis
- 4%** Inuit
- 24%** person with a disability
- 20%** 2SLGBTQ+
- 39%** racialized

ETFO PROGRAMS

Summer Academy

July 2 – August 8, 2025
(340 participants)

- 2%** Métis
- 6%** person with a disability
- 5%** 2SLGBTQ+
- 15%** racialized

No member self-identified as First Nations or Inuit.

First Steps Program – 2025 Annual Meeting

August 11–14, 2025 (**4** participants)

- 25%** First Nations
- 25%** 2SLGBTQ+
- 50%** racialized

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

Annual Meeting

August 17–20, 2025
(927 participants)

- 1%** First Nations
- 0.65%** Métis
- 12%** person with a disability
- 10%** 2SLGBTQ+
- 21%** racialized

No member self-identified as Inuit.

Workers Health & Safety Centre Level 1 Labour Activist Training

August 18–22, 2025 (**17** participants)

- 6%** Métis
- 12%** person with a disability
- 18%** 2SLGBTQ+
- 24%** racialized

No member self-identified as First Nations or Inuit.

Local Leaders Virtual Academy

September 16, 2025 – June 16, 2026
(80 participants)

- 1%** First Nations
- 3%** Métis
- 11%** person with a disability
- 8%** 2SLGBTQ+
- 5%** racialized

No member self-identified as Inuit.

Anti-Oppressive Framework (GP/WP)

September 30 – October 1, 2025
(53 participants)

- 4%** Métis
- 13%** person with a disability
- 11%** 2SLGBTQ+
- 25%** racialized

No member self-identified as First Nations or Inuit.

Women in Action Facilitator Training (WP)

October 1, 2025 (**16** participants)

6% First Nations
6% Métis
25% person with a disability
19% 2SLGBTQ+
25% racialized

No members self-identified as Inuit.

Curriculum Conference (GP)

October 3–4, 2025 (**64** participants)

13% person with a disability
17% 2SLGBTQ+
16% racialized

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

Building Allyship for Gender Justice (GP), Session 1

October 7–8, 2025 (**20** participants)

30% 2SLGBTQ+
25% racialized

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

Peer Learning for Inclusive Classrooms (WP), Session 1

October 7–8, 2025 (**18** participants)

11% First Nations
6% person with a disability
22% 2SLGBTQ+
11% racialized

No member self-identified as Métis or Inuit.

Visions New Member Leadership Training (WP), Session 1

October 7–8, 2025 (**20** participants)

10% person with a disability
20% 2SLGBTQ+
30% racialized
No member self-identified as First Nations, Métis, or Inuit.

Women in Action III (WP), Session 2

October 15–16, 2025
(**16** participants)

6% person with a disability
31% racialized
No member self-identified as First Nations, Métis, Inuit, or 2SLGBTQ+.

Leadership Training

October 16–17, 2025
(**418** participants)

0.72% First Nations
0.72% Métis
12% person with a disability
13% 2SLGBTQ+
13% racialized
No member self-identified as Inuit.

Indigenous Women's Mentorship Program (WP), Session 1

October 23–24, 2025
(**15** participants)

80% First Nations
27% Métis
7% person with a disability
20% 2SLGBTQ+
No member self-identified as Inuit or racialized.

Think On Your Feet (WP)

October 23–24, 2025
(**32** participants)

13% person with a disability
6% 2SLGBTQ+
53% racialized
No member self-identified as First Nations, Métis, or Inuit.

Representative Council October 2025

October 29–30, 2025
(**152** participants)

2% First Nations
1% Métis
11% person with a disability
13% 2SLGBTQ+
8% racialized
No member self-identified as Inuit.

Facing Management: It's Everyone's Collective Agreement

November 1, 2025 (**35** participants)

3% First Nations
20% person with a disability
11% 2SLGBTQ+
20% racialized
No member self-identified as Métis or Inuit.

Workers Health & Safety Centre Level 1 Labour Activist Training for Women (WP)

November 3–7, 2025
(**16** participants)

38% person with a disability
6% 2SLGBTQ+
25% racialized
No member self-identified as First Nations, Métis, or Inuit.

Union School, Session 1

November 4–6, 2025
(31 participants)

3% First Nations
3% Métis
13% person with a disability
10% 2SLGBTQ+
26% racialized

No member self-identified as Inuit.

ETFO Treasurers' Resources and Training

November 4–5, 2025
(12 participants)

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

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

Women's Health Conference (WP)

November 6–7, 2025
(70 participants)

1% First Nations
3% Métis
13% person with a disability
7% 2SLGBTQ+
21% racialized

No member self-identified as Inuit.

An Ounce of Prevention: Kindergarten Conference

November 7–8, 2025
(31 participants)

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

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

Professional Learning Leadership (Growing Leadership) (WP)

November 11–12, 2025
(15 participants)

7% First Nations
7% Métis
7% person with a disability
20% 2SLGBTQ+
53% racialized

No member self-identified as Inuit.

