

ANNUAL REPORT

2018 | 2019

The national bilingual GO TO VOICE for publicly funded public education



Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants

www.ctf-fce.ca

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A positive transition and a bright future for our Federation

This is a unique year for our Federation. For starters, the annual Canadian Forum on Public Education, an event that provides a wonderful pretext for the AGM, is taking 2019 off as Education International holds its quadrennial congress in Bangkok, Thailand. The World Congress brings together delegates from EI's 400 affiliate organizations, including the CTF/FCE. Together, national education organizations will pave the way forward for global public education policy. Back at home here in Canada, the CTF/FCE is ready to embark on a transition. This AGM is my last as president as I hand over the reins to our next leader, to be elected during this year's proceedings.

This year also marks the end of the organization's first 100 years. But before the CTF/FCE celebrates its centenary, there is much work to be done. Across our country, we are witnessing a wave of populist ideas and political parties set on dismantling our public institutions and education is caught in the eye of the storm. This AGM is set to bring forth policy that reflects our values to build better and more robust publicly funded public education systems as well as create a more inclusive and just society for all.

Over the past year the efforts of you, our members, have been seen in plain sight from coast to coast to coast as you work to both withstand the tide of austerity measures and in spite of the challenges, to make public education in Canada recognized among the best in the world.

With all of the challenges faced at home and abroad, in education and throughout our complex political and social realities, being together with our colleagues is really a clear message, a message of unity. With unity, no challenge is too great to overcome. Collectively, we are the guardians of our inclusive publicly funded public education systems.

With our numbers and shared solidarity, together, teachers and our organizations are a force to be reckoned with. Our work directly touches lives, each and every day, and to be successful we must continue working together to meet the challenges that threaten public education and, indeed, democratic society.

As the gatekeepers of the teaching profession, we hold governments' feet to the fire as too many continue to make policy decisions that are not beneficial for public education, and in turn, the students we teach and guide. Our working conditions and students' learning conditions must be those of high quality and are necessary as we strive to give every child in Canada the best quality educational experience they deserve.

It is unconscionable for governments to use education as a political lever to gain votes on the backs of students. Public education cannot and should not be considered a deliverable on a dime. Canadian children deserve so much more, which is why we must invest in our kids.

PRESIDENT'S MESSAGE

In light of these challenges, the CTF/FCE is determined to spread the message far and wide that strong publicly funded public education systems are essential to our children's future, our communities, and our collective good.

A shining example of our proactive approach was the Teacher Collective Bargaining Conference in St. John's, which showed how our profession can come together in solidarity to right the balance of power. This year's conference, graciously hosted by the NLTA, brought together bargainers to equip them with the best tools and knowledge, and the sharing of most effective strategies, to allow them to be better prepared to benefit teachers and students.

Since the day I began my time as president, I have been proud to lead an organization that works relentlessly to improve lives. An example of this is how the CTF/FCE has strived to advance gender equity and identity. As a co-partner, the Federation collaborated with Plan International Canada on a nation-wide multi-year project called Youth for Gender Equality. The endeavour sought out the voices and opinions of our future generation of engaged citizens and leaders. The work culminated in the first-ever *Youth-led Roadmap for Gender Equality*.

In recognizing the discrepancies between the percentage of women in the teaching profession and the percentage of women in teacher-union leadership roles, the CTF/FCE created the first online resource for women leaders in teacher unions, and their allies. With this resource, we are striving to open doors for women aiming or at least considering to seek elected positions. I'm happy to say that this project does not stand alone.

In addition to our Women's Symposium in Vancouver, fantastically hosted by the BCTF, we supported Women Deliver – the world's largest conference on the rights of women and girls. I congratulate the efforts of all our women leaders involved in the organization and delivery of this conference.

One of the biggest challenges we all face, climate change, is one that our children must navigate and live with. This is why the CTF/FCE continues to support the youth of today as they raise their voices on issues pertinent to them and those that they're ready to fight for. I'm often amazed at the calls for student engagement by governments when I witness routinely the lack of understanding government has when it comes to actually listening to their very voices.



PRESIDENT'S MESSAGE



The protest marches led by students around the globe demanding political action on climate change cannot be ignored. We as educators must find ways to project and harness this passion to support our youth, for the future truly is theirs.

Having the opportunity to travel around our vast country over the past two years has only reinvigorated my belief in our profession. From visits to countless AGMs, our teachers' voices are clear. Collectively, we are deeply committed to ensuring that more children, not fewer, in Canada and, indeed, throughout the world have access to quality inclusive publicly funded public education.

We are confident in our mission because we are a federation of teacher organizations and teachers are the real super-heroes and heroines. Together, we are helping to make the future a brighter one for many. It isn't easy, but easy isn't why any of us chose this profession.

Thank you for allowing me the privilege to serve you as president. It has been an honour to work beside you. I am a proud Canadian, and I am proud to be a teacher!

To all of my colleagues and friends, good luck in the future as you continue the fight for quality public education.

Thank you.

A handwritten signature in black ink, which appears to read "H. Mark Ramsankar".

