

ANNUAL REPORT

2019-2020



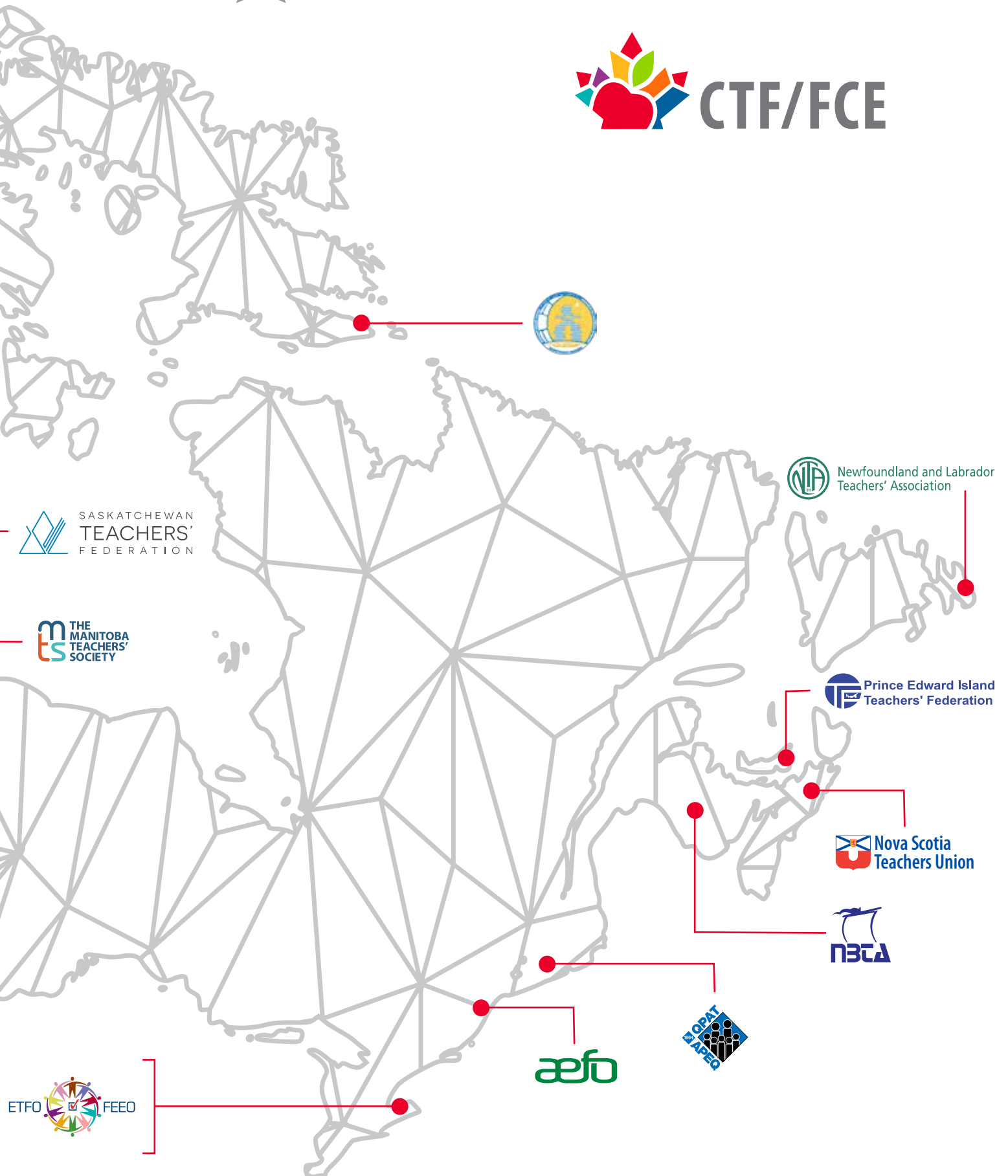
The Alberta
Teachers' Association



ONTARIO ENGLISH
Catholic
Teachers
ASSOCIATION



CTF/FCE



Teaching for a better world!



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MESSAGE FROM THE PRESIDENT

“Teachers carve
the future.”

Shelley L. Morse

A YEAR OF STRENGTHENED SOLIDARITY, RESOLVE, AND REFLECTION



When we began the year in September 2019, we knew that the months ahead would include many highs and lows. As Member Organizations across the country were preparing for what would become challenging and protracted collective bargaining negotiations, the Federation was gearing up for a federal election with a focus on key priorities chosen by delegates at the Annual General Meeting. All of this was taking place amongst the backdrop of the CTF/FCE's countdown toward its 100th anniversary. The celebration of the centenary was going to be memorable; an opportunity to look back with pride as we turned our focus toward the future. So, it was those early days of my mandate as President that made it clear that although there was a lot to do, we were all headed in the right direction. Little did I or anyone else know what 2020 would bring.