Code Black: Leaders with Purpose and Conviction, Part 1

November 12–13, 2025
(24 participants)

8% person with a disability
4% 2SLGBTQ+
96% racialized

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

Indigenous Language Gathering, Session 1

November 13–14, 2025
(8 participants)

100% First Nations
13% person with a disability
13% 2SLGBTQ+
13% racialized

No member self-identified as Métis or Inuit.

Labour Council Conference

November 14–15, 2025
(33 participants)

18% person with a disability
21% 2SLGBTQ+
24% racialized

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

Racialized Members Conference

November 18–19, 2025
(33 participants)

18% person with a disability
15% 2SLGBTQ+
100% racialized

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

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

November 18–19, 2025
(37 participants)

3% Métis
14% person with a disability
16% 2SLGBTQ+
14% racialized

No member self-identified as First Nations or Inuit.

Information and Communication Technology Conference for Women (WP)

November 20–21, 2025
(73 participants)

1% First Nations
5% person with a disability
3% 2SLGBTQ+
19% racialized

No member self-identified as Métis, or Inuit.

ETFO Provincial Health and Safety Conference

November 24–25, 2025
(72 participants)

1% Métis
3% person with a disability
6% 2SLGBTQ+
4% racialized

No member self-identified as First Nations or Inuit.

First Nations, Métis & Inuit Education Symposium

November 29, 2025
(24 participants)

8% First Nations
8% Métis
13% person with a disability
17% 2SLGBTQ+
21% racialized

No member self-identified as Inuit.

Anti-Oppressive Framework Training (GP) – Ottawa Regional

December 4–5, 2025
(25 participants)

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

No member self-identified as Métis or Inuit.

...and still we rise (Act III)

November 24–26, 2025
(316 participants)

3% First Nations
1% Métis
10% person with a disability
8% 2SLGBTQ+
21% racialized

No member self-identified as Inuit.

Disability Issues (WP)

December 2–3, 2025
(25 participants)

36% person with a disability
4% 2SLGBTQ+
20% racialized

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

Beyond the Basics: Professional Relations and Leadership Training (WP), Session 1

December 4–5, 2025
(25 participants)

16% person with a disability
16% 2SLGBTQ+
36% racialized

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

Conscious Classrooms: Examining the Effects of Gender-Based Violence (WP)

November 27–28, 2025
(14 participants)

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

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

Leaders for Tomorrow (WP), Session 1

December 3–5, 2025
(20 participants)

5% Métis
25% person with a disability
20% 2SLGBTQ+
80% racialized

No member self-identified as First Nations or Inuit.

Consultants & Coordinators Leadership – The LEAD Conference

December 11–12, 2025
(23 participants)

4% First Nations
4% Métis
13% person with a disability
4% 2SLGBTQ+
35% racialized

No member self-identified as Inuit.

Social Justice & Equity for Male Educators

November 28–29, 2025
(21 participants)

5% First Nations
24% person with a disability
38% 2SLGBTQ+
29% racialized

No member self-identified as Métis or Inuit.

Special Meeting of Presidents and Chief Negotiators – December 2025

December 3, 2025
(127 participants)

2% First Nations
9% person with a disability
7% 2SLGBTQ+
8% racialized

No member self-identified as Métis or Inuit.

Bargaining for Equity and Social Justice (WP)

January 13–14, 2026
(40 participants)

3% Métis
10% person with a disability
15% 2SLGBTQ+
33% racialized

No member self-identified as First Nations or Inuit.

Leadership Forum for Black Women (WP), Part 2

January 15–16, 2026
(16 participants)

13% person with a disability
6% 2SLGBTQ+
100% racialized

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

Introduction to Collective Bargaining

January 17, 2026
(24 participants)

4% First Nations
17% person with a disability
17% 2SLGBTQ+
21% racialized

No member self-identified as Métis or Inuit.

Anti-Hate Initiative

January 17, 2026
(18 participants)

17% 2SLGBTQ+
33% racialized

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

Lateral Violence Training (WP)

January 27–28, 2026
(35 participants)

9% First Nations
6% Métis
11% person with a disability
11% 2SLGBTQ+
17% racialized

No member self-identified as Inuit.

New Presidents' Training

January 28–30, 2026
(26 participants)

4% First Nations
12% person with a disability
4% 2SLGBTQ+
19% racialized

No member self-identified as Métis or Inuit.

Health & Safety Training (WP)

January 30, 2026
(45 participants)

22% person with a disability
9% 2SLGBTQ+
13% racialized

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

Union School, Session 2 (at Representative Council)

February 4–6, 2026
(31 participants)

3% First Nations
3% Métis
16% person with a disability
10% 2SLGBTQ+
26% racialized

No member self-identified as Inuit.

Representative Council - February 2026

February 4–5, 2026
(148 participants)

1% First Nations
1% Métis
12% person with a disability
8% 2SLGBTQ+
9% racialized

No member self-identified as Inuit.