H. Mark Ramsankar
President

The national bilingual **GO TO VOICE** for publicly funded public education



2018-2019 STRATEGIC GOALS

MEMBERSHIP

1. To reinforce specific benefits of membership in the CTF/FCE, in both official languages, namely:
 - a. support for collective bargaining and the economic welfare of teachers
 - b. access to and participation in a national education research hub
 - c. coordinated bi-level advocacy on the priorities set at the 2018 AGM
 - d. programs for teacher members
 - e. networking and engagement in the social and labour movement, at the national and international levels

PARTNERSHIP

1. To enhance collaboration with the following three categories of partners:
 - a. Government, namely:
 - The Council of Ministers of Education Canada (CMEC), having the CTF/FCE's voice heard on advocacy priorities
 - The Government of Canada (GoC), being invited to attend/contribute to various government initiatives and obtaining funding from one or more GoC departments to enhance CTF/FCE programming (such as international development cooperation and the Francophonie Program)
 - b. Non-governmental organizations, including:
 - Plan International Canada, through successful implementation of Youth for Gender Equality (YGE), and collaboration at Women Deliver
 - Members of the Canadian International Education Working Policy Group (CIEWPG) and the Women Deliver Canada Mobilization
 - c. Universities, specifically:
 - Collaboration with critical friends from the University of Ottawa, the University of Waterloo, Nipissing University, McGill University, and the University of British Columbia

VISIBILITY

1. To continue to improve and amplify CTF/FCE visibility by profiling the Federation's advocacy efforts through new media channels, in the President's addresses, and in earned media and events while also ensuring Member organizations have CTF/FCE-branded evidence-based briefs and high impact shareable visuals for provincial/territorial advocacy on priority issues.

GOVERNANCE

1. To complete the review of the *CTF/FCE Handbook* (Constitution, By-laws, and Regulations).
2. To continue to enhance delegate engagement and participation in the AGM by managing time effectively; continuing to offer the new delegate orientation (reintroduced in 2017); including dedicated discussion blocks on priority issues; supporting MO reports (based upon November and April Cross-Canada reports).

CTF/FCE Advocacy Summary 2018-2019

LABOUR RIGHTS AND UNIONIZATION

- Labour Rights (including C-27)
 - » To advance labour rights as human rights in Canada and abroad.
- S-206/Section 43 of the Criminal Code
 - » To secure replacement language for Section 43 in the *Criminal Code* of Canada that protects teachers and the students in their care whilst respecting the Truth and Reconciliation Commission's Calls to Action.
- Unionization
 - » To support member and partner organizations with strategies for union renewal, strengthening broader alliances, and democratic engagement.
- Violence in the Workplace
 - » To draw attention to and advocate for improved resourcing to address root causes of violence in public schools against teachers and students including but not limited to mental health, behavioural, or special needs of students; social economic disparity.



**Strengthening
labour rights
and advancing
union renewal**

FUNDING AND RESOURCING OF PUBLIC EDUCATION

- Adequate Resourcing, particularly to support effective inclusion (including Copyright/Fair Dealing)
 - » To amplify and support member organizations' research and advocacy efforts to ensure adequate resourcing, particularly for effective inclusion.
 - » To advocate for continuance of the fair dealing provisions in the *Copyright Act*.
- Privatization
 - » To affirm the values of publicly funded public education as a foundation for social and democratic principles and to address new and continuing forms of privatization and commercialism in public education.



**Ensuring adequate
funding and
resourcing of
public education**

SOCIAL JUSTICE

- Environment and Climate Change Education
 - » To become a leading national voice advocating for climate justice.
- Gender Equity
 - » To advance and defend gender equity in CTF/FCE member and partner organizations.
- Indigenous Education
 - » To advocate for adequate funding for Indigenous schools including infrastructure.
 - » To support the Calls to Action in relation to Indigenous education.
 - » To support, advance and defend the inherent right of Indigenous people to define the goals and education curriculum for their children.
- Mental Health for Educators and Students
 - » To enhance and improve access to mental health resources, supports and services to assist students, teachers and other education workers.
- Poverty
 - » To effectively advocate for the fulfillment of the National Poverty Reduction Strategy.
- Rights to Freedom from Discrimination
 - » To elevate and amplify the voices and initiatives of equity-seeking groups.



**Doubling down
our efforts
to advance
social justice**

SECRETARY GENERAL'S MESSAGE



Colleagues,

The following overview of key activities and initiatives undertaken on your behalf by the Canadian Teachers' Federation (CTF/FCE) is intended as a reminder of the strength that lies in collective action and solidarity. Together, we have accomplished a great deal to strengthen teacher unions, the profession, and publicly funded public education in Canada and abroad this year (September 1, 2018 – August 31, 2019). Thank you for all that you contribute to our federation, through the member organizations of the CTF/FCE.

With the political leadership of the President, the Executive Committee, and the Board of Directors, as well as the excellent work of the staff team, we have continued to reinforce our foundation as a federation whilst adding new levels to the work

we do to fulfill the mandate set forth by delegates to last year's Annual General Meeting (AGM) in Edmonton, Alberta.

With input from leaders of the 18 member organizations, in each province and territory, that comprise the CTF/FCE, we have made positive differences in the lives of teachers, education workers, and students. Following are highlights of progress related to each 2018-2019 strategic goal.

