



# **2021 ANNUAL MEETING REPORT**

## **EQUITY AND WOMEN'S PROGRAMS**

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**Elementary Teachers' Federation of Ontario (ETFO)**  
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## ETFO HUMAN RIGHTS STATEMENT

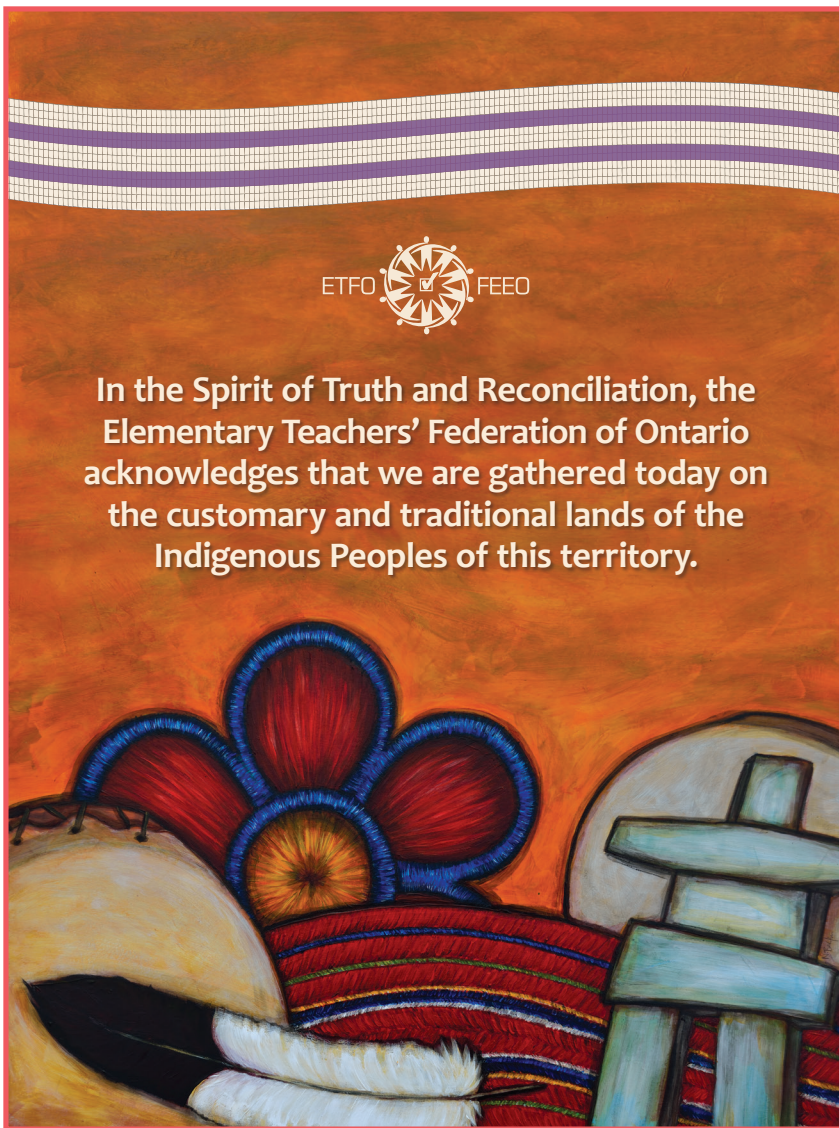
The Elementary Teachers' Federation of Ontario is committed to:

- 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 ACKNOWLEDGEMENT

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.





## **ETFO 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 result 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.

## **ETFO 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.



# TABLE OF CONTENTS

<b>7</b>	<b>FOUNDATIONS FOR EQUITY WORK</b>
<b>10</b>	<b>REFLECTING BACK ON THE YEAR</b>
<b>12</b>	<b>NEW &amp; UPCOMING INITIATIVES</b>
<b>14</b>	<b>ETFO'S DIVERSE MEMBERSHIP</b>
<b>28</b>	<b>WOMEN'S PARTICIPATION</b>
<b>35</b>	<b>RACIALIZED MEMBERS' PARTICIPATION</b>
<b>37</b>	<b>EQUITY AND WOMEN'S PROGRAMS</b>
<b>53</b>	<b>SUPPORT FOR COMMUNITY INITIATIVES</b>
<b>55</b>	<b>EQUITY AWARDS AND BURSARIES</b>
<b>57</b>	<b>STATEMENT ON SOCIAL JUSTICE AND EQUITY APPENDIX A</b>
<b>61</b>	<b>PROTOCOL CONCERNING MEMBER SELF-IDENTIFICATION APPENDIX B</b>



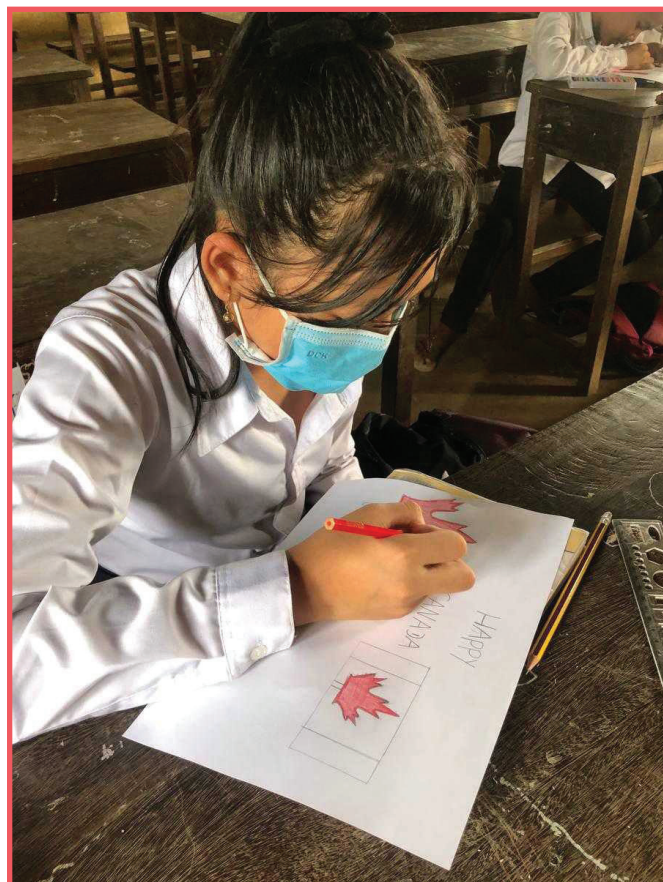
# FOUNDATIONS FOR EQUITY WORK

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

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

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

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





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

## POLICY ON EQUITY AND SOCIAL JUSTICE

- 33.1 That equity be defined as fairness achieved through pro-active measures which result in equality and social justice for all.
- 33.2 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.
- 33.3 That the differences among people and groups and the provision of special programs for particular groups, where appropriate, be recognized and accommodated within ETFO.
- 33.4 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.
- 33.5 That ongoing work in policy development, accountability, professional development, 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 of the service areas of ETFO. The particular issues of women members, First Nations, Métis and Inuit (FNMI) members, racialized members, members with disabilities and two spirit, lesbian, gay, bisexual, transgender, queer or questioning plus (2SLGBTQ+) members are addressed through Standing Committees, included in women's programs and explored through a range of other equity resources.

## LAND ACKNOWLEDGEMENT AND HUMAN RIGHTS STATEMENT

ETFO's First Nations, Métis and Inuit (FNMI) Education Committee recommended that ETFO change the FNMI Statement to Land Acknowledgement in 2019.

It was revised to read:

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

The Land Acknowledgement and the ETFO's Human Rights Statement were also translated into French. These can be found on the ETFO web page.

## WOMEN'S PROGRAMS

In addition to these expressions of ETFO's commitment to multi-faceted equity issues, there is particular support for women's participation and leadership in the union.

The ETFO Constitution guarantees positions for women on the Executive (five of 14 positions), and that programs for women will be provided, with funding (six per cent of ETFO's annual budget) allocated for this purpose.

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

## CONSTITUTION, ARTICLE X PROVINCIAL ORGANIZATION, SECTION 4–PROGRAMS FOR WOMEN

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

## POLICY STATEMENTS, SECTION 82–WOMEN'S EQUALITY

Delegates to the 2016 ETFO Annual Meeting passed a policy on Women's Equality:

- 82.1 That ETFO understands that women's inequality remains a fundamental problem within our society and our institutions.
- 82.2 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:
  - 82.2.1 Social inclusion and political representation;
  - 82.2.2 Health and wellness;
  - 82.2.3 Economic status and employment;
  - 82.2.4 Labour movement;
  - 82.2.5 Violence against women and the justice system;
  - 82.2.6 Education and child/dependent care;
  - 82.2.7 Housing/shelter;
  - 82.2.8 Media;
  - 82.2.9 Global citizenship; and
  - 82.2.10 Historical perspectives.

# REFLECTING BACK ON THE YEAR

2020-2021 has been another extraordinary year, unlike any other we have experienced. The COVID-19 pandemic continued to raise challenges in schools, work and community spaces and exacerbated inequities for many individuals and communities.

Gender-based violence, anti-Black racism, anti-Asian racism, Islamophobia, anti-Semitism and disparities faced by Indigenous communities, inequities faced by 2SLGBTQ+ communities, people with disabilities and those living in poverty grew to record highs.

**Significant events, both across the globe and in Canada, such as the discovery of 215 Indigenous children in a mass grave at a residential school in Kamloops, only the beginning of several recoveries in the summer of 2021, the impact of George Floyd's death, the shootings in Atlanta, Islamophobic and anti-Semitic discrimination and other incidents of violence marked a disturbing year and reminded us that so much still needs to be done to achieve equity and disrupt systemic discrimination.**

These challenging times demanded that our union take urgent action, and offer resources and learning opportunities to continue to raise awareness and ensure more equitable outcomes.

ETFO continued to offer members support through timely FAQs that covered a diversity of issues, such as health and safety, professional relations, social justice actions for teaching and learning.

Equity and Women's Services worked to address ongoing issues and events in a timely way by developing key messages and public education materials to expose and address spiking inequities that the global pandemic shined a light on. Offerings included webinars addressing different forms of racism, continued programs focused on gender-based violence, Black women's leadership and racialized members' learning spaces.

Curriculum and resource development included a partnership with affiliates and others, e.g., Addressing Anti-Asian Racism: A Resource for Educators, a document co-created with the Toronto District School Board.

Throughout the year, ETFO members demonstrated collective resilience, support and strength in redirecting energies required. Through these challenging days, we have proved that ETFO and its members can continue to rise to the challenge when we stand together.





# NEW & UPCOMING INITIATIVES

## **Anti-Oppressive Framework Definition**

In September, 2020, the ETFO Executive endorsed and approved a definition of anti-oppressive framework in order to deepen and action ETFO's commitment to equity and social justice. This statement now shows up as part of ETFO's equity statement in all significant documents and reports.

## **Anti-Oppressive Framework: A Primer**

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

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

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

Pandemic and more fully to address the historical and contextual racism that is specific to Asian communities. It provides a foundation for reflection, discussion and social justice action, and centres Indigeneity and Black lives within the document.

Chapters incorporate an anti-oppressive framework and culturally relevant and responsive pedagogy, as well as strategies and tools for individual and systemic disruption.

## **Les HisNoires: Black Canadian Resource for Core French and French Immersion**

Les HisNoires is a Kindergarten to grade 8 resource with lessons that were created by Black French educators on a variety of current and historic topics about Black Canadians. The document was created to support elementary teachers in building inclusive classroom communities, broadening their understanding and providing comprehensive lessons for all students.

These lessons are written in English but with French worksheets and specific Core French and French Immersion curriculum expectations addressed.

## One Heart: Two Spirit

This document will centre on two-spirit voices from a variety of First Peoples to support the Call to Action #63, “build student capacity for intercultural understanding, empathy and mutual respect”, from the Truth and Reconciliation Commission. It will support both professional and classroom learning to facilitate the inclusion of two-spirit perspectives in both the workplace and classrooms. It is intended to begin a conversation as we continue to learn, unlearn and relearn in a good way. It is scheduled to be released in the fall of 2021.

## Who are the Haudenosaunee?

This resource will centre on the Haudenosaunee worldview with the intention to support both educators and students, “building student capacity for intercultural understanding, empathy and mutual respect” as listed in Call to Action #63 from the Truth and Reconciliation Commission. It will highlight the voices of the Onkwehonwe people of the Haudenosaunee Confederacy.

Members and students will embark on a reflective journey of learning about the beauty of Haudenosaunee ways and being. This resource is scheduled to be released in the fall of 2021.

## Equity and Women’s Services Staff 2020–2021

<b>Punita Bhardwaj</b>	Executive Staff
<b>Pam Dogra (.5)</b>	Executive Staff (.5)
<b>Althea Jensen</b>	Administrative Assistant
<b>Erin Orida</b>	Administrative Assistant
<b>Jessica Pietrobon</b>	Administrative Assistant (On Leave)
<b>Dawn Samuel</b>	Executive Staff (Seconded)
<b>Sabrina Sawyer</b>	Executive Staff
<b>Matthew Sinclair</b>	Executive Staff (On Leave)
<b>Alice Te</b>	Coordinator
<b>Nicole Tighe</b>	Administrative Assistant (.5)

## ETFO Action on Anti-Black Racism Initiatives

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

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

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



# ETFO'S DIVERSE MEMBERSHIP

ETFO invites members to self-identify, on the annual Member Information Survey as well as on registration forms for ETFO events and job postings, as belonging to one or more of the following equity-seeking groups:

- First Nations;
- Métis;
- Inuit;
- Members with a disability;
- Racialized; and
- 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: Statement on Social Justice and Equity).**

## 1. 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.

## 2. Outreach

ETFO must continually seek to include, involve and promote members who belong to equity-seeking groups. ETFO keeps these goals in mind in organizing its programs.