Raising Your Voice (WP)

February 10, 2026
(34 participants)

3% Métis
18% person with a disability
9% 2SLGBTQ+
6% racialized

No member self-identified as First Nations or Inuit.

Affirming, Connecting, and Thriving Together, Session 2

February 12, 2026
(11 participants)

100% 2SLGBTQ+
No member self-identified as First Nations, Métis, Inuit, person with a disability, or racialized.

Work & Women's Health (WP)

February 12, 2026
(57 participants)

2% Métis
12% person with a disability
9% 2SLGBTQ+
12% racialized

No member self-identified as First Nations or Inuit.

Political Action Conference (PAC)

February 18–19, 2026
(100 participants)

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

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

Presenter's Palette

February 19–20, 2026
(19 participants)

5% Métis
11% person with a disability
11% 2SLGBTQ+
21% racialized

No member self-identified as First Nations or Inuit.

Code Black: Leaders with Purpose and Conviction, Part 2

February 24–25, 2026
(20 participants)

20% person with a disability
10% 2SLGBTQ+
100% racialized

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

Leaders for Tomorrow (WP), Session 2

February 24–26, 2026
(19 participants)

5% Métis
21% person with a disability
21% 2SLGBTQ+
79% racialized

No member self-identified as First Nations or Inuit.

Next Steps: Leadership Training (WP)

February 24–25, 2026
(19 participants)

37% person with a disability
26% 2SLGBTQ+
53% racialized

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

Intersectionalities and Allyship (WP)

February 26–27, 2026
(36 participants)

3% First Nations
3% Métis
19% person with a disability
8% 2SLGBTQ+
14% racialized

No member self-identified as Inuit.

Mapping the Way: The Nuts 'n' Bolts of Addressing Anti-Black Racism

February 27, 2026
(20 participants)

5% person with a disability
20% 2SLGBTQ+
15% racialized

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

Climate Action Conference

February 27–28, 2026
(41 participants)

2% First Nations
5% Métis
7% person with a disability
15% 2SLGBTQ+
15% racialized

No member self-identified as Inuit.

Educating for Social Justice (WP)

March 5–6, 2026
(54 participants)

4% First Nations
2% Métis
22% person with a disability
15% 2SLGBTQ+
30% racialized

No member self-identified as Inuit.

Health & Safety Special Topics (Resisting Resilience)

March 6–7, 2026
(39 participants)

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

No member self-identified as First Nations or Inuit.

Beyond the Basics: Professional Relations and Leadership Training (WP), Session 2

March 24–25, 2026
(25 participants)

8% person with a disability
8% 2SLGBTQ+
36% racialized

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

Annual Leadership Symposium for First Nations, Métis, and Inuit Women: Leading with Balance

March 24–25, 2026
(19 participants)

84% First Nations
16% Métis
11% person with a disability
11% 2SLGBTQ+

No member self-identified as Inuit or racialized.

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

March 26–27, 2026
(29 participants)

10% person with a disability
17% 2SLGBTQ+
34% racialized

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

Collective Bargaining Conference

April 8, 2026
(278 participants)

2% First Nations
1% Métis
11% person with a disability
10% 2SLGBTQ+
8% racialized

No member self-identified as Inuit.

GSA Symposium

April 10-11, 2026
(23 participants)

22% person with a disability
57% 2SLGBTQ+
17% racialized

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

Anti-Oppressive Framework Training (GP) – Thunder Bay Regional

April 15-16, 2026
(13 participants)

8% First Nations
8% person with a disability
8% 2SLGBTQ+

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

Leadership Program for Black Women Members (WP)

April 15-16, 2026
(22 participants)

5% person with a disability
100% racialized

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

Gearing Up! New Member Orientation Conference (WP)

April 15-16, 2026
(20 participants)

25% person with a disability
10% 2SLGBTQ+
50% racialized

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

Understanding Human Rights Investigations for Local Leaders

April 17, 2026
(27 participants)

15% person with a disability
11% 2SLGBTQ+
22% racialized

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

An Ounce of Prevention Conference

April 17-18, 2026
(26 participants)

4% Métis
8% person with a disability
19% 2SLGBTQ+
15% racialized

No member self-identified as First Nations or Inuit.

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

April 23, 2026
(99 participants)

1% First Nations
3% Métis
12% person with a disability
7% 2SLGBTQ+
18% racialized

No member self-identified as Inuit.

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

April 23-24, 2026
(43 participants)

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

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

Visions (WP), Session 2

April 23-24, 2026
(18 participants)

6% person with a disability
22% 2SLGBTQ+
33% racialized

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

Health and Wellness for Male Educators

April 24-25, 2026
(16 participants)

13% person with a disability
31% 2SLGBTQ+
6% racialized

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

Anti-Oppressive Framework Training (GP/WP)

April 28-29, 2026
(59 participants)

3% First Nations
2% Métis
19% person with a disability
22% 2SLGBTQ+
24% racialized

No member self-identified as Inuit.

Health & Safety Regional Training (Toronto)

April 30, 2026
(18 participants)

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

No member self-identified as First Nations or Inuit.