At the time of writing this message, communities are only beginning to reopen after months of closure brought on by the COVID-19 crisis: a crisis of health, of the economy, and of education. And above all, it has been a crisis of equity. With the world brought to a screeching halt by a near invisible threat, this crisis has shown us all how vulnerable we are, with too many among us being precariously more vulnerable than others. And even though there is a glimpse of hope, we as a society and as a profession are far from having moved beyond the hardships this period has inflicted upon us. This is why we cannot slow our efforts to fulfill our priorities as an organization: to continually strengthen unions and labour rights, to ensure that our schools are properly funded and resourced, and to make social justice a reality for all.

As a sign of our collective commitment to the profession, and as a result of our altered reality, the 100th AGM of the CTF/FCE marks the first occasion in our history that we meet virtually. Remote working is something that we have all become accustomed to since life changed in March, but, as many of the Member Organizations can attest to, conducting AGMs remotely is no simple feat. Even though having delegates together like this on a digital platform can never replace convening in person, the fact that we are all present is a true sign of the solidarity that exists from coast to coast to coast. Even after everything the Membership has endured this calendar year, you all continue to strive for what is best for your students and for the profession.

In a year of unexpected events that were out of our control, 2019-2020 became notable for what did not occur as originally planned by the CTF/FCE. The pilot Social Justice Seminar, the Women's Symposium, and the Canadian Forum on Public Education were all postponed or cancelled as physical distancing became the law of the land. For the first time in its decades-long history, Project Overseas is not taking place; the professional and cultural exchange that Canadian teachers get to share with their counterparts around the world is on hold until



next year. Even though these events will not happen as planned, the tremendous work that was invested in their organization did not go to waste and must be applauded. Plans for some have been pushed to next year, while the rich content of others will find new opportunities to be shared with the Membership.

Before the shutdowns began, many CTF/FCE Member Organizations endured months of labour unrest. Teachers took to the streets to fight for stronger publicly funded public education. However, in the midst of those bargaining battles across our vast country, an awareness grew within the Federation, an awareness that made it clear that we were in this struggle together. Our ties grew stronger as we recognized what was at stake, and as those stakes increased, so did our voices.

In February, this struggle resulted in the National Day of Action. Based on 'Red for Ed' Fridays, Members across the CTF/FCE made their voices heard in the name of quality publicly funded public education. The Membership mobilized every Friday during the cold winter months, culminating in a day of action that was seen in towns big and small across Canada. Teachers, education support personnel, students, and parents joined together to tell governments that public education is one of the most important investments that can be made for today, and especially for tomorrow.

As labour strife continued in many jurisdictions, when some wondered if things could get much worse for publicly funded public education, we faced the crisis that still engulfs us today. However, in spite of the uncertainty and constant challenges of this period, the education community has shone, and through great perseverance has showed Canadians how invaluable they and public education are to their students and to society as a whole.

From the outset of this crisis, as schools were closing their doors and the world began to isolate, it became evident that schools are far more than brick and mortar. Our education systems are not merely curricular delivery systems, but central to supporting and maintaining a level of equity within our communities. Public education is the gateway for youth to strive and achieve beyond their potential. When students were subjected to learning from home, they lost far more than in-person lessons. Our most vulnerable were all of a sudden left without a nourishing breakfast; children trapped in abusive homes had nowhere to turn for help; and scores of children were left disconnected from the modern technology that would allow them to continue learning from a distance.

To address the needs of our most vulnerable students, the CTF/FCE developed new partnerships, namely with the Federal Ministry of Women and Gender Equality, the Canadian Women's Foundation, the Breakfast Club of Canada, and the Boys and Girls Clubs of Canada. Together, we have worked tirelessly to develop solutions aimed to help our most at-risk children and youth. As a co-lead in what is known as Safe Kids, the CTF/FCE has been central to developing alternative methods to see that students receive nutritious meals, have the ability to seek help when it is needed the most, and are able to continue learning, even when traditional classrooms or broadband technology are not an option.

More recently, and in the midst of the COVID-19 crisis, we came face to face with another crisis that has bubbled beneath the surface for far too long, one that has not received the attention it deserves. Massive protests against police brutality targeting Black citizens in the United States spilled from the country's borders, becoming an international movement and reflective discussion in communities everywhere, including in Canada. Our own citizens and communities of Black and Indigenous peoples face injustices each and everyday by systems that have been built and designed against their best interests.