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

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

Collecting and reporting the self-identification statistics is one of the ways in which ETFO holds itself accountable to members for the commitment to social justice and equity. We have to be cautious in working with these figures. They are based on individuals' willingness to self-identify. Not all members of a group will always (or ever) self-identify.

Self-identification, therefore, is likely to under-represent reality. Additionally, there is a recognition that self-identification may be fluid and can shift for an individual depending on context, space and time. For ETFO's protocol concerning members' self-identification, see Appendix B. An article on self-identification appeared in the fall 2015 issue of VOICE.

## A note on terminology:

In 2016, the question of gender identity for membership was expanded and asked 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 of racialized groups' membership was expanded and asked 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 both self-identify using this acronym and the organization will adopt this term in all new ETFO publications.

## POPULATION OF ONTARIO

- **2.4 per cent** of Ontarians are First Nations, Métis, Inuit (2016 census);
- **15.5 per cent** of Ontarians have a disability (2006 Federal Participation and Activity Limitation Survey);
- An unknown percentage of Ontarians are 2SLGBTQ+. Ten per cent (10%) is the most commonly quoted figure. A national survey in Canada (2003) found that **1.9 per cent** of men and **1.6 per cent of women** reported being gay, lesbian or bisexual; and
- **29.3 per cent** of Ontarians belong to racialized groups (2016 census).

Self-identification of the above categories for the teaching population in Ontario is not available.



## SELF-IDENTIFICATION

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

### ETFO Membership

The 2020-2021 ETFO membership survey shows:

<b>0.80%</b>	First Nations;
<b>0.76%</b>	Métis;
<b>0.06%</b>	Inuit;
<b>2.63%</b>	person with a disability;
<b>2.93%</b>	2SLGBTQ+; and
<b>10.49%</b>	racialized.

### For teacher members

<b>0.79%</b>	First Nations;
<b>0.77%</b>	Métis;
<b>0.08%</b>	Inuit;
<b>2.75%</b>	person with a disability;
<b>2.90%</b>	2SLGBTQ+; and
<b>9.85%</b>	racialized.

### For occasional teacher (OT) members

<b>0.78%</b>	First Nations;
<b>0.63%</b>	Métis;
<b>2.37%</b>	person with a disability;
<b>3.30%</b>	2SLGBTQ+; and
<b>13.23%</b>	racialized.

No member self-identified as Inuit.

### For Designated Early Childhood Educator (DECE) members

<b>0.88%</b>	First Nations;
<b>1.03%</b>	Métis;
<b>1.47%</b>	person with a disability;
<b>1.03%</b>	2SLGBTQ+; and
<b>7.36%</b>	racialized.

No member self-identified as Inuit.

### For Educational Support Personnel/Professional Support Personnel (ESP/PSP) members

<b>3.60%</b>	First Nations;
<b>4.50%</b>	Métis;
<b>5.41%</b>	person with a disability; and
<b>1.80%</b>	2SLGBTQ+.

No member self-identified as Inuit or racialized.

### ETFO Executive

**Five of the 14** provincial Executive members self-identified as a person with a disability, a member of a racialized group or a 2SLGBTQ+ member.

### ETFO Local Presidents

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

- For teacher local presidents, three or fewer self-identified as a member of a racialized group, three or fewer self-identified as 2SLGBTQ+ and three or fewer self-identified as First Nations.
- For OT local presidents, three or fewer self-identified as persons with a disability, three or fewer self-identified as 2SLGBTQ+, three or fewer self-identified as members of a racialized group and three or fewer self-identified as First Nations.
- For ESP/PSP local presidents, three or fewer self-identified as Métis.
- For DECE local presidents, no one self-identified in any category.

### ETFO Chief Negotiators

- Of the 50 locals for which we have information about chief negotiators:
- For teacher local chief negotiators, three or fewer self-identified as a member 2SLGBTQ+.
- For OT local chief negotiators, three or fewer self-identified as persons with a disability, three or fewer self-identified as 2SLGBTQ+, three or fewer self-identified as members of a racialized group and three or fewer self-identified as persons with a disability.
- For ESP/PSP and DECE local chief negotiators, no one self-identified in any category.

### Provincial Staff

Of the 124 people working at ETFO's provincial office:

<b>2.00%</b>	First Nations; Métis; Inuit;
<b>5.00%</b>	persons with a disability;
<b>6.00%</b>	2SLGBTQ+; and
<b>38.00%</b>	racialized

Of the 64 Administration/Executive/Management Staff:

<b>3.00%</b>	First Nations; Métis; Inuit;
<b>8.00%</b>	persons with a disability;
<b>8.00%</b>	2SLGBTQ+; and
<b>27.00%</b>	racialized.

Of the 60 Support Staff:

<b>2.00%</b>	persons with a disability;
<b>3.00%</b>	2SLGBTQ+; and
<b>50.00%</b>	racialized.

### Standing Committees

Of the 155 members appointed to serve on ETFO in 2020-2021:

<b>5.16%</b>	First Nations;
<b>4.52%</b>	Métis;
<b>10.32%</b>	person with a disability;
<b>15.48%</b>	2SLGBTQ+; and
<b>23.87%</b>	racialized.

No member self-identified as Inuit.

### Summer Academy

July-August, 2020 (1,139 participants)

<b>0.40%</b>	First Nations;
<b>0.40%</b>	Métis;
<b>3.60%</b>	person with a disability;
<b>2.20%</b>	SLGBTQ+; and
<b>12.30%</b>	racialized groups.

No member self-identified as Inuit.

### Annual Meeting

August 10-13, 2020 (753 participants)

<b>2.50%</b>	First Nations;
<b>1.70%</b>	Métis;
<b>8.00%</b>	person with a disability;
<b>7.80%</b>	2SLGBTQ+; and
<b>18.70%</b>	racialized.

No member self-identified as Inuit.

### Health and Safety Webinar for Local Leaders and Health and Safety Representatives

August 27, 2020 (89 participants)

<b>1.10%</b>	First Nations;
<b>2.30%</b>	Métis;
<b>9.00%</b>	person with a disability;
<b>9.00%</b>	2SLGBTQ+; and
<b>9.00%</b>	racialized.

No member self-identified as Inuit.

### Health and Safety Webinar for ETFO Members: Overview of Worker Rights as Schools Re-Open

September 1, 2020 (323 participants)

<b>0.30%</b>	First Nations;
<b>0.60%</b>	Métis;
<b>5.00%</b>	person with a disability;
<b>3.10%</b>	2SLGBTQ+; and
<b>20.40%</b>	racialized.

No member self-identified as Inuit.



### Health and Safety Webinar for ETFO Members: Overview of Worker Rights as Schools Re-Open

September 2, 2020 (157 participants)

**1.90%** First Nations;  
**0.60%** Métis;  
**4.50%** person with a disability;  
**5.10%** 2SLGBTQ+; and  
**14.00%** racialized.

No member self-identified as Inuit.

### Fall Leadership

September 24, 2020 (156 participants)

**1.30%** First Nations;  
**0.60%** Métis;  
**8.30%** person with a disability;  
**7.70%** 2SLGBTQ+; and  
**12.20%** racialized.

No member self-identified as Inuit.

### Take Back the Night Virtual Gathering

September 25, 2020 (35 participants)

**2.90%** First Nations;  
**2.90%** Métis;  
**8.60%** person with a disability;  
**11.40%** 2SLGBTQ+; and  
**17.10%** racialized.

No member self-identified as Inuit.

### Local Leaders Virtual Academy: Webinar 1

September 29, 2020 (36 participants)

**8.30%** person with a disability;  
**8.30%** 2SLGBTQ+; and  
**16.70%** racialized.

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

### October 2020 Representative Council

October 7-8, 2020 (161 participants)

**1.20%** First Nations;  
**1.90%** Métis;  
**6.80%** person with a disability;  
**8.70%** 2SLGBTQ+; and  
**6.80%** racialized.

No member self-identified as Inuit.

### Leaders for Tomorrow WP Session 1

October 15-16, 2020 (19 participants)

**15.80%** First Nations;  
**5.30%** Métis;  
**5.30%** person with a disability;  
**10.50%** 2SLGBTQ+; and  
**79.00%** racialized.

No member self-identified as Inuit.

### Women's CB Issues Level 1 WP

October 16, 2020 (41 participants)

**2.40%** First Nations;  
**2.40%** Métis;  
**4.90%** person with a disability;  
**9.80%** 2SLGBTQ+; and  
**7.30%** racialized.

No member self-identified as Inuit.

### Health and Safety Local Representatives Conference

October 21, 2020 (91 participants)

**1.10%** First Nations;  
**4.40%** Métis;  
**7.70%** person with a disability;  
**4.40%** 2SLGBTQ+; and  
**9.90%** racialized.

No member self-identified as Inuit.

### An Ounce of Prevention (FDK/DECE)

October 23-24, 2020 (28 participants)

**3.60%** First Nations;  
**7.10%** person with a disability; and  
**10.70%** racialized.

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

### Local Leaders Virtual Academy: Webinar 2

October 27, 2020 (44 participants)

**11.40%** person with a disability;  
**13.60%** 2SLGBTQ+; and  
**11.40%** racialized.

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

### New Presidents Training

October 28-30, 2020 (18 participants)

**5.60%** First Nations;  
**5.60%** person with a disability;  
**16.70%** 2SLGBTQ+; and  
**16.70%** racialized.

No member self-identified as Métis or Inuit.

### Think On Your Feet WP

October 29-30, 2020 (22 participants)

**9.10%** First Nations;  
**4.60%** Métis;  
**4.60%** person with a disability;  
**4.60%** 2SLGBTQ+; and  
**22.70%** racialized.

No member self-identified as Inuit.

### PA/PR Chair Training

November 4, 2020 (47 participants)

<b>4.30%</b>	First Nations;
<b>2.10%</b>	Métis;
<b>8.50%</b>	person with a disability;
<b>12.80%</b>	2SLGBTQ+; and
<b>4.30%</b>	racialized.

No member self-identified as Inuit.

### Mobilizing for Justice WP Session 1

November 5-6, 2020 (10 participants)

<b>30.00%</b>	person with a disability;
<b>10.00%</b>	2SLGBTQ+; and
<b>40.00%</b>	racialized.

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

### Social Justice Chair Training

November 5, 2020 (40 participants)

<b>2.50%</b>	First Nations;
<b>10.00%</b>	person with a disability;
<b>7.50%</b>	2SLGBTQ+; and
<b>20.00%</b>	racialized.

No member self-identified as Métis or Inuit.

### Status of Women Chairperson Training WP Session 1

November 5, 2020 (50 participants)

<b>8.00%</b>	person with a disability;
<b>4.00%</b>	2SLGBTQ+; and
<b>8.00%</b>	racialized.

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

### Racialized Members' Conference Session 1

November 7, 2020 (31 participants)

<b>3.20%</b>	First Nations;
<b>6.50%</b>	person with a disability;
<b>3.20%</b>	2SLGBTQ+; and
<b>100.00%</b>	racialized.

No member self-identified as Métis or Inuit.

### Health and Safety Regional Training (Sudbury/Thunder Bay)

November 10, 2020 (19 participants)

<b>5.30%</b>	Métis.
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No member self-identified as First Nations, Inuit, person with a disability, racialized or 2SLGBTQ+.

### Treasurers' Resources & Training Session 1

November 10, 2020 (14 participants)

<b>14.30%</b>	Métis; and
<b>7.10%</b>	person with a disability.

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

### FNMI Education: Engaging Learners Through Play WP (Fall)

November 13, 2020 (56 participants)

<b>12.50%</b>	First Nations;
<b>12.50%</b>	Métis;
<b>5.40%</b>	person with a disability;
<b>7.10%</b>	2SLGBTQ+; and
<b>19.60%</b>	racialized.

No member self-identified as Inuit.

### Collective Bargaining Academy Session 1

November 18-19, 2020 (32 participants)

<b>3.10%</b>	First Nations;
<b>3.10%</b>	Métis;
<b>6.30%</b>	person with a disability;
<b>9.40%</b>	2SLGBTQ+; and
<b>15.60%</b>	racialized.

No member self-identified as Inuit.

### Anti-Racism and the Fight for Black Lives 1: A Four-Part Series Part 1

November 19, 2020 (61 participants)

<b>6.60%</b>	First Nations;
<b>3.30%</b>	Métis;
<b>8.20%</b>	person with a disability;
<b>3.30%</b>	2SLGBTQ+; and
<b>37.70%</b>	racialized.

No member self-identified as Inuit.

### Health and Safety Regional Training (Toronto)

November 19, 2020 (26 participants)

<b>11.50%</b>	person with a disability;
<b>3.90%</b>	2SLGBTQ+; and
<b>19.20%</b>	racialized.

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

### Health and Safety Regional Training (London)

November 24, 2020 (22 participants)

<b>13.60%</b>	Métis;
<b>4.60%</b>	person with a disability;
<b>9.1%</b>	2SLGBTQ+; and
<b>13.70%</b>	racialized.

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

### Local Leaders Virtual Academy Webinar 3

November 24, 2020 (21 participants)

**4.80%** First Nations;  
**23.80%** person with a disability;  
**9.50%** 2SLGBTQ+; and  
**9.50%** racialized.

No member self-identified as Métis or Inuit.

### Leaders for Tomorrow WP Session 2

November 25-26, 2020 (19 participants)

**15.80%** First Nations;  
**5.30%** Métis;  
**5.30%** person with a disability;  
**10.50%** 2SLGBTQ+; and  
**79.00%** racialized.

No member self-identified as Inuit.