Representative Council - May 2026

May 6-7, 2026
(157 participants)

0.64% First Nations
0.64% Métis
12% person with a disability
8% 2SLGBTQ+
8% racialized

No member self-identified as Inuit.

Indigenous Women's Mentorship Program (WP), Session 2

May 21-22, 2026
(12 participants)

75% First Nations
25% Métis
17% person with a disability
25% 2SLGBTQ+

No member self-identified as Inuit or racialized.

Professional Relations and Leadership Training (Expanding Your Knowledge)

April 30 – May 1, 2026
(42 participants)

2% First Nations
14% person with a disability
12% 2SLGBTQ+
10% racialized

No member self-identified as Métis or Inuit.

Leaders for Tomorrow (WP), Session 3

May 6–8, 2026
(19 participants)

5% Métis
21% person with a disability
21% 2SLGBTQ+
74% racialized

No member self-identified as First Nations or Inuit.

Advanced Public Speaking (WP)

May 21–22, 2026
(26 participants)

4% Métis
19% person with a disability
12% 2SLGBTQ+
23% racialized

No member self-identified as First Nations or Inuit.

Union School, Session 3

April 30 – May 1, 2026
(30 participants)

3% First Nations
3% Métis
13% person with a disability
10% 2SLGBTQ+
23% racialized

No member self-identified as Inuit.

Collective Bargaining Conference for Members of Designated Groups

May 12–13, 2026
(26 participants)

8% First Nations
27% person with a disability
15% 2SLGBTQ+
69% racialized

No member self-identified as Métis or Inuit.

Women in Action III

May 21–22, 2026
(16 participants)

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

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

Health & Safety Regional Training (London)

May 5, 2026
(18 participants)

6% Métis
11% person with a disability
17% 2SLGBTQ+
6% racialized

No member self-identified as First Nations or Inuit.

Health & Safety Regional Training (Ottawa)

May 12, 2026
(17 participants)

12% person with a disability
6% 2SLGBTQ+

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

ETFO Treasurers' Resources and Training

May 21–22, 2026
(7 participants)

14% person with a disability
43% 2SLGBTQ+
14% racialized

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

Anti-Black Racism Initiatives (ABR Conference)

May 22–23, 2026
(35 participants)

3% First Nations
17% person with a disability
9% 2SLGBTQ+
74% racialized
No member self-identified as Métis or Inuit.

Status of Women Chairperson Training (WP)

May 26, 2026
(31 participants)

3% Métis
13% person with a disability
10% racialized
No member self-identified as First Nations, Inuit, or 2SLGBTQ+.

Workers Health & Safety Centre, Level 1 – Designated Groups

June 1–5, 2026
(16 participants)

19% person with a disability
31% 2SLGBTQ+
56% racialized
No member self-identified as First Nations, Métis, or Inuit.

Building Allyship for Gender Justice, Session 2

June 2–3, 2026
(18 participants)

6% First Nations
6% person with a disability
39% 2SLGBTQ+
17% racialized
No member self-identified as Métis or Inuit.

Peer Learning for the Inclusive Classroom (WP), Session 2

June 2–3, 2026
(16 participants)

6% First Nations
13% person with a disability
13% racialized
No member self-identified as Métis, Inuit, or 2SLGBTQ+.

Indigenous Language Gathering, Session 2

June 4–5, 2026
(7 participants)

100% First Nations
14% 2SLGBTQ+
No member self-identified as Métis, Inuit, person with a disability, or racialized.

Women in Politics Conference (WP)

June 4–5, 2026
(29 participants)

3% Métis
24% person with a disability
21% 2SLGBTQ+
17% racialized
No member self-identified as First Nations or Inuit.

PL/C Conference for Occasional Teachers: From Handbook to Classroom

June 5–6 2026
(37 participants)

3% person with a disability
11% 2SLGBTQ+
16% racialized
No member self-identified as First Nations, Métis, or Inuit.

Media Training for Local Presidents

June 09, 2026
(12 participants)

8% person with a disability
17% 2SLGBTQ+
25% racialized
No member self-identified as First Nations, Métis, or Inuit.

Empower Mentor Coach Training

June 11–12, 2026
(13 participants)

31% person with a disability
100% racialized
No member self-identified as First Nations, Métis, Inuit, or 2SLGBTQ+.



WOMEN'S PARTICIPATION



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

An important change to ETFO's Women's Program eligibility:

Delegates to the 2025 ETFO Annual Meeting passed two resolutions expanding the audience for those eligible to participate in ETFO women's programs. For the purpose of attendance at ETFO's Women's Programs only, and in accordance with Article X, Section 4, of the ETFO Constitution, women now includes women, cis and trans; two-spirit; and all members of other identities with lived experience as women. Women's Programs are also open to non-binary members of ETFO.

These changes are reflected in the self-identification section in the Events Registration System for ETFO Women's Programs. The following figures show participation rates for 2025-26.