To reinforce specific benefits of **MEMBERSHIP**, in both official languages, we have:

- Enhanced our advocacy efforts – following the 2018 AGM when delegates debated advocacy priorities and then confirmed a slate of 12 priorities, the Executive Committee confirmed the following three pillars of priorities, as well as goals, and potential actions for each priority. At this time, briefing documents have been prepared for members' use; multiple meetings have been held related to Bill S-206/Section 43 of the *Criminal Code*, gender equity, and Indigenous education; a campaign focused on the priorities of teachers – *I Teach I Vote* – has been prepared and is being launched at the AGM, in preparation for the federal election; and the foundation for solid advocacy on all topics has been established. A more detailed overview on advocacy is provided on pages 6 and 7 of this report and updates, including sample advocacy briefs, have been provided as part of the packages for AGM discussion groups.

The CTF/FCE priority pillars:

- » Adequate resourcing of public education
- » Labour rights and unionization
- » Social justice

SECRETARY GENERAL'S MESSAGE

- Continued developing customized member booklets, to distribute at MO annual meetings.
- Improved the Members' only site, particularly *Infosource* with additional information related to collective bargaining, including salaries; class size and composition; as well as pensions, advocacy priorities, and CTF/FCE surveys; more enhancements of this Members' only information are planned for the near future.
- Offered in-house media training for leaders of member organizations.
- Provided excellent professional learning and networking opportunities, including a meeting of the National Teacher Research Network (NTRN, November 2018); the sold-out National Staff Meeting (November 2018); the Francophone Symposium (November 2018); the sold-out Women's Symposium (June 2019, co-hosted by the BCTF); the important biennial Teachers' Collective Bargaining Conference (June 2019, co-hosted by the NLTA); and two webinars with the NTRN (April and June 2019).
- Through Project Overseas, offered meaningful international professional learning and leadership experiences to 59 teachers, representing every province and territory in Canada. Something to be very proud of is the fact that Project Overseas is entirely resourced by the CTF/FCE and our member organizations. This year, 14 professional learning projects are taking place with partner unions, all members of Education International (EI), in 11 Anglophone and Francophone countries throughout Africa and the Caribbean.
- Convened face to face meetings of the Advisory Committees on French as a First Language; the Status of Women; Indigenous Education; as well as Diversity and Human Rights so that participants could connect and contribute in person. Such meetings had been set aside for many years, for budgetary reasons; we were delighted to be able to reinstate them.
- Continued as a member of the Forum des leaders de la francophonie canadienne.
- Represented MOs on the Comité de travail sur la sécurité linguistique.
- Coordinated research into the shortage of French language teachers, with funding from Canadian Heritage, and researchers from the University of Ottawa.
- Launched a new, and first of its kind, living resource to support women leaders in teacher unions: <https://femleadfem.ca/>. Thanks to our MOs for current contributions; we invite more and on-going input!
- Offered close to 100 colleagues the opportunity to participate in Women Deliver – the world's largest conference on the rights of women and girls (June 2019) – and ensured that the teacher voice was effective throughout this major event.
- Curated and disseminated a regular Research and Professional Learning Digest and, more recently, a Research Review.
- Prepared various custom reports for member organizations related to collective bargaining, advocacy priorities, and economic services.

SECRETARY GENERAL'S MESSAGE

- Participated in the National Round Table on Education.
- Continued to represent MOs as Treasurer to the Comité syndical francophone de l'éducation et de la formation (CSFEF) and on the Comité tripartite.
- Drafted a Student Voice booklet focused on linguistic insecurity, to be launched in the Fall 2019.
- Partnered with the Association canadienne d'éducation de langue française (ACELF) to develop a brochure in the series Comprendre la construction identitaire on cultural intervention.



- Labelled activities in ACELF's bank of teaching ideas in order to link to PELF's conditions and concepts.
- Prepared an historical scan regarding linguistic insecurity for the Fédération de la jeunesse canadienne-française (FJCF).

To enhance collaboration with **PARTNERS**, the CTF/FCE has:

- Worked with GOVERNMENT as follows:
 - » **The Council of Ministers of Education, Canada (CMEC)** – continued advocacy for fair dealing and protection of current copyright legislation.
 - » **Elections Canada** – promoting participation in the 2019 federal election.
 - » **Health Canada** – distribution of the *2019 Food Guide* to schools across the country.
 - » **Canadian Heritage** – submission of a proposal for funding to support a significant campaign to promote the teaching profession and to address the shortage of French language teachers, particularly in minority contexts. Here we also partner with the Commission nationale des parents francophones, ACELF, the Fédération nationale des conseils scolaires francophones (FNCSF), the FJCF and the Regroupement national des directions générales de l'éducation (RNDGE). The CTF/FCE developed the proposal and, at the request of partners, will be the lead organization if approved.