### Anti-Racism and the Fight for Black Lives 1: A Four-Part Series Part 2

November 26, 2020 (53 participants)

**3.80%** First Nations;  
**1.90%** Métis;  
**9.40%** person with a disability; and  
**34.00%** racialized.

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

### Union School Session 1

November 26-27, 2019 (22 participants)

**4.60%** Métis;  
**9.10%** person with a disability;  
**4.60%** 2SLGBTQ+; and  
**13.60%** racialized.

No member self-identified as First Nations or Inuit.

### Racialized Members' Conference Session 2

November 28, 2020 (31 participants)

**3.20%** First Nations;  
**6.50%** person with a disability;  
**3.20%** 2SLGBTQ+; and  
**100.00%** racialized.

No member self-identified as Métis or Inuit.

### New Members Chair Training

November 30, 2020 (21 participants)

**4.80%** Métis;  
**4.80%** 2SLGBTQ+; and  
**9.50%** racialized.

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

### P/LC Chair Training

December 1, 2020 (50 participants)

**2.00%** First Nations;  
**4.00%** Métis;  
**4.00%** person with a disability;  
**2.00%** 2SLGBTQ+; and  
**18.00%** racialized.

No member self-identified as Inuit.

### Balancing Act: A Women's Health Conference WP

December 2-3, 2020 (49 participants)

**2.00%** Métis;  
**10.20%** person with a disability;  
**4.10%** 2SLGBTQ+; and  
**16.30%** racialized.

No member self-identified as First Nations or Inuit.

### Anti-Racism and the Fight for Black Lives 1: A Four-Part Series Part 3

December 3, 2020 (46 participants)

**6.50%** First Nations;  
**2.20%** Métis;  
**6.50%** person with a disability; and  
**32.60%** racialized.

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

### Health & Safety Regional Training (Kingston)

December 3, 2020 (17 participants)

**5.90%** person with a disability; and  
**5.90%** 2SLGBTQ+.

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

### Building and Strengthening Relationships in the Kindergarten Program while Distance Learning

December 3, 2020 (80 participants)

**2.50%** person with a disability; and  
**2.50%** 2SLGBTQ+; and  
**18.80%** racialized.

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

### Exploring Teaching and Learning in the Distance Learning Kindergarten Environment

December 8, 2020 (124 participants)

**1.60%** person with a disability; and  
**1.60%** 2SLGBTQ+; and  
**17.00%** racialized.

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

### ICT Conference

December 5, 2020 (100 participants)

**1.00%** Métis;  
**3.00%** person with a disability  
**5.00%** 2SLGBTQ+; and  
**14.00%** racialized.

No member self-identified as First Nations or Inuit.

### Beyond the Basics: Professional Relations Services Leadership Training WP Part 1

December 8-9, 2020 (50 participants)

**2.00%** First Nations;  
**10.00%** person with a disability;  
**2.00%** 2SLGBTQ+; and  
**16.00%** racialized.

No member self-identified as Métis or Inuit.

### Women Addressing Gender-Based Workplace Violence WP

December 9, 2020 (21 participants)

**4.80%** Métis;  
**14.30%** person with a disability;  
**4.80%** 2SLGBTQ+; and  
**9.50%** racialized.

No member self-identified as First Nations or Inuit.

### Anti-Racism and the Fight for Black Lives 1: A Four-Part Series Part 4

December 10, 2020 (40 participants)

**5.00%** 2SLGBTQ+; and  
**42.50%** racialized.

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

### Local Leaders Virtual Academy: Webinar 4

December 15, 2020 (25 participants)

**4.00%** First Nations;  
**8.00%** person with a disability;  
**8.00%** 2SLGBTQ+; and  
**8.00%** racialized.

No member self-identified as Métis or Inuit.

### Leadership Program for Black Members Session 1

January 8-9, 2021 (39 participants)

**5.10%** First Nations;  
**2.60%** Inuit;  
**10.30%** person with a disability;  
**2.60%** 2SLGBTQ+; and  
**100.00%** racialized.

No member self-identified as Métis.

### Exploring Teaching and Learning in the Distance Learning Kindergarten Environment

January 13, 2021 (25 participants)

**12.00%** racialized.

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

### Local Leaders Virtual Academy: Webinar 5

January 19, 2021 (23 participants)

**21.70%** person with a disability;  
**13.00%** 2SLGBTQ+; and  
**4.40%** racialized.

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

### Health & Safety Training WP

January 21, 2021 (14 participants)

**7.10%** person with a disability; and  
**7.10%** 2SLGBTQ+.

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

### Visions Program - New Member Leadership Training WP Session 1

January 26-27, 2021 (17 participants)

**23.50%** person with a disability;  
**17.70%** 2SLGBTQ+; and  
**29.40%** racialized.

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

### Intensive Grievance Arbitration Workshop WP

January 27-29, 2021 (22 participants)

**4.60%** First Nations;  
**4.60%** Métis;  
**4.60%** person with a disability; and  
**4.60%** 2SLGBTQ+.

No member self-identified as Inuit or racialized.

### Political Action Conference

January 28-29, 2021 (130 participants)

**2.30%** First Nations;  
**2.30%** Métis;  
**7.70%** person with a disability;  
**5.40%** 2SLGBTQ+; and  
**11.50%** racialized.

No member self-identified as Inuit.



### February 2021 Representative Council

February 3-4, 2021 (159 participants)

- 1.90%** First Nations;
- 1.90%** Métis;
- 7.60%** person with a disability;
- 8.80%** 2SLGBTQ+; and
- 9.40%** racialized.

No member self-identified as Inuit.

### Union School Session Session 2

February 4-5, 2021 (23 participants)

- 4.40%** First Nations;
- 4.40%** Métis;
- 8.70%** person with a disability;
- 8.70%** 2SLGBTQ+; and
- 13.00%** racialized.

No member self-identified as Inuit.

### Financial Health & Wealth Conference WP

February 17, 2021 (74 participants)

- 1.40%** Métis;
- 13.50%** person with a disability;
- 6.80%** 2SLGBTQ+; and
- 12.20%** racialized.

No member self-identified as First Nations or Inuit.

### French as a Second Language (FSL) Conference

February 20, 2021 (35 participants)

- 5.70%** First Nations;
- 5.70%** person with a disability;
- 2.90%** 2SLGBTQ+; and
- 20.00%** racialized.

No member self-identified as Métis or Inuit.

### MentorCoaching Focus Group

February 22-23, 2021 (30 participants)

- 3.30%** First Nations;
- 6.70%** person with a disability;
- 16.70%** 2SLGBTQ+; and
- 16.70%** racialized.

No member self-identified as Métis or Inuit.

### Local Leaders Virtual Academy: Webinar 6

February 23, 2021 (31 participants)

- 6.50%** person with a disability;
- 9.70%** 2SLGBTQ+; and
- 12.90%** racialized.

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

### Leaders for Tomorrow WP Session 3

February 23-25, 2021 (17 participants)

- 11.80%** First Nations;
- 5.90%** 2SLGBTQ+; and
- 88.20%** racialized.

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

### STEM It Up WP Session 1

February 23, 2021 (21 participants)

- 4.80%** 2SLGBTQ+; and
- 14.30%** racialized.

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

### ...and still we rise conference WP

February 24-25, 2021 (62 participants)

- 1.60%** First Nations;
- 3.20%** Métis;
- 3.20%** person with a disability;
- 1.60%** 2SLGBTQ+; and
- 17.70%** racialized.

No member self-identified as Inuit.

### Visions Program - New Member Leadership Training WP Session 2

February 24-25, 2021 (17 participants)

- 23.50%** person with a disability;
- 17.70%** 2SLGBTQ+; and
- 29.40%** racialized.

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

### Protect Yourself! A Woman's Legal Conference WP

March 3-4, 2021 (14 participants)

- 7.10%** Métis;
- 14.30%** person with a disability; and
- 28.60%** racialized.

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

### FNMI Leadership Symposium WP

March 4-5, 2021 (17 participants)

- 82.40%** First Nations;
- 35.30%** Métis;
- 5.90%** person with a disability; and
- 11.80%** racialized.

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

### The Workshop Presenter's Palette – Presenting Virtually

March 9-10, 2021 (25 participants)

<b>4.00%</b>	Métis;
<b>16.00%</b>	person with a disability;
<b>4.00%</b>	2SLGBTQ+; and
<b>24.00%</b>	racialized.

No member self-identified as First Nations or Inuit.

### Intersectionalities & Allyship WP

March 11, 2021 (42 participants)

<b>2.40%</b>	First Nations;
<b>9.50%</b>	Métis;
<b>4.80%</b>	person with a disability;
<b>14.30%</b>	2SLGBTQ+; and
<b>16.70%</b>	racialized.

No member self-identified as Inuit.

### Refresher Media Training for Local Presidents

March 12 and 22, 2021 (28 participants)

<b>10.70%</b>	person with a disability;
<b>7.20%</b>	2SLGBTQ+; and
<b>10.70%</b>	racialized.

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

### Anti-Racism and the Fight for Black Lives 2: A Three-Part Webinar Series Part 1

March 23, 2021 (65 participants)

<b>6.20%</b>	First Nations;
<b>3.10%</b>	Métis;
<b>7.70%</b>	person with a disability;
<b>3.10%</b>	2SLGBTQ+; and
<b>37.00%</b>	racialized.

No member self-identified as Inuit.

### Local Leaders Virtual Academy: Webinar 7

March 23, 2021 (37 participants)

<b>2.70%</b>	First Nations;
<b>8.10%</b>	person with a disability;
<b>10.80%</b>	2SLGBTQ+; and
<b>5.40%</b>	racialized.

No member self-identified as Métis or Inuit.

### Collective Bargaining Academy Session 2

March 24-25, 2021 (32 participants)

<b>3.10%</b>	First Nations;
<b>3.10%</b>	Métis;
<b>6.30%</b>	person with a disability;
<b>9.40%</b>	2SLGBTQ+; and
<b>15.60%</b>	racialized.

No member self-identified as Inuit.

### Conscious Classrooms Responding to Gender-Based Violence WP Regional (2 of 3)

March 25-26, 2021 (11 participants)

<b>9.10%</b>	person with a disability; and
<b>27.30%</b>	racialized.

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

### Leadership Program for Black Members Session 2

March 27, 2021 (36 participants)

<b>2.80%</b>	First Nations;
<b>11.10%</b>	person with a disability;
<b>2.80%</b>	2SLGBTQ+; and
<b>100.00%</b>	racialized.

No member self-identified as Métis or Inuit.

### Anti-Racism and the Fight for Black Lives 2: A Three-Part Webinar Series Part 2

March 30, 2021 (50 participants)

<b>4.00%</b>	First Nations;
<b>2.00%</b>	Métis;
<b>10.00%</b>	person with a disability; and
<b>30.00%</b>	racialized.

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

### Anti-Racism and the Fight for Black Lives 2: A Three-Part Webinar Series Part 3

April 6, 2021 (47 participants)

<b>6.40%</b>	First Nations;
<b>2.10%</b>	Métis;
<b>6.40%</b>	person with a disability; and
<b>27.70%</b>	racialized.

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

### Beyond the Basics: Professional Relations Services Leadership Training WP Part 2

April 7-8, 2021 (44 participants)

<b>2.30%</b>	First Nations;
<b>9.10%</b>	person with a disability; and
<b>18.20%</b>	racialized.

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

### Equity Conference WP

April 8, 2021 (49 participants)

<b>8.20%</b>	First Nations;
<b>6.10%</b>	Métis;
<b>6.10%</b>	person with a disability;
<b>6.10%</b>	2SLGBTQ+; and
<b>24.50%</b>	racialized.

### Local Leaders Virtual Academy: Webinar 8

April 20, 2021 (12 participants)

**16.70%** person with a disability;  
**16.70%** 2SLGBTQ+; and  
**8.30%** racialized.

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

### STEM It Up WP 2020-2021 Session 2

April 22, 2021 (21 participants)

**4.80%** 2SLGBTQ+; and  
**14.30%** racialized.

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

### Visions Program - New Member Leadership Training WP Session 3

April 22-23, 2021 (17 participants)

**23.50%** person with a disability;  
**17.70%** 2SLGBTQ+; and  
**29.40%** racialized.

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

### Advanced Public Speaking Skills WP

April 22-23, 2021 (22 participants)

**4.60%** person with a disability;  
**9.10%** 2SLGBTQ+; and  
**45.50%** racialized.

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

### Arts Conference

April 24, 2021 (56 participants)

**3.60%** First Nations;  
**8.90%** person with a disability;  
**3.60%** 2SLGBTQ+; and  
**7.10%** racialized.

No member self-identified as Métis or Inuit.

### Collective Bargaining Conference

April 26, 2021, (249 participants)

**1.60%** First Nations;  
**1.60%** Métis;  
**6.80%** person with a disability;  
**6.60%** 2SLGBTQ+; and  
**7.20%** racialized.

No member self-identified as Inuit.

### Next Steps Leadership Training WP

April 28-29, 2021, (23 participants)

**8.70%** Métis;  
**21.70%** person with a disability;  
**4.40%** 2SLGBTQ+; and  
**79.30%** racialized.

No member self-identified as First Nations or Inuit.

### Union School Session 3

November 28-30, 2021 (23 participants)

**4.40%** First Nations;  
**4.40%** Métis;  
**8.70%** person with a disability;  
**8.70%** 2SLGBTQ+; and  
**13.00%** racialized.

No member self-identified as Inuit.

### Mobilizing for Justice WP Session 2

May 5, 2021 (10 participants)

**30.00%** person with a disability;  
**10.00%** 2SLGBTQ+; and  
**40.00%** racialized.

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

### Bargaining for Equity and Social Justice WP

May 6, 2021 (19 participants)

**5.30%** Métis;  
**21.10%** person with a disability;  
**5.30%** 2SLGBTQ+; and  
**36.80%** racialized.

No member self-identified as First Nations or Inuit.

### Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 1

May 6, 2021 (75 participants)

**10.70%** person with a disability;  
**6.70%** 2SLGBTQ+; and  
**49.30%** racialized.

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

### Conscious Classrooms Responding to Gender-Based Violence WP Regional (3 of 3)

May 6-7, 2021 (24 participants)

**8.30%** Métis;  
**12.50%** person with a disability;  
**4.20%** 2SLGBTQ+; and  
**4.20%** racialized.

No member self-identified as First Nations or Inuit.

### Women in Action Level 3 WP Session 1

May 6-7, 2021 (14 participants)

**21.40%** person with a disability; and  
**21.40%** racialized.

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

### Innovate Conference

May 7, 2021 (120 participants)

<b>0.80%</b>	First Nations;
<b>1.70%</b>	Métis;
<b>0.80%</b>	person with a disability;
<b>2.50%</b>	2SLGBTQ+; and
<b>19.20%</b>	racialized.

No member self-identified as Inuit.

### MentorCoaching Institute WP Session 1

May 10-11, 2021 (14 participants)

<b>14.30%</b>	First Nations;
<b>7.10%</b>	person with a disability;
<b>21.40%</b>	2SLGBTQ+; and
<b>14.30%</b>	racialized.

No member self-identified as Métis or Inuit.

### Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 2

May 11, 2021 (67 participants)

<b>10.50%</b>	person with a disability;
<b>7.50%</b>	2SLGBTQ+; and
<b>49.30%</b>	racialized.

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

### May 2021 Representative Council

May 12-13, 2021 (154 participants)

<b>1.30%</b>	First Nations;
<b>2.60%</b>	Métis;
<b>7.80%</b>	person with a disability;
<b>7.80%</b>	2SLGBTQ+; and
<b>3.90%</b>	racialized.

No member self-identified as Inuit.

### Leaders for Tomorrow WP Session 4

May 12-13, 2021 (9 participants)

<b>22.20%</b>	First Nations;
<b>11.10%</b>	2SLGBTQ+; and
<b>77.80%</b>	racialized.

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

### FNMI Education Symposium

May 15, 2021 (65 participants)

<b>17.00%</b>	First Nations;
<b>7.70%</b>	Métis;
<b>10.80%</b>	person with a disability;
<b>6.20%</b>	2SLGBTQ+; and
<b>17.00%</b>	racialized.

No member self-identified as Inuit.

### Women in Action Level 1 (DECE & OT)

May 17-18, 2021 (24 participants)

<b>12.50%</b>	Métis;
<b>12.50%</b>	person with a disability; and
<b>8.30%</b>	2SLGBTQ+.

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

### MentorCoaching Institute WP Session 2

May 17-18, 2021 (17 participants)

<b>11.80%</b>	First Nations;
<b>11.80%</b>	person with a disability;
<b>17.70%</b>	2SLGBTQ+; and
<b>29.40%</b>	racialized.

No member self-identified as Métis or Inuit.

### Status of Women Chairperson Training WP Session 2

May 18, 2021 (37 participants)

<b>8.10%</b>	person with a disability; and
<b>8.10%</b>	racialized.

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

### Local Leaders Virtual Academy: Webinar 9

May 18, 2021, (23 participants)

<b>17.40%</b>	person with a disability;
<b>13.00%</b>	2SLGBTQ+; and
<b>8.70%</b>	racialized.

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

### Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 3

May 20, 2021 (64 participants)

<b>11.00%</b>	person with a disability;
<b>7.80%</b>	2SLGBTQ+; and
<b>50.00%</b>	racialized.

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

### L.E.A.D. Conference Consultants/Coordinators Leadership Program

May 2021, (58 participants)

<b>1.70%</b>	Métis;
<b>3.50%</b>	person with a disability;
<b>1.70%</b>	2SLGBTQ+; and
<b>15.50%</b>	racialized.

No member self-identified as First Nations or Inuit.

### Women's Collective Bargaining Issues Level 2

May 20-21, 2021 (37 participants)

- 2.70%** Métis;
- 2.70%** person with a disability;
- 8.10%** 2SLGBTQ+; and
- 8.10%** racialized.

No member self-identified as First Nations or Inuit.

### Collective Bargaining Academy Session 3

May 26-27, 2021 (30 participants)

- 3.30%** First Nations;
- 3.30%** Métis;
- 6.70%** person with a disability;
- 10.00%** 2SLGBTQ+; and
- 16.70%** racialized.

No member self-identified as Inuit.

### Leadership Program for Black Women WP

May 26-27, 2021 (47 participants)

- 6.40%** First Nations;
- 8.50%** person with a disability;
- 8.50%** 2SLGBTQ+; and
- 72.30%** racialized.

No member self-identified as Métis or Inuit.

### Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 4

May 27, 2021 (62 participants)

- 9.70%** person with a disability;
- 8.10%** 2SLGBTQ+; and
- 48.40%** racialized.

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

### Anti-Black Racism Conference

May 28-29, 2021 (57 participants)

- 1.80%** First Nations;
- 8.80%** person with a disability;
- 5.30%** 2SLGBTQ+; and
- 65.00%** racialized.

No member self-identified as Métis or Inuit.

### Leadership Program for Black Members Session 3

May 28-29, 2021 (35 participants)

- 2.90%** First Nations;
- 11.40%** person with a disability;
- 2.90%** 2SLGBTQ+; and
- 100.00%** racialized.

No member self-identified as Métis or Inuit.

### Effective Negotiation Skills for Local Leaders

June 1-2, 2021 (22 participants)

- 13.70%** person with a disability;
- 9.10%** 2SLGBTQ+; and
- 18.20%** racialized.

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

### FNMI Education Engaging Learners Through Play WP

June 3, 2021 (61 participants)

- 5.00%** First Nations;
- 3.30%** Métis;
- 6.60%** person with a disability;
- 3.30%** 2SLGBTQ+; and
- 13.61%** racialized.

No member self-identified as Inuit.

### Occasional Teacher Conference

June 4-5, 2021 (50 participants)

- 8.00%** person with a disability; and
- 16.00%** racialized.

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

### MentorCoaching Institute WP Session 3

June 10-11, 2021 (18 participants)

- 1.80%** First Nations;
- 11.10%** person with a disability;
- 16.70%** 2SLGBTQ+; and
- 33.30%** racialized.

No member self-identified as Métis or Inuit.

### Native Language Gathering

June 12, 2021 (15 participants)

- 33.30%** First Nations;
- 6.70%** Métis;
- 6.70%** person with a disability; and
- 33.30%** racialized.

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

### Treasurers' Orientation & Workshop

June 15, 2021 (22 participants)

- 4.60%** Métis; and
- 4.60%** racialized.

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

### Local Leaders Virtual Academy: Webinar 10

June 22, 2021, (26 participants)

- 7.70%** person with a disability;
- 7.70%** 2SLGBTQ+; and
- 7.70%** racialized.

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

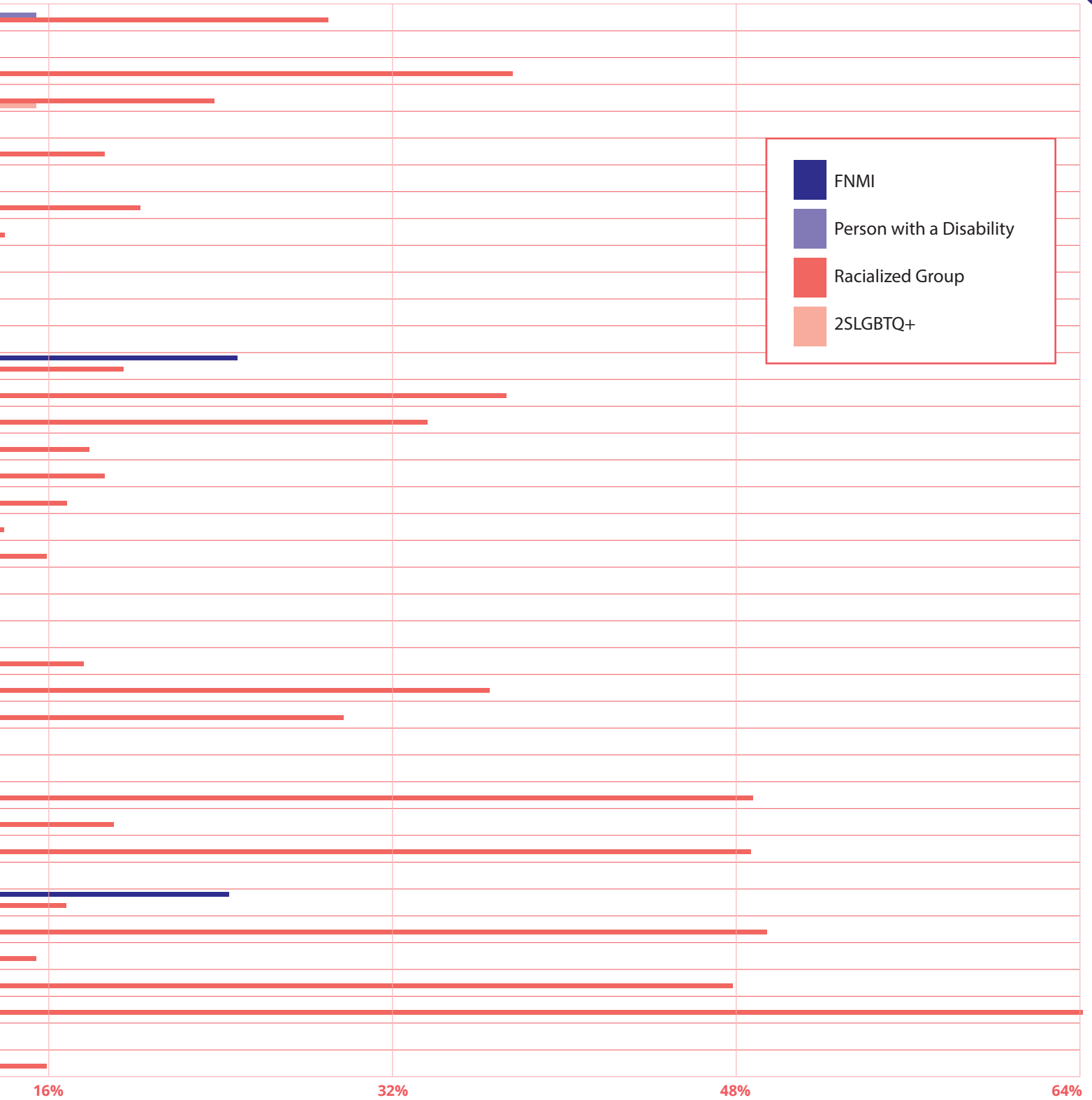


## ETFO GROUPS/EVENTS OF OVER 50

This chart is a list of both general programs and women's programs attended by over 50 members and the percentages of participants in designated groups.

Population of Ontario	
ETFO Membership	
ETFO Provincial Staff	
Standing Committees	
Summer Academy	
Annual Meeting	
Health and Safety Webinar for Local Leaders and Health and Safety Representatives	
Health and Safety Webinar: Overview of Worker Rights as Schools Reopen: September 1, 2020	
Health and Safety Webinar: Overview of Worker Rights as Schools Reopen: September 2, 2020	
Fall Leadership 2020	
October 2020 Representative Council	
Health & Safety Local Representatives Conference	
Status of Women Chairperson Training WP Session 1	
FNMI Education: Engaging Learners Through Play WP (Fall)	
Anti-Racism and the Fight for Black Lives 1: A Four-Part Webinar Series Part 1	
Anti-Racism and the Fight for Black Lives 1: A Four-Part Webinar Series Part 2	
PL/C Chair Training	
Building and Strengthening Relationships in the Kindergarten Program while Distance Learning	
Exploring Teaching and Learning in the Distance Learning Kindergarten Environment	
ICT Conference	
Beyond the Basics: Professional Relations Leadership Training WP Part 1	
Political Action Conference	
February 2021 Representative Council	
Financial Health & Wealth Conference	
...and still we rise Conference WP 2021	
Anti-Racism and the Fight for Black Lives 2: A Three-Part Webinar Series Part 1	
Anti-Racism and the Fight for Black Lives 2: A Three-Part Webinar Series Part 2	
Arts Conference	
Collective Bargaining Conference	
Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 1	
Innovate Conference	
Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 2	
May 2021 Representative Council	
FNMI Education Symposium 2021	
Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 3	
L.E.A.D. Conference: Consultants/Coordinators Leadership Program 2021	
Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 4	
Anti-Black Racism Conference 2021	
FNMI Education: Engaging Learners Through Play WP (Winter)	
Occasional Teacher Conference	

0%



# WOMEN'S PARTICIPATION

In accordance with an Executive motion in the spring of 2000, ETFO records the attendance and participation of women and men at its decision-making meetings. There may be transgender members speaking at microphones who do not identify as transgender when speaking, and therefore staff may categorize them as women or men. As well, a transgender member who does speak and identify may actually prefer to be recorded as a woman or man rather than in the transgender category. Therefore, as with all data collection, there is a very small margin of error.

**The following figures show participation rates for 2020-2021.**

## Membership

**81.50%** Just under eighty-one and one-half per cent of ETFO members in are women. This proportion has been constant (80%-82%) since the beginning of ETFO.

Among teachers:

**80.88%** of members are women;  
**80.60%** of OT members are women;  
**88.08%** of ESP/PSP members are women; and  
**92.86%** of DECE members are women.

## Annual Meeting

August 2020 (753 delegates and alternates)

**74.63%** of members attending the 2020 Annual Meeting were women.

Of those who spoke at Annual Meeting, 2020:

During information sessions:

**75%** of the speeches/presentations were by women;  
**55%** of those engaging in general discussion were women; and  
**50%** of those responding to questions were women.