Membership Slightly over 85 per cent of ETFO members in 2025-26 identify as women. This proportion has increased from 80 per cent since ETFO's formation in 1998. 85% teachers 85% OT members 94% ALI/ESP/PSP 98% DECE members	ETFO Chief Negotiators Of the 38 locals for which we have information about chief negotiators, 66 per cent are women: 56% teacher locals 67% OT locals 88% ESP/PSP/DECE locals	ETFO Provincial Executive Nine of the 14 Executive members are women (64 per cent). ETFO Provincial Staff Overall, 82 per cent of ETFO staff are women: 79% administration/executive/management 86% support staff
ETFO Local Presidents Overall, 66 per cent of ETFO local presidents are women: 68% teacher locals 61% OT locals 67% ESP/PSP locals 90% DECE locals	ETFO Local Executive Members 72 per cent of ETFO members who hold local executive positions are women. ETFO Local Executive Release Time For the local executives for whom we have release time information, 80 per cent is used by women.	Annual Meeting, August 2025 (927 delegates and alternates) 67 per cent of members who attended the 2025 Annual Meeting were women. Of those who spoke at Annual Meeting, women represented:

During information sessions

- 62%** of speeches/ presentations
- 79%** of those engaging in general discussion
- 50%** of those responding to questions

During business sessions

- 76%** of those moving or seconding motions
- 66%** of those speaking for or against a motion
- 89%** of those moving or seconding an amendment
- 76%** of those asking questions
- 63%** of those rising on a point of order

Representative Council Meetings 2025-26

62 per cent of members attending the 2025-26 Representative Council meetings were women.

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

During information sessions

- 62%** of speeches/ presentations
- 61%** of those engaging in general discussion
- 63%** of those responding to questions

During business sessions

- 72%** of those moving or seconding motions
- 64%** of those speaking for or against a motion
- 68%** of those moving or seconding an amendment
- 57%** of those asking questions
- 0%** of those rising on a point of order

Committees of Representative Council

Representative Council elected members to five committees at its October 2025 meeting:

- **Steering Committee:** four of five members elected were women (80%)
- **Selection Committee:** four of five members elected were women (80%)
- **Budget Committee:** one of five members elected were women (20%)
- **Education Worker Central Bargaining Advisory Committee:** four of seven members elected were women (57%)

- **Teacher and Occasional Teacher Central Bargaining Advisory Committee (can elect five teacher and five OT members):** seven of 10 members elected were women (70%)
 - **Teacher:** three of five members elected were women (60%)
 - **OT:** three of five members elected were women (60%)

Standing Committees

Of the 126 applications submitted by members to serve on standing committees for 2025-26, 94 (74.60 per cent) were from women.

In 2025-26, 72.72 per cent of the members who served on provincial standing committees were women (120 out of 165).



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

Percentage of members who self-identified as women attending non-WP ETFO events in 2025-26, by program.

2025 Programs

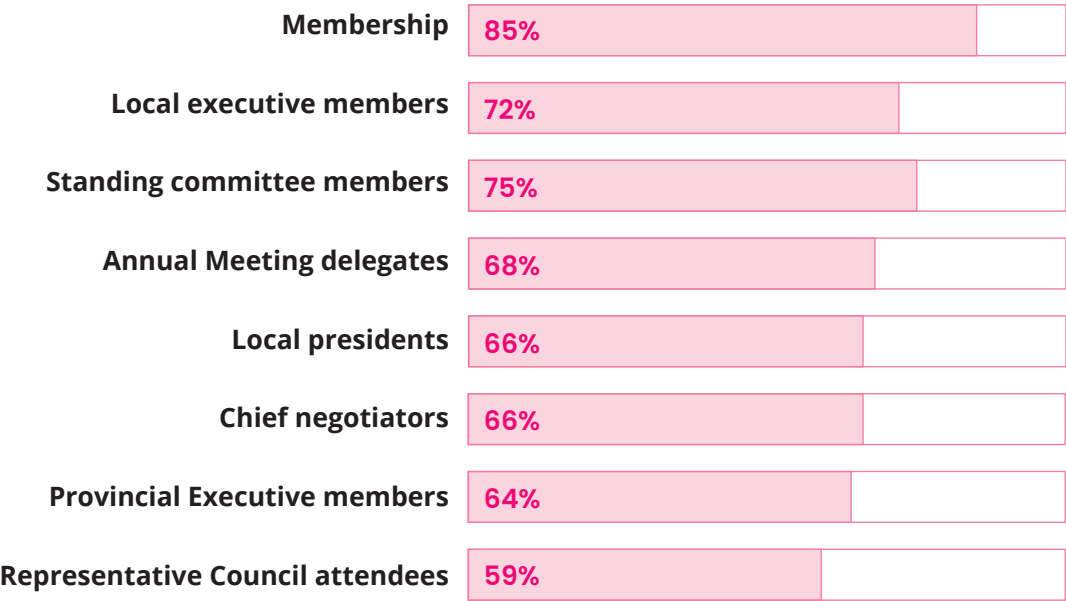
Summer Academy	July 2 to August 7, 2025	55%
First Steps Program – 2025 Annual Meeting	August 11 to 14, 2025	75%
Annual Meeting	August 17, 2025	70%
WHSC Level 1 Labour Activist Training	August 18, 2025	82%
Local Leaders Virtual Academy	September 16, 2025	69%
Anti-Oppressive Framework (GP/WP)	September 30, 2025	75%
Curriculum Conference	October 03, 2025	75%
Building Allyship for Gender Justice, Session 1	October 07, 2025	70%
Leadership Training	October 16, 2025	68%
Representative Council – October 2025	October 29, 2025	61%
Facing Management: It's Everyone's Collective Agreement	November 01, 2025	80%
Union School, Session 1	November 04, 2025	81%
Treasurers' Resources and Training – November	November 04, 2025	58%
An Ounce of Prevention Kindergarten Conference – The Power of Us: Empowering Kindergarten Educators	November 07, 2025	68%
Leadership Program for Black Members (Code Black)	November 12, 2025	71%
Indigenous Language Gathering, Session 1	November 13, 2025	87%
Labour Council Conference	November 14, 2025	64%
Racialized Members Conference	November 18, 2025	64%
ETFO Provincial Health and Safety Conference	November 24, 2025	63%
First Nations, Métis & Inuit Education Symposium	November 29, 2025	67%
Special Meeting of Presidents and Chief Negotiators – December 2025	December 03, 2025	59%
Anti-Oppressive Framework (Regional) GP	December 04, 2025	60%
Consultants & Coordinators Leadership – The LEAD Conference	December 11, 2025	78%