SECRETARY GENERAL'S MESSAGE

- » **Global Affairs Canada (GAC)** – secured funds, in a highly competitive process, to partner with the Uganda National Teachers' Union on a five-year project aimed at improving education for secondary school-aged girls in Uganda. The CTF/FCE is proud to be one of only 21 organizations selected from close to 200 applicants for GAC funds for small to medium organizations. We are also grateful to have renewed federal funding after such monies were cut in 2011.
- » **Women and Gender Equality (WAGE) and GAC** – served on the Prime Minister's Advisory Council for Women Deliver alongside the Minister for WAGE and GAC, the Honourable Maryam Monsef.
- Partnered with NON-GOVERNMENTAL ORGANIZATIONS including the following:
 - » **Learning for a Sustainable Future** – promotion of the LSF teacher survey on climate change education which garnered 2,000 responses, including 1,200 from teachers.
 - » **Plan International Canada** – co-led with Plan International Canada on the pan-Canadian Youth for Gender Equality (YGE) initiative, a three-year project that brings youth from across the country together to discuss and to take action on issues related to gender equality. The project seeks to influence the creation and implementation of a nation-wide policy on gender equality. The first ever *Youth-Led Roadmap for Gender Equality* was launched at Women Deliver (June 2019).
 - » **CIVIX** – cross promotion of election activities in schools throughout Canada.
 - » **MediaSmarts** – continued and enhanced partnership for Media Literacy Week as well as representation on the MediaSmarts Board of Directors.
 - » **CBC Kids News** – accepted an invitation to join the production's Editorial Committee.
 - » **Indspire** – building a relationship around the National Gathering for Indigenous Education and collaboration through *Perspectives*.
 - » **Robert Kennedy Human Rights** – continuing relationship through Speak Truth to Power Canada, *Perspectives* and potential projects.
 - » **ACELF, FNCSF, RNDGE and FCDEF** – development of a train-the-trainer program to encourage the retention of teachers in French as a first language schools. If approved, the FNCSF will lead with the CTF/FCE partnering.
 - » **Culture pour tous** – support for projects targeting francophone students; Une chanson à l'école and J'aime les mots.
 - » **The Canadian Red Cross, the Canadian Commission for UNESCO, and Right To Play** – development cooperation, including Project Overseas.
 - » **Canadian Museum for Human Rights** – collaboration on newly added community human rights defenders and contributions to *Perspectives*.

SECRETARY GENERAL'S MESSAGE

- Collaborated with UNIVERSITIES as follows:
 - » **Carleton University** – early stages of collaboration with the Landon Pearson Centre for the Study of Childhood and Children's Rights.
 - » **McGill University**, Department of Integrated Studies in Education – advisory role in a study on gender-based violence in education.
 - » **University of Ottawa:**
 - › research into the shortage of French language teachers;
 - › the e-Quality project (exploring digital and social media use with youth and in classrooms);
 - › Healthy and Productive Knowledge Workers project, also with the University of Nipissing.

At the same time, existing international partnerships have been strengthened and new ones have been initiated with affiliates of EI in Africa, Asia, the Caribbean, and Latin America. Development cooperation activities and projects give Canadian teachers the opportunity to take action for quality teaching, strong teacher organizations, and gender equity whilst also improving their own professional practice. EI has expressed an interest in exploring the creation of a consortium in order to expand the John Thompson Fellowship program (focused on capacity building for teacher organizations) throughout Asia and possibly Africa. The CTF/FCE has been at the forefront of developing and delivering this program throughout the world.

To continue to improve and amplify **VISIBILITY**, the CTF/FCE has profiled the Federation's advocacy efforts through new media channels, in the President's addresses, and in earned media and events while also ensuring member organizations have CTF/FCE-branded evidence-based briefing notes and high impact shareable visuals for provincial/territorial advocacy on priority issues. More specifically, to do this, the CTF/FCE has:

- Created a new and more interactive CTF/FCE booth experience at member organization meetings as well as continued customized booklets/pamphlets.
- Revamped President and Vice-President speeches at member and partner events aimed at both unifying the CTF/FCE membership and promoting the transformative power of education.
- Continued construction of the new CTF/FCE website. The aim of the new site is to present the teaching profession, the CTF/FCE and its work in a fresh, accessible way. We are looking to re-engage members and engage new users with the site. The recently launched <https://femleadfem.ca/> provides concrete examples of the refreshed, accessible direction we are headed in.
- Created VoxEd, the CTF/FCE podcast.
- Developed a new CTF/FCE "who we are" video in advance of the 100th anniversary.

SECRETARY GENERAL'S MESSAGE

- Produced various radio and print press on a variety of issues and activities. The Violence in the Classroom work announced at last year's AGM attracted an incredible amount of earned media and continues to do so.
- Developed and approved a new CTF/FCE logo in advance of the 100th anniversary.
- Continuing from the success of 2015, developed "I Teach, I Vote" 2019.
- Enhanced social media outreach – greater focus on national and international events with tailor-made shareables. Please see page 19 for statistics on our social media outreach.
- Promoted the profession through World Teachers' Day on October 5.
- Presented PELF to the Table nationale sur l'éducation.
- Presented PELF to the annual conference of the Association canadienne des professionnels de l'immersion and the Éducatrices et éducateurs francophones du Manitoba.
- Presented the historical scan on linguistic insecurity to the national Symposium on linguistic insecurity.
- Participated on panel discussions at the Canadian launch of the Global Education Monitoring (GEM) Report. The GEM Report, an independent and annual publication, is funded by a group of governments, multilateral agencies, and private foundations, and is facilitated and supported by UNESCO. The title of this year's report is *Migration, Displacement, and Education: Building Bridges, not Walls*.

Fundamental to the smooth running of the CTF/FCE is, of course, good **GOVERNANCE**. This year, in order to meet the established goals, the Federation has:

- Completed the review of the *CTF/FCE Handbook* (Constitution, By-laws, and Regulations) and delegates to this AGM have the opportunity to consider and vote on proposed revisions comprising a new Handbook (Constitution, By-laws, and Procedures).
- Implemented changes to the AGM program to help create a refreshed delegate experience.