During business sessions:

**58%** of those moving or seconding motions were women;  
**49%** of those speaking for or against a motion were women;  
**55%** of those moving or seconding an amendment were women;  
**53%** of those asking questions were women; and  
**46%** of those rising on a point of order were women.

### ETFO Local Presidents

- 64%** of the presidents of ETFO locals are women.
- 66%** of presidents of teacher locals are women;
- 55%** of presidents of occasional teacher locals are women;
- 67%** of presidents of ESP/PSP locals are women; and
- 90%** of presidents of DECE locals are women.

### ETFO Chief Negotiators

Of the 50 locals for which we have information about chief negotiators:

- 66%** of ETFO's local chief negotiators are women.
- 67%** of teacher local chief negotiators are women;
- 47%** of occasional teacher local chief negotiators are women; and
- 100%** of ESP/PSP/DECE local chief negotiators are women.

### ETFO Local Executive members

- 76%** of ETFO members who hold local executive positions are women.

### ETFO Provincial Executive

- 64%** Nine of the 14 Executive members are women.

### ETFO Local Executive release time

For the local executive for which we have release time information:

- 70%** of local release time is used by women.

### Representative Council

Of the participants registered at the meetings of Representative Council in October 2020, February and May 2021:

- 67.32%** were women.

Of those who spoke at the meetings of Representative Council:

During information sessions:

- 50%** of the speeches/presentations were by women;
- 55%** of those engaging in general discussion were women;
- 64%** of those responding to questions were women; and
- 63%** of staff contributions were women.

During business sessions:

- 68%** of those moving or seconding motions were women;
- 59%** of those speaking for or against a motion were women; and
- 49%** of those asking questions were women.

### Committees of Representative Council

Representative Council elected members to three committees at its October 2020 meeting.

- 80%** Steering Committee: four of five members elected were women.
- 60%** Selection Committee: three of five members elected were women.
- 40%** Budget Committee: two of five members elected were women.

### ETFO Standing Committees

Out of the 259 applications submitted by members to serve on provincial Standing Committees:

- 71.81%** were from women (186).
- 72.90%** of the members who served on provincial Standing Committees were women. (113 out of 155)

### ETFO Provincial Staff

- 81%** of ETFO staff are women
- 73%** of ETFO Administration/Executive/Management are women, and
- 88%** of ETFO Support Staff are women

## WOMEN'S ATTENDANCE AT ETFO EVENTS AND PROGRAMS THAT ARE NOT WOMEN'S PROGRAMS

This chart is a list of Non-WP ETFO events in chronological order and provides the percentage of members who identify as women, participating in each program.

### 2020 Programs

Summer Academy	July-August	93.94%
Annual Meeting	August 10-13	74.63%
Health and Safety Webinar for Local Leaders and Health and Safety Representatives	August 27	66.29%
Health and Safety Webinar for ETFO Members: Overview of Worker Rights as Schools Reopen	September 1	88.85%
Health and Safety Webinar for ETFO Members: Overview of Worker Rights as Schools Reopen	September 2	88.54%
Fall Leadership	September 24	67.95%
Local Leaders Virtual Academy Webinar 1	September 29	67.65%
October 2020 Representative Council Meeting	October 7-8	66.46%
Health & Safety Local Representatives Conference	October 21	64.84%
An Ounce of Prevention (FDK/DECE)	October 23-24	100.00%
Local Leaders Virtual Academy Webinar 2	October 27	68.18%
New Presidents' Training	October 28-30	77.78%
PA/PR Chair Training	November 4	72.34%
Social Justice Chair Training	November 5	90.00%
Racialized Members' Conference Session 1	November 7	77.42%
Treasurers' Resources & Training Session 1	November 10	85.71%
Health & Safety Regional Training (Sudbury and Thunder Bay)	November 10	94.74%
Collective Bargaining Academy Session 1	November 18-19	75.00%
Health & Safety Regional Training (Toronto)	November 19	69.23%
Anti-Racism and the Fight for Black Lives: A Four-Part Webinar Series Part 1	November 19	81.97%
Health & Safety Regional Training (London)	November 24	68.18%
Local Leaders Virtual Academy Webinar 3	November 24	71.43%
Anti-Racism and the Fight for Black Lives: A Four-Part Webinar Series Part 2	November 26	79.25%
Union School: The Sequel Session 1	November 26-27	86.36%
Racialized Members' Conference Session 2	November 28	77.42%
New Member Chair Training	November 30	90.48%
PL/C Chair Training	December 1	82.00%
Anti-Racism and the Fight for Black Lives: A Four-Part Webinar Series Part 3	December 3	89.13%
Building and Strengthening Relationships in the Kindergarten Program while Distance Learning	December 3	95.00%
Health & Safety Regional Training (Kingston)	December 3	64.71%
ICT Conference	December 5	96.00%
Exploring Teaching and Learning in the Distance Learning Kindergarten Environment	December 8	95.16%
Anti-Racism and the Fight for Black Lives: A Four-Part Webinar Series Part 4	December 10	87.50%
Local Leaders Virtual Academy Webinar 4	December 15	80.00%



## 2021 Programs

Leadership Program for Black Members Session 1	January 8-9	71.79%
Exploring Teaching and Learning in the Distance Learning Kindergarten Environment Jan 13	January 13	92.00%
Local Leaders Virtual Academy Webinar 5	January 19	69.57%
Political Action Conference	January 28-29	67.69%
February 2021 Representative Council Meeting	February 3-4	66.67%
Union School: The Sequel Session 2	February 4-5	86.96%
FSL Conference	February 20	94.29%
Local Leaders Virtual Academy Webinar 6	February 23	58.06%
The Workshop Presenter's Palette - Presenting Virtually	March 9-10	84.00%
Refresher Media Training For Local Presidents	March 12, 22	71.43%
Anti-Racism and the Fight for Black Lives 2: The Three-Part Webinar Series Part 1	March 23	86.15%
Local Leaders Virtual Academy Webinar 7	March 23	62.16%
Collective Bargaining Academy Session 2	March 24-25	75.00%
Leadership Program for Black Members Session 2	March 27	75.00%
Anti-Racism and the Fight for Black Lives 2: The Three-Part Webinar Series Part 2	March 30	84.00%
Anti-Racism and the Fight for Black Lives 2: The Three-Part Webinar Series Part 3	April 6	82.98%
Local Leaders Virtual Academy Webinar 8	April 20	66.67%
Arts Conference	April 24	98.21%
Collective Bargaining Conference	April 26	72.69%
Union School: The Sequel Session 3	April 28-30	86.96%
Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 1	May 6	88.00%
Innovate Conference	May 7	78.33%
Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 2	May 11	88.06%
May 2021 Representative Council Meeting	May 12-13	68.83%
FNMI Education Symposium	May 15	89.23%
Local Leaders Virtual Academy Webinar 9	May 18	69.57%
Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 3	May 20	75.00%
L.E.A.D. Conference: Consultants/Coordinators Leadership Program	May 20-21	72.41%
Collective Bargaining Academy Session 3	May 26-27	70.00%
Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 4	May 27	88.71%
Anti-Black Racism Conference	May 28-29	84.21%
Leadership Program for Black Members Session 3	May 28-29	74.29%
Effective Negotiation Skills for Local Leaders	June 1-2	54.55%
Occasional Teacher Conference	June 4-5	92.00%
Native Language Gathering	June 12	80.00%
Treasurers' Orientation & Workshop	June 15	90.10%
Local Leaders Virtual Academy Webinar 10	June 22	57.70%

## ETFO NON-WP PROGRAMS (RANKED)

This chart is a list of non-WP ETFO events ranked from the highest to the lowest percentage of members who identify as women participants.

An Ounce of Prevention (FDK/DECE)	100.00%
Arts Conference	98.21%
ICT Conference	96.00%
Exploring Teaching and Learning in the Distance Learning Kindergarten Environment	95.16%
Building and Strengthening Relationships in the Kindergarten Program while Distance Learning	95.00%
Health & Safety Regional Training (and Thunder Bay)	94.74%
FSL Conference	94.29%
Summer Academy	93.94%
Exploring Teaching and Learning in the Distance Learning Kindergarten Environment	92.00%
Occasional Teacher Conference	92.00%
Treasurers' Orientation & Workshop	90.91%
New Member Chair Training	90.48%
Social Justice Chair Training	90.00%
FNMI Education Symposium	89.23%
Anti-Racism and the Fight for Black Lives: A Four-Part Webinar Series Part 3	89.13%
Health and Safety Webinar: Overview of Worker Rights as Schools Reopen (September 1)	88.85%
Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 4	88.71%
Health and Safety Webinar: Overview of Worker Rights as Schools Reopen (September 2)	88.54%
Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 2	88.06%
Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 1	88.00%
Anti-Racism and the Fight for Black Lives: A Four-Part Webinar Series Part 4	87.50%
Union School: The Sequel Session 2	86.96%
Union School: The Sequel Session 3	86.96%
Union School: The Sequel Session 1	86.36%
Anti-Racism and the Fight for Black Lives 2: The Three-Part Webinar Series Part 1	86.15%
Treasurers' Resources & Training Session 1	85.71%
Anti-Black Racism Conference	84.21%
The Workshop Presenter's Palette – Presenting Virtually	84.00%
Anti-Racism and the Fight for Black Lives 2: The Three-Part Webinar Series Part 2	84.00%
Anti-Racism and the Fight for Black Lives 2: The Three-Part Webinar Series Part 3	82.98%
PL/C Chair Training	82.00%
Anti-Racism and the Fight for Black Lives: A Four-Part Webinar Series Part 1	81.97%
Local Leaders Virtual Academy Webinar 4	80.00%
Native Language Gathering	80.00%
Anti-Racism and the Fight for Black Lives: A Four-Part Webinar Series Part 2	79.25%

Innovate Conference	78.33%
New Presidents' Training	77.78%
Racialized Members' Conference Session 1	77.42%
Racialized Members' Conference Session 2	77.42%
Collective Bargaining Academy Session 1	75.00%
Collective Bargaining Academy Session 2	75.00%
Leadership Program for Black Members Session 2	75.00%
Addressing Anti-Asian Racism: A Four-Part Webinar Series Part 3	75.00%
Annual Meeting	74.63%
Leadership Program for Black Members Session 3	74.29%
Collective Bargaining Conference	72.69%
L.E.A.D. Conference: Consultants/Coordinators Leadership Program	72.41%
PA/PR Chair Training	72.34%
Leadership Program for Black Members Session 1	71.79%
Local Leaders Virtual Academy Webinar 3	71.43%
Refresher Media Training For Local Presidents	71.43%
Collective Bargaining Academy Session 3	70.00%
Local Leaders Virtual Academy Webinar 5	69.57%
Local Leaders Virtual Academy Webinar 9	69.57%
Health & Safety Regional Training (Toronto)	69.23%
May 2021 Representative Council Meeting	68.83%
Local Leaders Virtual Academy Webinar 2	68.18%
Health & Safety Regional Training (London)	68.18%
Fall Leadership	67.95%
Political Action Conference	67.69%
Local Leaders Virtual Academy Webinar 1	67.65%
February 2021 Representative Council Meeting	66.67%
Local Leaders Virtual Academy Webinar 8	66.67%
October 2020 Representative Council Meeting	66.46%
Health and Safety Webinar for Local Leaders and Health and Safety Representatives	66.29%
Health & Safety Local Representatives Conference	64.84%
Health & Safety Regional Training (Kingston)	64.71%
Local Leaders Virtual Academy Webinar 7	62.16%
Local Leaders Virtual Academy Webinar 6	58.06%
Local Leaders Virtual Academy Webinar 10	57.69%
Effective Negotiation Skills for Local Leaders	54.55%

## ETFO GOVERNANCE (RANKED)

This chart is a list of ETFO governance ranked from the highest to the lowest percentage of members who identify as women participants.

Membership	81%
Provincial Staff	81%
Local Executive Members	76%
Annual Meeting	75%
Standing Committees	73%
Representative Council	67%
Chief Negotiators	66%
Provincial Executive Members	64%
Local Presidents	64%

# RACIALIZED MEMBERS' PARTICIPATION

In 2018, the self-identification question of racialized groups' membership was expanded and members were asked to specify how they identify as racialized.

During 2019-2020, data collection began through the Annual Member Information Survey as well as on registration forms for ETFO events and positions.

The list below outlines the percentage of members who identified as racialized and further specified their identity for selected programs in 2020-2021. 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.