2026 Programs

Anti-Hate Initiative	January 17, 2026	50%
Introduction to Collective Bargaining Conference	January 17, 2026	71%
New Presidents' Training	January 28, 2026	65%
Union School, Session 2 at Rep Council	February 04, 2026	74%
Representative Council – February 2026	February 04, 2026	62%
Political Action Conference (PAC)	February 18, 2026	57%
Presenter's Palette	February 19, 2026	68%
CODE Black. Leaders with Purpose and Conviction – Part 2	February 24, 2026	60%
Mapping the Way: The Nuts 'n' Bolts of Addressing Anti-Black Racism	February 27, 2026	50%
Climate Action Conference	February 27, 2026	59%
H & S Special Topics (Resisting Resilience)	March 06, 2026	67%

ETFO Governance 2025–2026 (Ranked)

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



RACIALIZED MEMBERS' PARTICIPATION



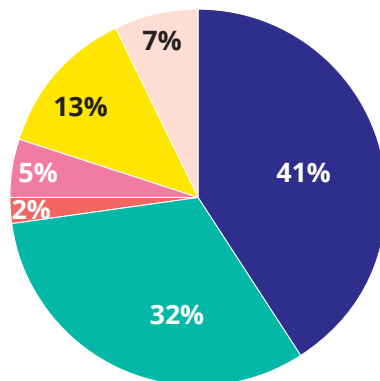
In 2018, ETFO expanded the options for member self-identification to enable racialized members to indicate a more specific identity. The collection of this data began in 2019-20 through the annual member survey and on registration forms for ETFO events and positions.

The information below outlines the percentage of members who identified as racialized and further specified their identity for selected programs in 2025-26. 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.

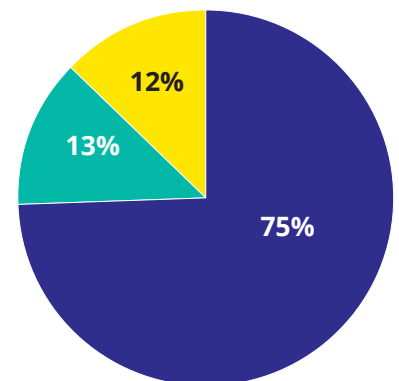
Racial categories:

- 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

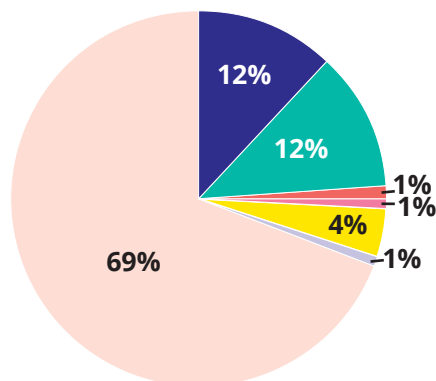
2025 Leadership Training



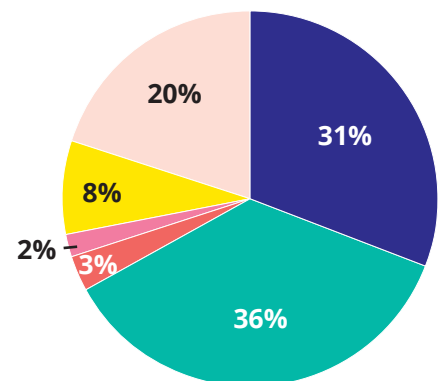
2026 Political Action Conference (PAC)



2025 Annual Meeting



All 2025-26 ETFO Events



SUPPORT FOR LOCAL AND COMMUNITY EQUITY INITIATIVES



EQUITY INCENTIVE FUNDS TO SUPPORT LOCALS

The following incentive funds were available in 2025-26 to support locals in their equity-related initiatives.