SECRETARY GENERAL'S MESSAGE

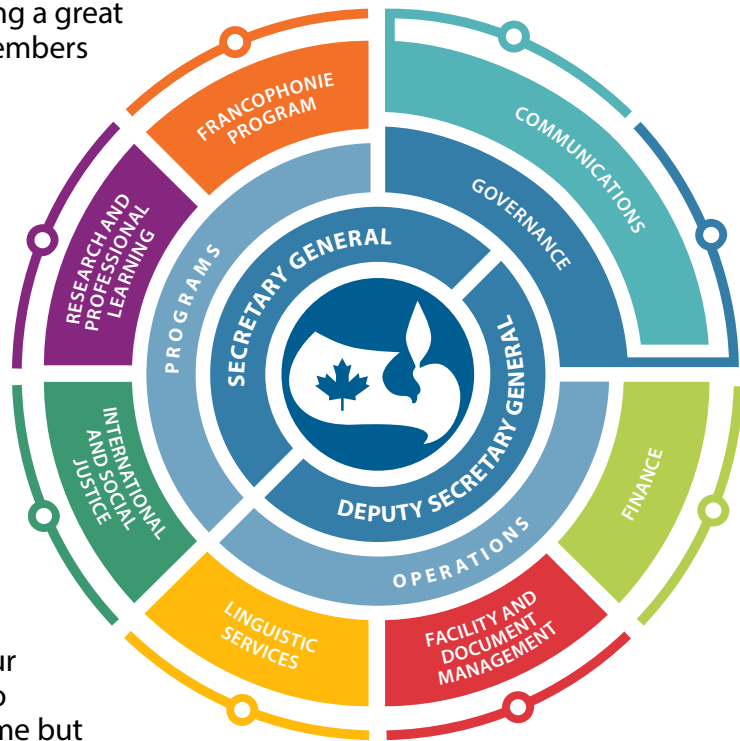
- Developed a President-Designate orientation, transition materials, supports, and tentative schedule.
- Improved preparations for delegates in advance of EI's 8th World Congress.

On the operations side, we have deftly navigated the wave of retirements and new staff are settling into their roles and, in many cases, already contributing a great deal to the CTF/FCE. To ensure that members get to know the new faces at the CTF/FCE, a feature of the upcoming new website includes contact details for all program and operation leads. As many of you know, the CTF/FCE staff team includes just 29 staff, including management. Whilst membership has increased in recent years, the staff team has not grown in decades. In the coming years, as budget allows and with direction from the Board of Directors, we look forward to growing our team in order to even better serve member organizations.

As we look forward to future success and strengthening of the CTF/FCE, your feedback and direction as delegates to the Annual Meeting is not only welcome but necessary to ensure the CTF/FCE continues to grow.

As a federation, the CTF/FCE can only be as strong as the collective contributions of the member organizations that unite under our umbrella.

As we begin to wrap up this fiscal year and as we set direction for the next through this annual meeting, I extend sincere thanks to the members of staff who make it a joy and privilege to come to work each day, as well as to the Board of Directors, members of Advisory Committees, the Executive Committee and to outgoing President H. Mark Ramsankar for all you do to guide and contribute to the mission and work of the CTF/FCE.

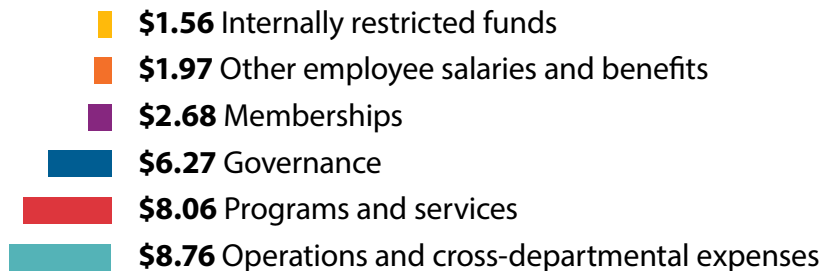


Thank you.

Cassandra Hallett
Secretary General

FINANCIAL SUMMARY

Each teacher pays \$29.30 per year. Where does it go? [Budgeted for 2018-2019]