Percentages (%) in the charts on the next page indicate members who self-identify in the following clustered racialized groups:

## ETFO RACIAL CATEGORIES

### **Asian**

(e.g. East, South, South East, West, Central Asia);

### **Black**

(e.g. includes 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);

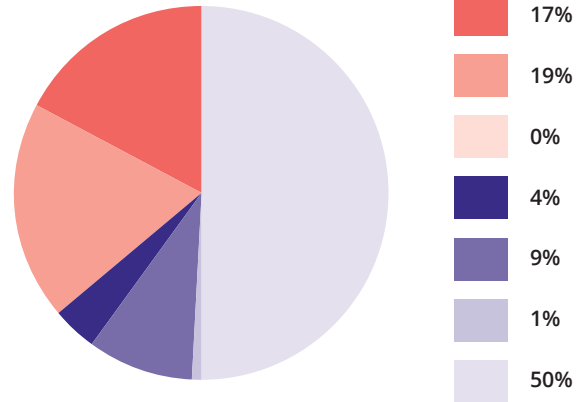
### **Remaining Identities; and**

### **Did Not Specify.**

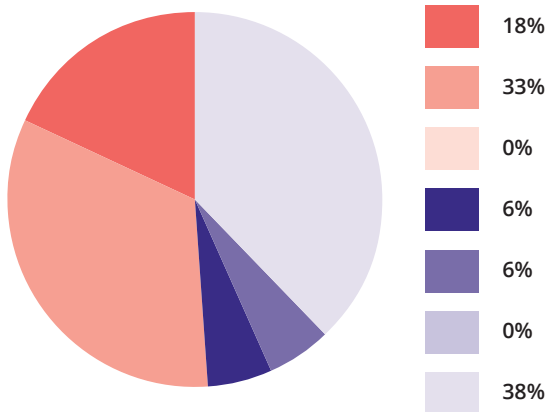




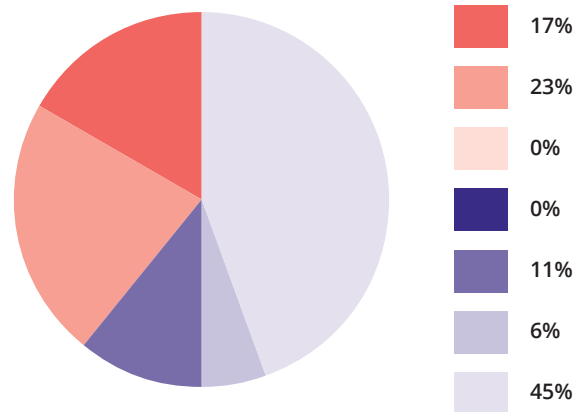
2020 Annual Meeting



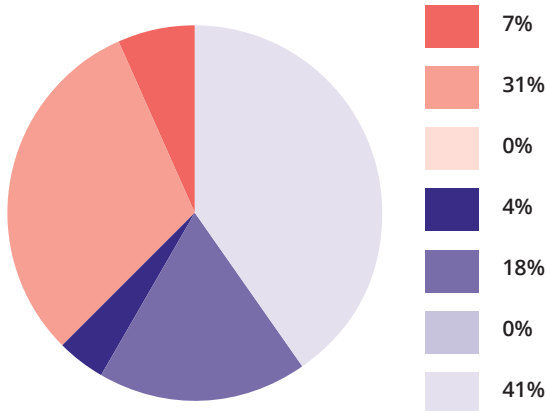
Fall Leadership



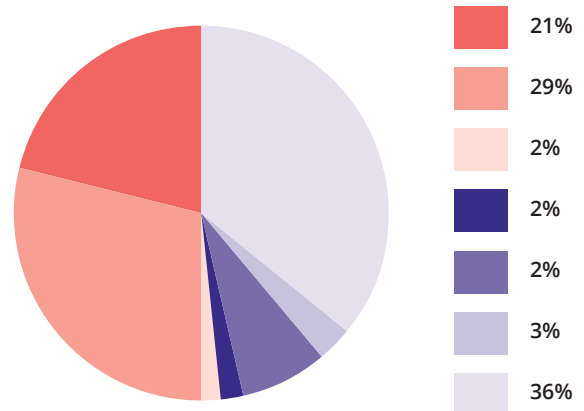
Collective Bargaining Conference



Representative Council Meetings



All ETFO Programs and Events



# EQUITY AND WOMEN'S PROGRAMS

## MULTIMEDIA RESOURCES FOR STUDENTS, MEMBERS AND COMMUNITIES

### Sixteen Days Campaign Against Gender-Based Violence

From November 25 to December 10, ETFO participated in the 16 Days of Action, a global campaign to raise awareness about gender-based violence.

By sharing messages and images posted on @ETFOeducators social media accounts such as Twitter, Instagram and Facebook, members added their voices to this important conversation.

The campaign was advertised on the ETFO website banner. Access to all the shareable images, resources and curriculum connections for local promotion and social media sharings were available on the ETFO website.



## 2021 Black History Month

The 2021 ETFO Black History Month poster was sent to each school steward across the province as well as posted on the ETFO [website](#). This year's poster explored how the commonly used and accepted map of our world is not accurate and is rooted in bias and colonialism.

It used Afrofuturism, the reimagining of a future filled with arts, science and technology seen through a Black lens, to encourage critical thinking. As the Mae Jemison quote featured on the poster captures, "Never be limited by the limited imagination of others." Young Black Canadians have, can and will continue to do anything in this world.



## 2SLGBTQ+ Online Resources

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

## Asian Heritage Month Poster

The month of May in Ontario is dedicated to celebrating the contributions of Canadians from over 30 countries that make up the Asian and South Asian diaspora. This year's poster, Resistance & Change: Celebrating Asian Canadian Stories captures five stories of collective resistance. They chronicle Asian Canadian struggles, experiences and resilience in different historical, political and social spaces.

Emmie Tsumura, a Japanese-Canadian artist created a collage with a feeling of warmth and solidarity, spanning many generations of people of different cultural backgrounds and identities to celebrate what is possible. At the end of April 2021, posters and suggested curriculum guidelines were distributed through the stewards' mailing and the ETFO eNewsletter. This allowed time to share the resources and the upcoming month's celebration with members.



## Day of Pink

The theme for this year's Day of Pink on Wednesday, April 14, was Let's Distance Ourselves from Discrimination Too. Included in that month's stewards' mailing were copies of the brand new 2SLGBTQ+ Positive Space Take Action Kit and pamphlet. These resources provide 10 ways that ETFO members can create a safe and supportive school environment for all including 2SLGBTQ+ students, teachers and families. Yamikani Msosa, a Black, genderqueer Malawian consultant and facilitator provided a video for the ETFO site that offers context to the historical significance of the day, personal reflections and strategies for educators.



## etfofnmi.ca Web Page

ETFO has reorganized and renamed its online Indigenous education resource portal (previously called spirithorse.ca) to [etfofnmi.ca](http://etfofnmi.ca). This portal houses numerous ETFO developed resources that are culturally relevant and created in partnerships with Indigenous experts in the broader community. It also houses compiled resources from other educational sources to support educators in their learning and instructional practices.



## Les HisNoires: Black-Canadian Curriculum Resource

This 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. It includes untold stories of sheroes, heroes and social experiences that transcend time, space, language and location. The lessons are written in English to increase accessibility and remain consistent with ETFO policy. They are designed by FSL teachers for French as a second language learners and have accompanying French language worksheets. This document is a collection of lessons that reimagines the scope of history in Canada to expand our interpretation of Black people, their history and their culture within a French context. The lessons can be found here: [Les HisNoires](http://LesHisNoires).



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

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



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

ETFO continues to update and enhance this online document, which lists resources that educators can use when working with gender independent children and transgender youth/adults. The document lists organizations, resources and links to school board gender expression and gender identity policies and can be accessed here: [2SLGBTQ+ Resources](#).

## The Women's Equality Project & Workshop

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

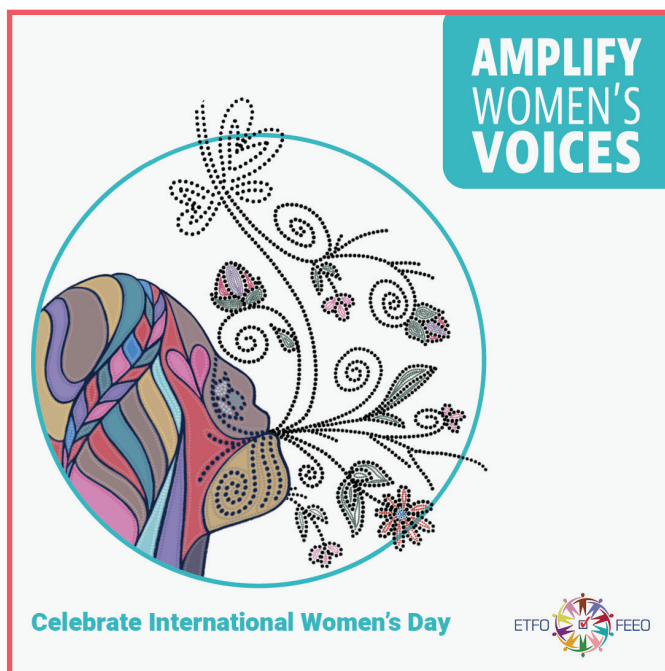
This year, a workshop was created to share the resource and to show how it can be used in junior/intermediate classrooms. Ten spots were made available for locals to access the workshop.



## VOICE Women's Issue

Every year ETFO produces a women's issue of VOICE magazine. The 2021 articles focus on the impact of the COVID-19 pandemic on women and other marginalized communities; the overlaps between being a woman and a parent and being an educator; the importance of women getting active to unseat the government in the 2022 election; articles focused on the acts of enforcing a dress code and on how to create an anti-racist classroom.

This issue also features an interview with 12 year-old Rihanna Harris, a Hastings-Prince Edward student who experienced anti-Black racism at school and decided to take action and advocate to change the curriculum.



## Women's History Month Poster and T-Shirt

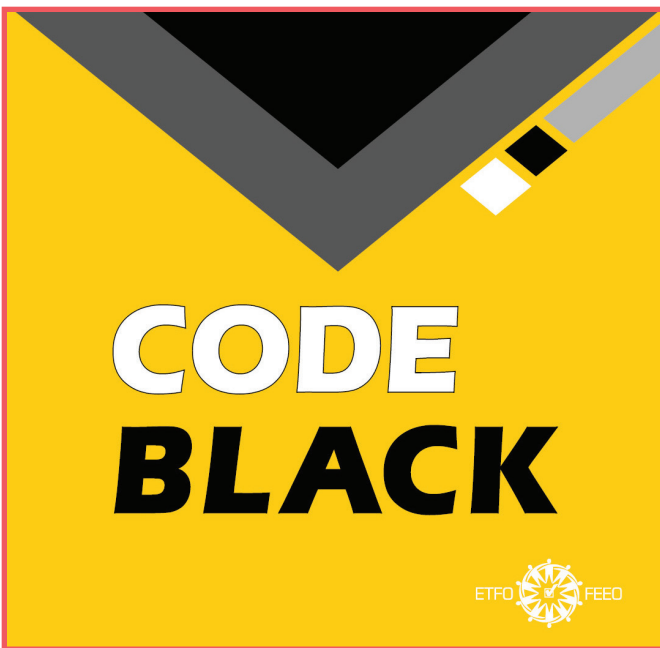
The 2020 Women's History Month poster asked members to Take the Mic in celebration of the role of music in creating social change. The poster depicts a timeline of Canadian musicians from the 1960s to the 2000s and the songs they created to raise awareness of women's issues, gender equality and inspire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



## LEADERSHIP DEVELOPMENT

### Code Black: Leaders with Purpose and Conviction

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



### Leaders for Tomorrow WP

This is an intensive, year-long leadership development opportunity for women members who self-identify as First Nations, Métis and Inuit (FNMI), person with a disability, 2SLGBTQ+ and/or racialized. The program includes a variety of workshops and experiences related to leadership roles within ETFO both locally and provincially. This year, due to COVID-19, Leaders for Tomorrow held all four sessions virtually, with participation from 20 women from designated groups. Participants were

involved in several activities that included: having courageous conversations, being an ally, writing speeches, disrupting microaggressions and chairing of meetings.

### Premier Leadership Forum for Black Women Members

As part of ETFO's Multi-Year Anti-Black Racism Strategy, this first-time leadership program for Black women was offered to 30 women members. This program was developed to support the engagement and leadership of Black women members in the union. The focus over the two-day forum was to identify and expand their leadership skills and develop a collective stance in anti-oppression using feminist frameworks with the aim to increase participation in ETFO.

Over two days, the highlights included: presentations that focused on past and present Black women leaders from across Canada; exploring ETFO's multi-year addressing anti-Black racism strategy; barriers Black women members face attaining leadership positions; hearing the lived experiences of a panel of Black women ETFO members; practicing effective listening skills and learning about the structure and leadership opportunities available through each of the six service areas.



## MentorCoaching Institute for Women

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



## Next Steps Leadership Program WP

The Next Steps Leadership is an evening and one-day program for ETFO members who self-identify as women and from another designated group. The focus of this program is to create a space for members who experience multiple barriers while navigating employment within the educational sector. In April 2021, 24 members explored how to create their own leadership paths, reflect on their values and strengths, gain strategies to address microaggressions and learn about different leadership opportunities available at the provincial office.

## Sisters in the Struggle WP

Sisters in the Struggle (SIS), a week-long advanced leadership program for women, is offered as part of the Canadian Labour Congress Women's Summer School.

More than 150 women from a variety of unions attend and travel to Cornwall's NAV Centre each year to enroll in courses that focus on health and safety, collective bargaining, leadership, parliamentary procedure and public speaking. ETFO's SIS program focuses on feminism, work-life balance, leadership planning and goal-setting.

Participants examine different types of leadership, analyze their own leadership skills, develop a leadership plan and create a vision board. The 2020 summer program did not take place due to the COVID-19 pandemic.

## Visions Program WP

The Visions Program for members identifying as women in their first five years of ETFO membership focuses on building participants' knowledge of ETFO, the broader labour movement and opportunities for union and social activism. In January, 17 women began their Visions journey virtually by exploring ETFO provincial's structure, service areas and the Annual Meeting.

Additionally, there was an intentional focus this year for the Visions Program cohort to develop a feminist, anti-oppressive framework for union participation and activism, understanding of women's issues and labour history.

In February 2021, the group fully participated in ...and still we rise, ETFO's annual women's conference, where they celebrated the conference's 20th anniversary.

In April 2021, the Visions cohort reconvened for a final virtual meeting to examine their learnings of anti-oppression and intersectional feminism, critically explore women's capacities in leadership with Karen BK Chan, community activist, and to hear from a panel of women who are taking up different spaces of local and provincial leadership within the Federation.

## WORKSHOPS, SYMPOSIA CONFERENCES, AND PROFESSIONAL LEARNING COMMUNITIES

### Allyship: Shifting Paradigms WP

This program was held virtually on March 11 and was an opportunity for participants to discover principles of intersectional equity and to discuss strategies for allyship. Indigenous-led movements have been prominent across Turtle Island over the past decade, and allies have spoken up in support. Members attending were able to explore whether the response is always wanted or useful. They discussed the issues at hand, explored the efforts to build allyship with Indigenous Peoples across Canada and analyzed some of the actions taken in support of these communities. Participants were also able to engage in a workshop using the concepts and framework of anti-oppression to explore anti-Black racism and representations of Black Canada in a Canadian cultural context.