2SLGBTQ+ Incentive Funding

Funding for the specific purpose of addressing homophobia and heterosexism. Funding to a maximum of \$300 per local to 13 locals whose programs meet the established guidelines will be provided on a first-come, first-served basis.

Anti-Black Racism Initiative

Funding of up to \$1,000 per local, on a first-come, first served basis for the first 20 locals whose programs meet the guidelines to assist with costs related to partnership initiatives, professional learning and/or student-centred opportunities that address anti-Black racism. As of February 1, 2023, additional funding is based on a 50/50 split of costs, to a maximum of a second \$1,000, contingent upon availability of funds.

Disability Connection Incentive Funding

Members can receive up to \$300 for programming that creates classroom connections related to disability awareness. This can involve participating in an event within the community that centres the lived experiences of people with disabilities or inviting a guest speaker to educate the school community.

Disability Incentive Funding

Locals can receive up to \$300 for programming focused on disability issues. Please provide details on how your program, initiative or resource will raise awareness about the experiences of members with a disability. Funding to a maximum of \$300 per member whose programs meet the established guidelines will be provided on first-come, first-served basis.

Working with Equity-seeking Community Groups WP

Funding up to \$2,000 will be provided to support a local activity, developed in consultation with community group(s), and the provincial office. Focus will be on links to community groups developed through existing local standing committees with an equity and social justice focus. Funding to a maximum of \$2,000 per local to six locals whose programs meet the established guidelines will be provided on a first-come, first-served basis.

Ending Gender-Based Violence (previously Ending Violence Against Women)

ETFO will provide incentive funding for locals to host a Healthy Masculinities conference for boys and young men and/or and educator workshop. These conferences will offer a variety of speakers and workshops to boys/educators along the themes of ending violence against women, self-esteem, peer pressure, etc. Funding to a maximum of \$2,000 per local depending on the local size and number of presentations.



The Enchanté Network

ETFO partnered with The Enchanté Network, a non-profit dedicated to advocacy and engagement within the Black and Indigenous queer communities in Canada, to create two different pamphlets that will be used to promote the creation of a more just society. The pamphlets include content directed toward welcoming and supporting 2SLGBTQ+ families and a second that specifically highlights the realities and contributions of Black and racialized workers and students to communities and society at large.

Harmony Movement Words Matter – Homophobia and Transphobia Lessons

ETFO, in partnership with the Harmony Movement, has developed two classroom lesson plans for grades 3 to 8 focused on addressing homophobic and transphobic language in school spaces. The resource will be released in the 2026-27 school year and responds to a clear and growing need identified by educators for practical, age-appropriate guidance on interrupting homophobic and transphobic language while fostering student understanding, empathy, and accountability.



Pride

Each year, many communities across Ontario offer a variety of Pride activities in which everyone, including ETFO locals, gender and sexuality alliances, and social justice clubs, can participate. Pride is about creating inclusive school places and communities. It's an opportunity for 2SLGBTQ+ people and allies to challenge homophobia, biphobia, and transphobia, and promote social justice and equity. ETFO participated in 2026 Family Pride events with staff leading engaging activities for youth and community members.

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

In 2025-26, 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 program examines gender-based violence within learning communities and provides strategies to incorporate trauma-informed practices. The program delivery model now consists of one conference hosted at the provincial office.

GRANTS AND DONATIONS

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

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 2025-26, 15 locals accessed the funding, each receiving \$300. The budget line of \$6,000 provides funding for up to 20 locals.

Anti-Poverty Groups

In 2025-26, ETFO allocated \$10,000 to donate to grassroots-level groups working on poverty issues, undertaking political activities to further their cause, or working directly to benefit those living in poverty in their communities.

Status of Women Donations

ETFO allocates \$20,000 for donations to organizations whose goals are to improve the status of women and/or girls in Ontario or Canada. Funding this year was provided to the Canadian Women's Foundation.

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.

Women's Crisis Centres

In 2025-26, ETFO made donations totaling \$70,000 to 75 women's crisis centres across Ontario.

International Assistance & Overseas Support

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

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

Teaching Together

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

The committee received an increase in the number of applications this year and ETFO sponsored 12 members to participate in Teaching Together 2026.