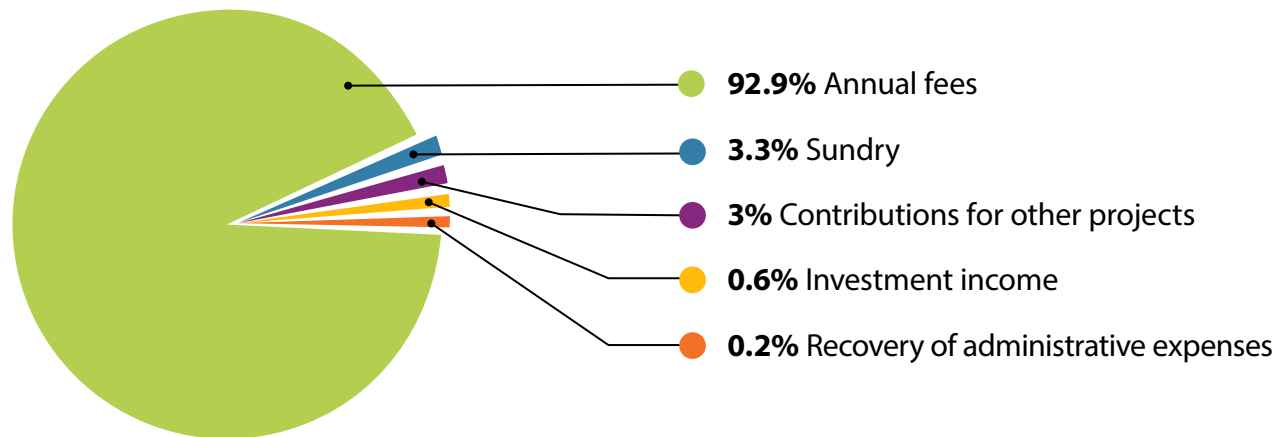


CTF/FCE Budget, September 1, 2017 – August 31, 2018 [As approved by the 2018 AGM]

REVENUE	APPROVED BUDGET
Fees from member organizations	\$6,448,000
Investment income	60,000
Externally funded projects	158,000
Canadian Teachers' Defence Fund	-
CTF/FCE event fees	63,000
Sundry	100,000
Office recovery	15,000
TOTAL REVENUE	6,844,000
EXPENSES	
Governance	1,466,000
Programs and services	1,885,500
Operations and cross-departmental	2,047,000
Memberships	627,000
Canadian Teachers' Defence Fund	-
Other employee salaries and benefits	460,000
Internally restricted funds	365,000
TOTAL EXPENSES	6,850,500
Excess (deficiency) of revenue over expenses	\$(6,500)

FINANCIAL SUMMARY

Sources of Revenue [Per 2018-2019 Budget]



CTF/FCE Statement of Revenue and Expenses [For the year ended August 31, 2018]

REVENUE	2018	2017*
Annual fees	\$6,216,646	\$5,960,377
Investment income	74,827	36,014
Recovery of administrative expenses	15,000	15,000
Contributions for other projects	121,243	189,901
Canadian Teachers' Defence Fund	-	-
Sundry	233,048	211,345
TOTAL REVENUE	6,660,764	6,412,637
EXPENSES		
Governance	1,326,268	1,411,399
Program and services	1,517,963	1,568,021
Operations and cross-departmental	1,930,679	1,899,966
Memberships	554,837	486,301
Amortization of capital assets	118,132	113,560
Canadian Teachers' Defence Fund	-	-
Other employee salaries and benefits	192,879	160,679
TOTAL EXPENSES	5,640,758	5,639,926
Excess (deficiency) of revenue over expenses	\$1,020,006	\$772,711

* The 2017 figures have been restated to reflect a change in accounting policy. Please refer to the Canadian Teachers' Federation Audited Financial Statements as of August 31, 2018, for more detail.

OFFICERS AND DIRECTORS

OFFICERS

H. Mark Ramsankar, President
Bethany MacLeod, President-designate (July 2018-May 2019)
Shelley Morse, President-designate (ad interim, May-July 2019)
Dean Ingram, Vice-President (ad interim, May-July 2019)
Sam Hammond, Vice-President
Clint Johnston, Vice-President
Heidi Yetman, Vice-President
Cassandra Hallett, Secretary General

DIRECTORS AND MEMBERS



Association des enseignantes et des enseignants franco-ontariens (AEFO)

Rémi Sabourin, President
Pierre Léonard, Executive Director



British Columbia Teachers' Federation (BCTF)

Teri Mooring, First Vice-President
Moira Mackenzie, Executive Director



Elementary Teachers' Federation of Ontario (ETFO)

Karen Campbell, First Vice-President
Sharon O'Halloran, General Secretary



New Brunswick Teachers' Association (NBTA)

George Daley, President
Larry Jamieson, Executive Director



Newfoundland and Labrador Teachers' Association (NLTA)

Dean Ingram, President
Steve Brooks, Executive Director



Northwest Territories Teachers' Association (NWTTA)

Fraser Oliver, President
David Murphy, Executive Director



Nova Scotia Teachers Union (NSTU)

Paul Wozney, President
Janine Kerr, Executive Director



Nunavut Teachers' Association (NTA)

John Fanjoy, President
Emile Hatch, Executive Director



Ontario English Catholic Teachers' Association (OECTA)

Liz Stuart, President
Marshall Jarvis, General Secretary



Ontario Secondary School Teachers' Federation (OSSTF)

Harvey Bischof, President
Pierre Côté, General Secretary



Prince Edward Island Teachers' Federation (PEITF)

Aldene Smallman, Vice-President
Shaun MacCormac, General Secretary



Quebec Provincial Association of Teachers (QPAT)

Nick Ross, Executive Member
Sébastien Joly, Executive Director



Saskatchewan Teachers' Federation (STF)

Patrick Maze, President
Randy Schmaltz, Executive Director



The Alberta Teachers' Association (ATA)

Greg Jeffery, President
Dennis Theobald, Executive Secretary



The Manitoba Teachers' Society (MTS)

Norm Gould, President
Roland Stankevicius, General Secretary



Yukon Teachers' Association (YTA)

Sue Harding, President
Ethan Emery, Executive Director



Ontario Teachers' Federation (OTF)

Diane Dewing, President
Rhonda Kimberley-Young, Secretary-Treasurer



Syndicat des enseignantes et des enseignants du programme francophone de la Colombie-Britannique (SEPF)

Linda Thériault, President



Education International Executive Board Member

Dianne Woloschuk

CTF/FCE COMMITTEES

BOARD AND AGM COMMITTEES

The **Executive Committee** conducts CTF/FCE business between meetings of the Board of Directors.