Social justice is at the core of the CTF/FCE and Member Organizations, but we must collectively do more to bring down the barriers that block too many of our brothers and sisters. If there was ever a moment to look critically at our own structures in our own organizations, it is now. Publicly funded public education as a system is meant to include all children and youth of all backgrounds, and there is much work to do in order to make the system more just and more fair to allow a greater diversity of voices and ideas to be heard.

As a Federation, as dedicated professionals, we are not only going to get through this time, but I am confident we will come out of it stronger than before. As President, I have been continually impressed by the commitment of our organizations to work together, to seek common solutions, no matter what part of the country you hail from. Let us continue in that spirit as we look to create a better tomorrow, and begin our next 100 years in strength and solidarity.



Shelley L. Morse
President



WHO WE ARE

“Teaching is the most inherently hopeful act that I know of.”

Patricia Murphy



CANADIAN TEACHERS' FEDERATION (CTF/FCE)

The national, bilingual federation of **teacher organizations** in every province and territory of Canada and an active member of **Education International**.



TEACHERS



TEACHER
ORGANIZATION



CTF/FCE



EDUCATION
INTERNATIONAL



VISION

A Canada where **every** child has **equitable** access to **quality** publicly funded **public** education.



MISSION

The CTF/FCE **promotes** and **supports** quality **inclusive** publicly funded public education, in all its forms. We **uphold** teaching as a **profession** and **advocate** for adequate resourcing, labour rights, and social justice, across **Canada** and around the **world**.

VISION 2020

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



NEW CENTURY!

When Vision 2020 was set in motion five years ago, the strategic direction of the CTF/FCE was new. Today, as we mark our centenary, that vision is now reality. With 100 years of history at our backs, we look toward paving a new way forward into the future with a distinct vision and mission for publicly funded public education.



Membership

1. To reinforce specific benefits of membership in the CTF/FCE, in both official languages, namely:
 - » support for collective bargaining and the economic welfare of teachers
 - » access to and participation in national networks for communications, la francophonie, professional learning, and research
 - » coordinated bi-level advocacy on the priorities set by the AGM
 - » access to Members only information, research, and resources
 - » programs for teacher members
 - » networking and engagement in the social and labour movement, at the national and international levels.



Visibility

1. To continue to improve and amplify the CTF/FCE's 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 briefing notes and high impact shareable visuals for provincial/territorial advocacy on priority issues.



Partnership

1. To enhance collaboration with the following three categories of partners:
 - » 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 its Francophonie Program)
 - » Non-governmental organizations, such as:
 - › Women Deliver Mobilization Canada, the Canadian Red Cross, and CODE
 - › Members of the Canadian International Education Policy Working Group (CIEPWG)
 - » 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.



Governance

1. To complete the development of the CTF/FCE operational guide, to complement the *CTF/FCE Handbook*.
2. To continue to enhance engagement and participation in meetings of the Board and the AGM through effective chairing and Board and delegate orientation to CTF/FCE culture and procedures.



WHAT WE DO

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela



ADVOCACY FOR PUBLIC EDUCATION

The CTF/FCE strives to **inspire** collective **actions** to build a better world by improving the **quality** of publicly funded **public education** through:

Pillars and Priorities



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

Adequate funding and resourcing of publicly funded public education is crucial to maintaining and improving quality, while seeing that all children and youth have access through effective inclusion across the country.



Strengthening **labour rights** and **unionization**

To see that labour rights are recognized as human rights, strong unions are essential. This is why we support our Member Organizations during collective bargaining, promote strong unionism in all sectors, and advocate for robust labour rights to not only strengthen communities, but to make Canadian society more inclusive and democratic.



Advancing **social justice** in Canada and around the world

Social justice is central to a strong publicly funded public education system, which is why we work in Canada and around the world to raise awareness on issues affecting teachers, the teaching profession, students, and society at large.

INTERNATIONAL DEVELOPMENT COOPERATION



The CTF/FCE development cooperation work has promoted high quality inclusive publicly funded public education worldwide by:

- providing meaningful professional development for teachers by teachers;
- fostering gender equality and the empowerment of girls and women; and
- building and strengthening the capacities of local partner organizations.



Gender Equity

Gender equity and empowerment are essential to building a more peaceful, inclusive, and prosperous world.