### ...and still we rise 2021 WP

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



### Balancing Act, Women's Health Conference WP

Professional Relations Services (PRS) Women's Health Conference, Balancing Act took place virtually in December 2020. This conference explores women's health and wellness issues. The goal of the conference is to assist women in achieving a more balanced work-life as well as bringing awareness to health and wellness supports available through the union, school board and community. The conference began with a keynote address, Cultivating Your Inner Cactus presented by Dr. Beth Veale. The keynote focused on the current season of COVID-19 and the uncertainty and challenges to members personal and collective wellness. Three workshops followed: Mindfulness, Compassing a Path of Hope and Your Mental Health and Well-Being in the COVID-19 Classroom.



### Bargaining for Equity and Social Justice WP

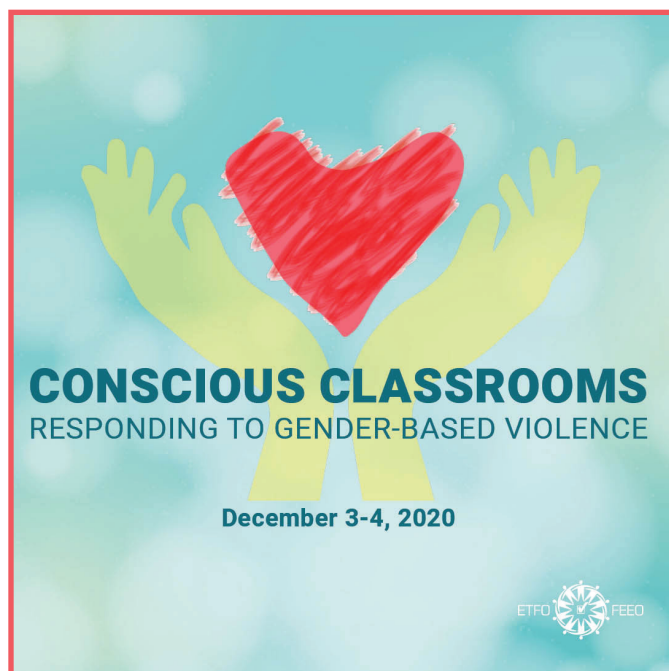
This conference is an entry-level program, intended for women members who have been, or would like to be, engaged with their locals in some capacity, including as members of local collective bargaining committees, local standing committees, as workplace stewards or members seeking to become more involved.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



Participants also explored the concept of bargaining for equity and social justice in order to begin to apply this framework to conversations and planning for future rounds of bargaining. The conference included workshops and presenters that help to develop a more complex and intersectional view of our membership, and to consider how collective agreements can better serve a diversity of needs. Kiran Kang, from Goldblatt Partners LLP, presented at the conference. Kiran is particularly committed to eliminating discrimination and harassment in the workplace and provides training, representation and advice to ETFO in pursuit of this goal.

### Conscious Classrooms Responding to Gender-Based Violence WP

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



### Engaging Learners Through Play WP

This workshop was designed around ETFO's First Nations, Métis and Inuit Education Resource: Engaging Learners Through Play. The resource and workshop were co-developed and delivered with ETFO and Right to Play Canada. The workshop uses play-based activities to learn about Indigenous Peoples. Sessions were held in November 2020 and June of 2021. One hundred and twenty-eight ETFO women members engaged in the full-day sessions.

### Financial Health and Wealth Virtual Conference for Women

This year, 73 women members participated in a powerful virtual conference to learn about practical strategies supporting women's financial health. Keynote speakers addressed the issues and statistics that impact women when planning for their financial future (e.g., living longer, inequities in pay, primary care givers, etc.) Through the keynote addresses and choice of six workshops, women members learned more about budgeting, saving, reducing debt and understanding their pension plans (e.g., OTTP, OMERS, etc.).



### First Nations, Métis and Inuit Education Symposium

This annual learning forum provides ETFO members an opportunity to learn about First Nations, Métis and Inuit pedagogies; resources and teaching practices; and issues – both historical and current. The workshop topics supported members in their learning about Indigenous Peoples and methods to create culturally inclusive learning environments. This year's Symposium featured Dr. Niigaan Sinclair and discussed cultural appropriation vs. appreciation.

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

ETFO women members who self-identify as First Nations, Métis or Inuit were provided an opportunity to engage in a two-day networking and leadership Symposium. The two days included presentations from inspiring women leaders, social justice activists and active union members. Each year the theme focuses on supporting leadership skills. This year's theme was The Importance of Treaties and Collective Bargaining.



## Health and Safety Training WP

The Women's Health and Safety Conference supports the leadership development of women members as they explore health and safety issues with a gender-based framework and build their knowledge and advocacy for safer and healthier workplaces. On January 21, 2021, 14 attendees participated virtually in a skills development module, a domestic violence workshop and a session looking at workplace hazards through a gender-based framework.

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

This year's Racialized Members' Conference was virtual and took place on Saturday, November 7 and 28, 2020. This two-part leadership conference is for racialized members who are committed to becoming involved in their union and creating a just society.

Twenty-five members participated in facilitated sessions, breakout rooms and discussed strategies to address a variety of challenges presented in the current pandemic situation.

The program on November 7, 2020 began with Patricia Chong of the Asian Canadian Labour Alliance (ACLA) whose presentation had three main themes: environmental racism, the effects of COVID-19 on anti-Black racism and the rise of anti-Asian racism during the pandemic. The afternoon speaker was Daniella Noel, who, using her expertise and lived experience as a queer, Black woman with a disability, educated members on ways in which they can ensure their practice is inclusive especially in the post COVID-19 new normal.

The program on November 28, 2020 had keynote addresses from Christopher Taylor, a lecturer at McMaster University and Catherine Oikawa, an ETFO member. Both presentations involved informing members on the various ways that members can maintain their identity throughout the pandemic as well as bringing that identity into the classroom in meaningful ways.

## Intensive Grievance Arbitration Workshop WP

In January, teacher, occasional teacher and DECE women members from across the province participated virtually in the ETFO Intensive Grievance Arbitration Workshop WP. Over three days, participants received training on grievance arbitration basics, grievance handling, how to investigate grievances and how to write grievance letters.

The members explored strategies for effective advocacy during grievance meetings with school board personnel and how to resolve grievances from a position of strength. Members also had an opportunity to prepare for a grievance arbitration and participated in a simulated arbitration hearing. Highlights included: understanding how Past Practice and Estoppel influence grievances; gathering evidence and preparing effective opening statements; and presenting opening arguments to a labour arbitrator.



## Mobilizing for Justice WP

This year-long program welcomed members from across the province to two sessions, one in November and the second in May. Session one included: Community Organizing – what is it and why it is important now; Organizing during a Pandemic; Charity vs Justice and how to move from Charity to Justice; Identity Work and Organizing from a Teachers' Perspective. Session two included: presentations by participants; panel of ETFO staff speaking about ETFO organizers, ETFO's Multi-Year Anti-Black Racism Strategy, ETFO's commitment to Truth and Reconciliation and how members can be involved in and Action Planning.

## Native Language Gathering

The first annual Native Language Gathering took place in 2021. ETFO members, currently teaching Native Languages, were invited to attend a one-day professional learning gathering for networking, identifying barriers and building capacity. This year's event featured Isadore Toulouse who shared their journey both as a language speaker and an educator.



## Protect Yourself Women's Legal Conference

PR's Women's Legal Conference: Protect Yourself took place virtually in March 2021. The conference explored women members' rights and responsibilities related to professionalism and employment.

This year's conference focused on the COVID-19 pandemic as well as ETFO's Multi-Year Anti-Black Racism Strategy. The keynote and one of the webinars explored how the workplace legal landscape has been impacted by COVID-19 with practical discussion of how existing rights, entitlements and obligations have been interpreted and applied in real-life COVID-related circumstances. The second webinar explored

Anti-Black Racism: Understanding Your Professional Responsibilities. During this webinar, members discussed ETFO's Multi-Year Anti-Black Racism Strategy; micro-aggressions; what anti-Black racism looks like and sounds like in the workplace; and what options or professional responsibilities members have who experience or witness anti-Black racism.



## STEM IT UP: Empowering Girls to Lead WP

STEM IT UP: Empowering Girls to Lead ran virtually on February 23 and April 22 with 21 members representing 16 different locals. Over the two days, women members explored ways to empower girls in Science, Technology, Engineering and Mathematics (STEM) learning and potential STEM careers. Led by two ETFO members, this program discussed research about the importance of engaging girls in the STEM fields and how Black, Indigenous and women of colour are the most underrepresented groups in STEM professions. Members explored STEM learning through collaborative activities, breakout room discussions, STEM activities and problem-based learning. Rich conversations were held on how to create opportunities for success for all students and especially girls/women students who are marginalized.

## Women Addressing Gender-Based Workplace Violence

The conference for Women Addressing Gender-Based Workplace Violence was held virtually on December 9, providing 21 women members with information and skills to address the exponential increase in women affected by workplace violence in the education sector. The conference included relevant research, a review of workers' rights, a workshop on assertive communication and a keynote that outlined ongoing initiatives.

## Women's Collective Bargaining Conference, Level 1 and 2

ETFO's collective bargaining offerings WP are aimed at encouraging women to become active in local collective bargaining and take on leadership roles in local negotiations. In October, 44 women attended the Women's Collective Bargaining Conference, Level 1, an entry-level training session to gain information and practice skills to become involved in the bargaining process. Along with an introductory session on collective bargaining and negotiations processes, participants engaged in discussions on collective bargaining issues facing women today. Keynote speaker MaryAnne Laurico, Public Service Alliance of Canada, (PSAC) addressed the importance of using your voice throughout the collective bargaining process. In May, women members who had previously participated in Level 1, took part in Women's Collective Bargaining Issues, Level 2.

Women expanded their knowledge of the collective bargaining and negotiations processes while developing personal skills to bring to leadership roles in their locals. Participants engaged in analysis of women's issues in bargaining and role-play of a bargaining session.



## VIRTUAL LEARNING OPPORTUNITIES

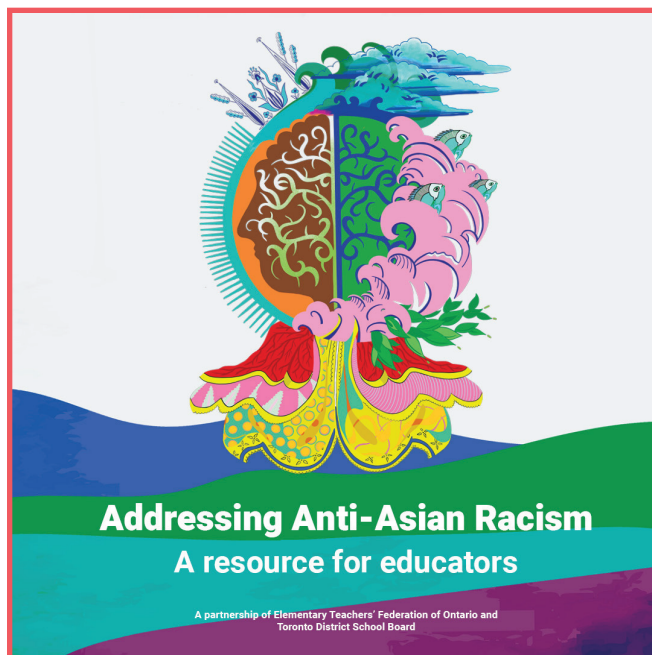
During the year, a series of additional equity-related virtual learning opportunities and resources were offered to members through Equity and Women's Services:

### WEBINARS

#### Addressing Anti-Asian Racism in Schools and Communities Four-Part Webinar

ETFO offered a four-part webinar series on Addressing Anti-Asian Racism in Schools and Communities. These critical conversations provided approximately 80 participants the space to engage in learning about historical and current issues that impact Asian communities in Ontario and Canada.

The sessions explored the new document entitled, [Addressing Anti-Asian Racism: A Resource for Educators](#), a curriculum project in partnership with the ETFO provincial office and the Toronto District School Board. Topics included historical and current contexts of anti-Asian racism, centring Black and Indigenous identities in addressing anti-Asian racism, sharing strategies and tools in disrupting individual and systemic discrimination, coalition building and solidarity work in the anti-racist movement.



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

ETFO provided members with two opportunities to participate in a multi-part webinar series on Anti-Racism and the Fight for Black Lives. In December, 2020, over 50 members came together for four sessions. Then, in March 2021, 65 members engaged in a similar process for three sessions. These webinars offered up opportunities for deep and critical discussion focusing on significant issues impacting Black lives.

Police presence in schools, making changes to classroom practice and moving from individual action to structural change are just some of the topics explored. The content of these learning opportunities included utilizing the video created for ETFO 2020 Annual Meeting entitled: Anti-Racism and the Fight for Black Lives as a jumping off point.

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



## SUPPORT FOR ETFO LOCALS' EQUITY WORK

### EQUITY WORKSHOPS

Equity and Women's Services workshops provide equity training to all members, in formats that can be modified for after-school meetings and professional development days or conferences. In 2020-2021, 56 equity workshops were requested. The following five Equity Workshops were offered virtually during 2020-2021:

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

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

#### LGBTQ Education Timeline

The LGBTQ Education Timeline was developed by ETFO and The ArQuives [formerly known as the Canadian Lesbian and Gay Archives] and highlights historically meaningful events in the 2SLGBTQ+ community. The LGBTQ Education Timeline workshop, which was also completed in conjunction with The ArQuives, provided members with the opportunity to explore the LGBTQ Education Timeline booklet through engaging activities. It also included opportunities for members to learn about contributions made by racialized and Indigenous groups with additional facts on the contributions of the 2SLGBTQ+ community to society at large.