The **Finance Committee** serves in an advisory capacity to the Annual General Meeting (AGM), Board and Secretary General in matters of finance and financial policy.

Trustees ensure that funds, grants and monies received by CTF/FCE Trust are properly administered and accounted for.

The **Nominations Committee** oversees the nominations process of candidates seeking election as CTF/FCE officers.

The **Resolutions Committee** examines, assesses and makes recommendations related to motions submitted for debate at the AGM.

The **AGM Steering Committee** oversees the scheduling of new items of business during the AGM.

The **Constitution and By-laws Committee** has no formal terms of reference. However, topics for study are referred by the Board of Directors.

The **Board Negotiating Committee** represents the Board's interests in the negotiation of collective agreements with CTF/FCE employees.

The **Retirement Committee** oversees the administration of the CTF/FCE Employees' Pension Plan.

ADVISORY COMMITTEES

The **Advisory Committee on French as a First Language** provides advice to address Members' needs and concerns in the area of French-language services and educational development related to French as a first language.

The **Advisory Committee on Indigenous Education** provides advice on long-term directions and strategies with respect to Aboriginal education in Canada.

The **Advisory Committee on Diversity and Human Rights** provides advice on long-term directions, strategies and policy related to diversity and human rights issues.

The **Advisory Committee on the Status of Women** provides advice on long-term directions, strategies, policies and regulations that relate to the status of women in education.

The **Advisory Committee on the Teaching Profession** provides advice on important issues and concerns that impact the identity and reputation of public education teachers, ways to enhance professionalism through the work of the CTF/FCE, and relevant specific questions of practice and policy, documents, dialogue and/or events.



SOCIAL MEDIA ACTIVITY

CTF/FCE Social Media activity between July 2018 and June 2019



TWITTER [[@CanTeachersFed](#) and [@EnseigneCanada](#)]

- 739 tweets
- 1,121 new subscribers
- 861,748 impressions
- 18,245 followers

Top tweets of the year include:

- Visit the Publications website to find Truth and Reconciliation: What is it about? A discussion booklet for the classroom #Education #INDIGENOUS #Canada | <https://publications.ctf-fce.ca/en/product/truth-and-reconciliation-what-is-it-about/> (17,767 impressions)
- On #PersonsDay, we remember the #FamousFive who won the right for women to be included in the legal definition of a “person” in 🇨🇦. pic.twitter.com/K1HbcCWUk2 (15,780 impressions)
- Breaking News: congratulations to the Yukon Teachers’ Association for ratifying their new collective agreement with the Yukon government! Among the highlights are a 6.7 per cent salary increase over three years and YTA membership is now open to substitute teachers. Well done! (12,954 impressions)
- Lack of resources and supports for students among key factors behind increased rates of violence towards teachers <http://bit.ly/2L08EuT> (12,315 impressions)
- We’re so excited to celebrate Canada’s first ever Gender Equality Week @Women_Canada! Together, we can help advance gender equality in 🇨🇦 so #EveryoneBenefits! pic.twitter.com/Q1aMh6l2jh (11,799 impressions)
- Tomorrow is #WorldTeachersDay! 💙 Join us in celebrating teachers for their commitment to both quality public education and their students. pic.twitter.com/Eoc9Uw940Q (10,016 impressions)



FACEBOOK [[@CTF.FCE](#)]

- 2,588 followers

Highest organic reach on April 3, 2019:



Reaching 7,076 people: The teaching profession takes a stand to keep ‘Hands off our teachers’

Notable organic highlights of the year were:

- Posts focused on francophone linguistic rights and education were seen by 32,668 people.
- The three issues of *Perspectives* were seen by 30,584 people.
- Posts regarding Indigenous rights and education reached 28,236 people.
- Posts related to gender equity reached 13,085 people.
- Posts regarding remembrance and Holocaust education reached 9,883 people.
- World Teachers’ Day posts reached 3,101 people.

SPECIAL RECOGNITION AWARD

The Special Recognition Award is presented to individuals for meritorious service to education and/or the teaching profession at the provincial/territorial, national or international levels.

RECOGNITION OF AN OUTSTANDING INDIGENOUS EDUCATOR

This pays tribute to a teacher who has demonstrated leadership in Indigenous education and excellence in teaching that reflects Indigenous culture.

RECOGNITION OF AN INDIGENOUS ELDER

This pays tribute to the contributions of an Indigenous Elder to public education in Canada.



SPECIAL RECOGNITION AWARD

Alan Lombard



Alan Lombard has completed an impressive career of 50 years in the field of education, including more than 40 as union leader/representative. His union activism took its next major step when he became a teacher representative on the negotiation team of the Provincial Association of Protestant Teachers (PAPT) for the 1976 round of provincial negotiations. During that time, he was named PAPT's Chief Negotiator, a post he then held for more than a decade, and during which time he negotiated four provincial agreements on behalf of the Association. These agreements form much of the basis of the current agreement and included many significant improvements to working conditions that last to this day.