The following members represented ETFO in Teaching Together 2026:

Antigua and Barbuda

- Christine Mongraw, Kawartha Pine Ridge Teacher Local, team member

Belize

- Sarisha Moodley, Elementary Teachers of Toronto Local, team member
- Melissa Williams, Elementary Teachers of Toronto Local, team leader

Ghana

- Zachary Palmer, Simcoe Teacher Local, team member
- Jennifer Pinder, Waterloo Region Teacher Local, team member

Guyana

- Lynne McNab, Waterloo Region Teacher Local, team leader
- Sarah Ramsay, York Region Teacher Local, team member

Saint Kitts

- Amy Patel, Durham Teacher Local, team member

The Gambia

- Sandra Bonnell, Toronto Teacher Local, team leader
- Fadumo Deria, Ottawa-Carleton Occasional Teacher Local, team leader

Trinidad and Tobago

- Nayab Abid, Peel Elementary Teacher Local, team member
- Murad Doray, Toronto Occasional Teacher Local, team member

Overseas Scholarships for Women and Girls

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

The TAGE program provided 10 bursaries across 10 units of the Caribbean Union of Teachers supporting qualified women teachers to upgrade their credentials in the field of education. TAGE also administered support through the African Women in Education Network, Education International Asia Pacific, and the Education International Latin America Women's Network.

Cambodia Support for Girls

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

In 2025, PRD continued to work with eight primary schools in the Samlout district of Battambang province and in Pailin. The total student and teacher population is 2,925.

PRD collaborated closely with the Samlout and Pailin departments of education, teachers, principals, students, parents, school committees, Women's Affairs, and gender focal points. During the year, PRD delivered three professional development workshops to teachers aimed at strengthening teaching methodologies and supporting the development of classroom games, and teaching and learning materials. PRD provided training on capacity building for primary school teachers to 82 teachers, 50 of whom were women.

PRD co-operated with the Battambang provincial department of education to deliver a training course on leadership and school management to 27 school principals (six women) from 14 schools.

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

Caribbean Union of Teachers

Funding to the Caribbean Union of Teachers (CUT) makes possible a number of gender-based union activities. Specifically, in 2025, the CUT conducted four days of trade union education, with two of the days led by the status of women committee dedicated to gender education and leadership training. In late February 2026, the first phase of a proposed research project was completed that involved developing the terms of reference for a study to analyze and interpret information on challenges faced by women teachers in the Caribbean and the adequacy of support systems for these members, and to develop strategies to address these challenges. The organization plans to have an independent review of their policies and governance documents to make their unions more inclusive for women and to inform the union on matters of advocacy for improvements in support systems for Caribbean women teachers. In April, the final report and recommendations were shared with CUT member units to inform future strategic planning and advocacy efforts.

Colombia Support for Women and Girls

ETFO has partnerships with two organizations in Colombia.

The Fundación Ratón de Biblioteca promotes a creative approach to English literacy through reading, writing, speaking, art, and games in Medellín. In 2025-26, these projects were delivered through five community

libraries in Aguas Frias, Guadalupe, La Esperanza, Raizal, and Villatina.

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

In 2025-26, 23 new beneficiaries received support to operate small businesses in food, beautician and hairdressing salon services, clothing and dressmaking to produce school uniforms for educational institutions. Among others, there are eight women who are starting the process.

Support for Swaziland National Association of Teachers

The Women's Wing of the Swaziland National Association of Teachers supported 22 women teachers in upgrading their qualifications and seven others in furthering their studies.

Ugandan Support for Women Teachers

In November 2025, the Uganda National Teachers' Union conducted a women's empowerment workshop with 160 women leaders. The theme was "Enhancing Entrepreneurship and Leadership Capacity Building for Quality Education."

The conference focused on the promotion of girls' quality education and mentorship, 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 45 secondary school students' and six university students' educational scholarships in 2025-26. HRCF university scholarship recipients have graduated from the University of Kigali.

ETFO EQUITY AWARDS AND BURSARIES



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

AWARDS

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

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

SCHOLARSHIPS AND BURSARIES

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

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

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

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

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

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

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

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

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

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

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

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

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

Groups that experience discrimination in Ontario today include:

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

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

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

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

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

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

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

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

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

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

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

Approved by the ETFO Executive, July 2002

APPENDIX B

ETFO PROTOCOL CONCERNING MEMBERS' SELF-IDENTIFICATION

1. Current Practice

Self-identification for ETFO members is voluntary and confidential.

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

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

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

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

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

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

Delegates to the 2025 ETFO Annual Meeting passed two resolutions expanding the audience for those eligible to participate in ETFO Women's Programs. For the purpose of attendance at ETFO's Women's Programs only, and in accordance with Article X, Section 4, of the ETFO Constitution, women now includes women, cis and trans; two-spirit; and all members of other identities with lived experience as women. Women's Programs are also open to non-binary members of ETFO.

Over the course of the 2025-26 school year, changes were implemented to the self-identification section in the Events Registration System for ETFO Women's Programs.

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

2. Personal Identity

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

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

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

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

With one exception, ETFO’s designated groups are the same as those 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. ETFO also includes 2SLGBTQ+ 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 2025–2026



- 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



[illegible]

NOTES

[illegible]

#ETFOAM2026



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