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

The film, *Race and Education: The Water We Swim In* provides participants with a glimpse of the lived experiences of racialized educators in Ontario.

This film is used as a tool to allow for scaffolding of knowledge, provides real-life examples of racism and discrimination through discussions, activities and self-reflection. Participants come away with a stronger understanding of the many faces of racism, the effect it has on individuals and ways to be an ally by challenging racism and discrimination.

## **Culturally Relevant and Responsive Pedagogy**

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

## **Busting Myths and Misconceptions about Indigenous Peoples**

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

## **EQUITY INCENTIVE FUNDS TO SUPPORT LOCALS**

The following equity incentive funds were available in 2020-2021 to support locals in their equity-related initiatives.

### **Equity Workshop Incentive Funding**

Equity Workshop Funding provides \$300 to up to 13 locals to assist them with costs related to offering equity workshops to members. Twelve teacher locals and one DECE local accessed the funds this year.

## **International Women's Day Incentive Fund WP**

Local Incentive Funding for International Women's Day (IWD) is a WP program that provides funding to locals in order to assist with costs related to providing local programs that promote and celebrate IWD events. This year, up to \$15,000.00 in funding was requested and provided to 10 locals.

Locals ran programs for their members on a variety of formats and women's issues; from opportunities to network and listen to inspiring women leaders speak, hold book clubs and community project drives, as well as mentoring programs for members who identify as women.

## **Take Back the Night Local Incentive Funding WP**

Each September, Take Back the Night (TBTN) activities are held nationally and internationally to demand the right to be safe and free from gender-based violence. Incentive funding of up to \$300 per local is available for 16 locals who apply. In 2020, four locals received the incentive fund to plan TBTN virtual events and/or partner with community groups dedicated to ending gender-based violence.

## **Workers' Health and Safety Centre Subsidy**

A Workers' Health and Safety Centre (WHSC) Subsidy (WP) is available to equip women with the knowledge and skills to become leaders in health and safety and to advocate for safer and healthier workplaces. Eligible programs for this subsidy include the two-week WHSC instructor's course and its prerequisite WHSC Level 1. The intent of the subsidy is to remove barriers and make participation more accessible to women members from all locals, by providing participants supported by their local, with release time, travel and dependent care costs, in accordance with ETFO Expense Guidelines.

## EQUITY AND LEADERSHIP TRAINING

The following equity and leadership training programs were provided to members in locals during 2020-2021:

### Equity and Social Justice Chairs Training 2020

This year, the Equity and Social Justice Chairs represented by teacher, occasional teacher and designated early childhood educator (DECE) locals, engaged in discussions and learning about issues of anti-oppression and taking leadership in their locals to promote equity and social justice. Highlights of the day included sharing of ETFO programs, resources, opportunities and networking. Presentations included learning about the “isms,” how to address important Indigenous issues using ETFO EWS resources and using social media as ways to advocate on social justice issues important to ETFO members.

### Equity Training for Local Executive

During 2020-2021, 10 locals across the province engaged in essential conversations and anti-oppressive training with their local executive teams in partnership with Equity and Women’s Services staff to support locals’ equity initiatives. Workshops and sessions were developed and tailor-made in consultation with the local, based on the needs of the local. Topics such as anti-bias training, history of women’s programs, collecting designated group data and equity in constitutional language were explored. The high numbers of locals that were able to take part in this capacity building partnership was in part, due to all the meetings and sessions happening in virtual format. The goal of this program is to support local executives in their equity actioning for short and long-term planning.

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

Members who chair local Status of Women Committees have two training opportunities annually to support their work. The first virtual workshop this year occurred in November 2020. Over 55 local Status of Women Chairs from across the province attended this session. Participants learned about the

history of ETFO and women’s programs, deepened their collective feminist and anti-oppressive framework, became familiar with new WPs being offered both at the provincial and local levels, shared innovative projects and initiatives, focused on women’s leadership and women’s issues at the local level. They also shared action plans specific to their locals’ work on raising awareness for women’s issues and women’s leadership at the provincial/local levels.

In May 2021, the Local Status of Women Chairpersons were invited to a virtual meeting in which 38 women participated. During the session, Dr. Laura Mae Lindo presented on the social determinants of mental health and impact of COVID-19. Women shared their local women-focused events and initiatives in the last year and discussed their plans for the upcoming year. A particular highlight was the carousel session where experienced local Status of Women Chairpersons shared their knowledge through mini-workshops. Their experiences in growing committees, engaging members, planning women’s program events and bringing forward other women’s focused initiatives at the local level were some of the topics of conversation.

### Women in Action I, II and III

The Women in Action (WIA) leadership program supports women form a grounded understanding of the union’s political processes, develop leadership skills, receive guidance and learn tools to instigate social change in their local, our union and within the community. To offer the program to locals this year, the curriculum was revised for the virtual environment. During May, a pilot of Level I was offered and organized as a provincial program for DECEs and OTs. This two-day program ran two sessions with a total of 31 members from a diversity of areas participating.

Women in Action III is a provincial program offered to members who have completed WIA I and II with their respective locals. It is an opportunity to further develop skills and knowledge on union leadership both at local and provincial levels. During October 2020, the cohort from the spring of 2020 met for the second session in order to complete their journey of learning and networking. In May 2021, a new cohort of 15 women attended two days of learning about community organizing, anti-oppressive framework development and action planning for personal and collective participation in the union.

To learn more about Women in Action and how your local can organize a session visit [Women in Action](#).



## PARTNERSHIPS

### Canadian Teachers' Federation Workshop

At the 2021 Canadian Teachers' Federation (CTF) Women's Symposium, a breakout session featured ETFO's Women's Equality Project. This junior/intermediate resource provides tools for students across the province to interrogate, activate and dream for an inclusive tomorrow where women and girls are truly equals. This workshop was an opportunity to share the resource and to show how it can be used in classrooms.

### Faculty of Education Equity Workshops

The Elementary Teachers' Federation of Ontario provides equity workshops for teacher candidates as requested by the Faculties of Education. Equity and Women's Services (EWS) staff offered workshops on the following topics:

- Challenging and Championing 2SLGBTQ+ (two spirit, lesbian, gay, bisexual, transgender, queer/questioning and additional identities) Issues
- Culturally Relevant & Responsive Teaching and Assessment Practices
- Supporting Diverse Classrooms: Practical Strategies and Resources
- Everyone is Able
- Intersectionality & Anti-Oppressive Frameworks in Education
- Learning While Black: Addressing Anti-Black Racism in Education
- Possibilities: Addressing Poverty Issues in Elementary Schools
- Re-Thinking White Privilege
- Supporting Newcomers to the Classroom
- Cultural Appropriation vs Appreciation
- Being an Ally to Indigenous Peoples
- Engaging with Indigenous Families and Communities

- First Nations, Métis and Inuit Learners
- Residential Schools and Reconciliation Using Children's Literature

Seven workshops were presented to various faculties of education across Ontario during 2020-2021.

### Pride

Each year, Pride events are planned in many communities across Ontario. Pride is not just a parade. Many communities offer a variety of activities in which everyone – including ETFO locals, Gay Straight Alliance (GSA) committees and social justice clubs – can participate. Pride is about creating inclusive school places and communities.

It's an opportunity for two spirit, lesbian, gay, bisexual, transgender, queer or questioning and additional identities (2SLGBTQ+) people and allies to challenge homophobia, biphobia and transphobia and promote social justice and equity. Due to COVID-19 and the declared state of emergency, Pride events across Ontario were cancelled, postponed or moved to a virtual platform in 2021.



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

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

### White Ribbon Campaign

ETFO, in partnership with the White Ribbon Campaign, provided support and resources to locals interested in raising awareness. Locals received incentive funding to organize a boys' conference or teachers' workshop that addressed gender equity, healthy masculinity and gender-based violence.



# SUPPORT FOR COMMUNITY INITIATIVES

ETFO supports many community groups doing equity and social justice work.

## **Anti-Homophobia and Heterosexism Initiatives Grant**

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 2020-2021, 10 locals accessed this funding support.

## **Anti-Poverty Groups**

In 2020-2021, ETFO made donations totaling \$10,000 to grassroots level groups working on poverty issues, undertaking political activities to further their cause or working directly to benefit those living in poverty in their communities.

## **Local Incentive Funding WP**

This program provides flexible funding to locals for a variety of events and activities related to the status of women. In 2020-2021, nine locals accessed almost \$40,000 for women's programs.

## **International Assistance/International Donations**

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

- Teachers' Action for Teaching (TAT)
- Teachers' Action for Teacher Organizations (TATO)
- Teachers' Action for Gender Equity (TAGE)
- MATCH International – Equality Fund
- CODE – Canadian Organization for Development Through Education
- Status of Women Donations

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

Canadian Women's Foundation, \$5,000  
Indigo Girls Group, \$5,000

## Women's Crisis Centres

In 2020-2021, ETFO made donations totaling \$70,000 to 94 women's crisis centres across Ontario.

## OVERSEAS SCHOLARSHIPS WP AND WOMEN & GIRLS INTERNATIONAL PROJECTS

### Overseas Scholarships for Women and Girls

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

### Colombia Support for Women and Girls

ETFO continues to fund literacy projects for women and girls in Medellin, Colombia in partnership with the Fundación Ratón de Biblioteca. In 2020-21, our funding has supported the Fundación's Girls and Women Re-inventing Their Reality project, including reading clubs for four hundred girls and women in the community libraries in four areas of Medellin, including Villa Guadalupe, Raizal, La Esperanza and Villatina.

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

## Cambodia Support for Girls

ETFO continues its work with Partners for Rural Development (PRD) in Northwest Cambodia to provide funding for its Education for Change project. This provides an education to rural and vulnerable girls and to improve the quality of general education services for all children in rural communities. In 2020-21, during periods of time when restrictions imposed due to the COVID-19 pandemic had been relaxed, PRD provided education awareness activities in rural communities focusing on the elimination of all forms of domestic violence and positive parenting workshops. Professional development workshops for 53 teachers including school principals in five primary schools in Samkout and Pailin were held. The ETFO funding supported the continuation of English, sports, Eco-clubs for young girls and supported the establishment of a mobile library.

### Caribbean Support for Women Teachers

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

### Ugandan Support for Women Teachers

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



# EQUITY AWARDS AND BURSARIES

ETFO members make an outstanding contribution in the area of equity and women's issues. ETFO offers financial support for a variety of awards, scholarships and bursaries for members who self-identify from a designated group, FNMI, racialized or woman. Below is a list of the Awards, Scholarship and Bursaries available. For more information on ETFO Awards, Scholarships and Bursaries please visit [Awards](#).

## Awards

Deadline to apply is February 1 of each school year.

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

## ETFO Scholarships and Bursaries

Deadline to apply is April 30 of each school year.

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

**Have you developed strategies and programs to address women's and children's issues in the local or global community?**



**Do you contribute to making the global community a better and more just place for children?**



**Are you a First Nations, Métis or Inuit Woman?**

Are you enrolled in a qualification/upgrading course or entering into a faculty of education at a publicly funded university in Ontario? Or entering your first year of a full time undergraduate degree program?



**Are you entering a faculty of education or taking a qualification/upgrading course at a publicly funded Ontario university/institution?**





# 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, Objects, 3.4)

A member shall:

- strive to eliminate all forms of harassment between individuals in the educational system;
- endeavour to ensure equity and inclusiveness in the workplace.

ETFO 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 result in equality for all. (ETFO Constitution, Article VI, Code of Professional Conduct, 6.1.6–6.1.7).

Definition of 'equity' adopted by the ETFO Executive, October 1999.

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 practice 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; and
- people living in poverty.

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.

## 3. 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.

## 4. 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 particular 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 monitor action in all the areas above.



**A belief in equity, supported by organizational structures and expressed in actions are the components of social justice and equity within ETFO.**

Approved by the ETFO Executive, July 2002.







**ADVANCED PUBLIC  
SPEAKING SKILLS  
FOR ETFO WOMEN**

**April 22 and 23**  
Register by March 24

ETFO  FEEO



Let's recognize  
and celebrate  
contributions  
from people with  
Down Syndrome.

March 21 is World Down Syndrome Day

ETFO  FEEO



Not **ALL** Disabilities  
are *Visible*.

ETFO recognizes the International  
Day of Persons with Disabilities.

ETFO  FEEO



To honour Indigenous history  
*We must act*  
for future generations

June is Indigenous History Month

ETFO  FEEO



**Unite *against* HATE** Day of Remembrance and Action  
on Islamophobia | January 29

ETFO  FEEO



Women Addressing  
**Gender-Based Workplace Violence  
Conference**

ETFO  FEEO

# PROTOCOL CONCERNING MEMBER 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; and
- Women.

In 2016, the question of gender identity for membership was expanded and asked 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 of racialized groups' membership was expanded and asked 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 will adopt this term in all new ETFO publications.

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



## 2. Personal identity

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

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

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

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

With one exception, ETFO's 'designated groups' are the same groups identified in Ontario's Employment Equity Act (enacted in 1994 and repealed by the Harris government in 1995) and in Canada's Employment Equity Act (1986), still in effect.

The 2SLGBTQ+ group has been added to ETFO's 'designated groups' as this group has in recent years been identified by courts throughout Canada as a key equity-seeking group.

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

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

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

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

Members' self-identification information enables ETFO to reach out to members from equity-seeking groups, to alert them to relevant programs and to seek their input and assistance in developing inclusive services and programs. Self-identification helps to ensure that all of ETFO's policies and practices are inclusive, reflective of our diverse membership and reflect our priorities.

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

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

### ETFO priorities for 2020–2021

- 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.

## NOTES

# #ETFOAM2021



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