Over the course of his long career, Alan worked on the creation of his own local union, was in the forefront of the development of the Quebec teachers' collective agreement, contributed to the foundation and development of Quebec Provincial Association of Teachers (QPAT) as an organization, and helped thousands of teachers through the support he provided to QPAT's local unions. In 1988, he became Executive Director of the Association. Alan was instrumental in shaping the organization and continued to be involved during numerous rounds of provincial negotiations, contributing greatly to the enhancement of the provincial collective agreement to the benefit of teachers across the province. He served on the CTF/FCE Board of Directors from 2005 to 2018.



SPECIAL RECOGNITION AWARD

Diane Dewing



Diane Dewing has used her skills and passion for teaching to reach beyond the classroom and affect positive change. Fuelled by her fundamental belief that together we can build a better world, she has done the hard work on the ground to pull communities together to achieve a common goal. As a teacher unionist for over 36 years, she is known for asking questions that prompt action. During her career she has served as a local president for 18 years, as an ETFO provincial Executive member for 12 years, as an Ontario Teachers' Federation Executive member for 4 years and as a member of the CTF/FCE Board. This year she had also served as President of the OTF.

Diane has always been generous with her time and expertise. At ETFO she has served on ten task forces, two work groups, and seven provincial committees. The OTF has enjoyed her participation on seven committees and she has served the CTF/FCE on both the Advisory Committee on Diversity and Human Rights and the Nominations Committee. Beyond Federation work, Diane sat on the boards of Community Living North Grenville and Lanark County Interval House. Community Living Ontario frequently called upon her to develop education policy, to serve as a conference facilitator or to represent them during government meetings. She speaks at Canadian Labour Congress (CLC) meetings and has served as a delegate to both the Ontario Federation of Labour and CLC conventions since 2007. She has attended every CTF/FCE annual meeting since 2008. In 2018 she was awarded the Carol McGregor Disability Activist Award by the CLC.



RECOGNITION OF AN OUTSTANDING INDIGENOUS EDUCATOR

Tesa Fiddler



Tesa Fiddler has worked in the education sector for 20 years. She began as a tutor escort in Muskrat Dam First Nation. She then taught special education for seven years at Dennis Frank Cromarty High School, spent two years in Indigenous studies at the Lakehead District School Board, taught Ojibwe through the Thunder Bay Catholic District School Board, and, a few years ago, undertook the role of Indigenous education resource teacher with the same Board. In this most recent role, Tesa provides curriculum supports with Indigenous perspectives, while planning and facilitating Indigenous-focused professional learning opportunities for Board staff. She also manages Indigenous education funding proposals, plans, budgets, and reports to the Ministry of Education and other funders.

For years, Tesa has worked to ensure culturally relevant, safe, and appropriate learning spaces for Indigenous students, establishing connections with the Indigenous community in an effort to enhance student learning. Some of Tesa's efforts have been focused on improving children's mental health, supporting teacher professional development, and building and bettering relationships between the education system and Indigenous families.

Tesa's role as a teacher and support person extends well beyond the classroom. She is also a member of the Parent Council for the Children's Centre Thunder Bay, which serves as an advisory and advocacy group. She is on the Neegahneewin Council, which is the Indigenous Advisory Council for the Confederation College in Thunder Bay. Tesa has also served for ten years on the Aboriginal Headstart program.



RECOGNITION OF AN INDIGENOUS ELDER

Deb St. Amant



Deb St. Amant (Bezhig Waabshke Ma'iingan Gewetigaabo) is the first Elder-in-Residence at Queen's University Faculty of Education, a position she has held since 2017, and is also the coordinator of the Aboriginal Teacher Education Program at Queen's.

She volunteers in the Indigenous community as a member of the Katarokwi Grandmothers' Council, the Land Council, the Kingston Indigenous Languages Nest, and the Kingston Thunder Women's Group (Ontario Native Women's Association).

She works as an Indigenous education consultant for the Limestone District School Board, the Algonquin and Lakeshore Catholic District School Board, and the Centre ontarien de prévention des agressions (COPA).

Deb has facilitated Indigenous education workshops throughout Ontario, from Attawapiskat to Windsor, for COPA, ETFO, the OTF, the Ontario Arts Council, and the Indigenous Education Office of the Ministry of Education. She has co-presented at the Indspire Conference, and co-written Indigenous resources for COPA, the OTF, ETFO, and Right to Play. In 2014, Deb authored a book for pre-service teachers called *First Nations, Métis, and Inuit Student Success*.

Deb taught in the elementary panel for 30 years, retiring in 2012. She was the first Indigenous person elected to the provincial Executive of ETFO where she served for four years (while still teaching full time). She was a member of the OTF's Board of Governors and the CTF/FCE's Advisory Committee on Indigenous Education. The CTF/FCE chose Deb to represent the Canadian teachers of Indigenous ancestry at the Sixth Education International World Congress in Cape Town, South Africa, where she shared Shannen's Dream with the Indigenous Caucus.

Her passion for Indigenous education has her busier now than ever before.



WORLD TEACHERS' DAY
2019.10.05



**I Teach for a
Better World**



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Women's leadership in teacher organizations
Le leadership des femmes dans les organisations de l'enseignement



HEAR MY VOICE
ÉCOUTEZ MA VOIX

I teach. I √ote.
J'enseigne. Je √ote.

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