Simameni Project

Stand Together for Girls' Secondary Education in Uganda

Simameni means 'Stand Up' in Swahili and is the name of the CTF/FCE's project aimed at improving access, retention, and educational opportunities for secondary school-aged girls in schools in Uganda.



Capacity Building

Partnerships to strengthen the capacity of teachers' unions around the world.

Project Overseas

Teachers learn best from other teachers

Project Overseas is a joint endeavour of the CTF/FCE, its provincial and territorial Member Organizations, and partner organizations in developing countries to co-plan and co-deliver professional development workshops for local teachers, as well as high quality, publicly funded education for all.



FRANCOPHONIE PROGRAM

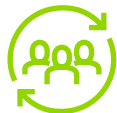
The CTF/FCE provides significant support for French first language teaching and learning in minority settings. Aligned with the Federation's overall advocacy, this work covers the following aspects:

- Protection and promotion of French first language (FL1) rights
- Resources for FL1 teachers and students
- Networking through the Francophone Symposium with the FL1 Liaison Officers and Advisory Committee
- International representation



Student Voice Booklet – *L'insécurité linguistique : Comment la vivons-nous?*

New classroom resource



Comité syndical francophone de l'éducation et de la formation

The CTF/FCE serves as Treasurer and represents the Canadian Francophonie on this international body



Campaign to promote the teaching profession

Leading a two-year campaign to promote the teaching profession in FL1 schools in minority contexts

RESEARCH AND PROFESSIONAL LEARNING

The CTF/FCE provides data collection, analyses, and reports on trends and issues affecting the interests of teachers, teacher organizations, and students particularly related to the three CTF/FCE advocacy pillars, including research specific to French-language schools in Frenquêtes. Our guiding principles and practices include:

- Progressive, advocacy-oriented research that reflects and advances the goals and values of the CTF/FCE
- Collaborative and member-driven research to support Member Organization needs and priorities
- Rigorous, evidence-based analyses using historical and contemporary data
- Developing and contributing to knowledge-based communities of practice



National Teacher Research Network

Pan-Canadian network of teacher researchers



Frenquêtes

Research specific to French-language schools



Infosource

Member only access to information on collective bargaining, salaries, class size and composition, pensions, advocacy priorities, and CTF/FCE surveys





Tune into our podcast for the latest about the people, politics, and pressing issues in the world of education and beyond

PERSPECTIVES

Now in a blog format (formally a quarterly e-magazine), *Perspectives* shines a spotlight on the key people, ideas, and issues in education

RESOURCES

Discover our wide variety of bilingual programs, services, and resources that support teachers' professional learning:



Hear My Voice

Web-based resource for advocacy and advancing priorities for quality public education



FEM•LEAD•FÉM

Online resource that empowers and supports women's leadership in teacher organizations



Speak Truth To Power

An award-winning online educational tool featuring lesson plans and resources for teaching human rights



Pédagogie à l'école de langue française

Online resource for teachers in a minority setting offering teaching tools and short videos to help nurture students' Francophone identity and educational success



Imagineaction

A social justice program enabling teachers and students to carry out community projects to support the environment, citizenship, health and other social issues



Classroom Resources

A variety of relevant teacher-developed classroom materials

EVENTS

Discover our wide variety of bilingual events that support teachers' professional learning:



Women's Symposium

Women teacher leaders gather to strengthen the status of women within the teaching profession and broader societal context



Francophone Symposium

Focuses on the tools that help deal with increasingly complex responsibilities of teaching in a French-language school in a minority setting



Teacher Collective Bargaining Conference

Biennial conference aimed to support bargaining in complex and shifting political landscapes



Canadian Forum on Public Education

Biennial forum provides opportunities to share, discuss, and expand understanding on critical matters in education through respectful and open dialogue



National Staff Conference

Professional learning and networking opportunities for staff of Member Organizations from across the country



World Teachers' Day

October 5, we celebrate the contributions of teachers and raise awareness of their role in providing quality public education for all

HOW WE WORK

“Education is for improving the lives of others and for leaving your community and world better than you found it.”

Marian Wright Edelman



ANNUAL GENERAL MEETING

The Annual General Meeting (AGM), held in July, is the supreme policy-making body of the Federation. This meeting has final responsibility for the Constitution, Bylaws, Procedures, Policy, budget, fees and elections.

Key activities during this event include:

- Approval of the annual budget
- Executive elections

Inclusive of the Board of Directors, the Annual General Meeting is composed of delegates representing the various CTF/FCE Member Organizations. Each Member Organization is entitled to representation based on its membership.

EXECUTIVE COMMITTEE

The Executive Committee includes the President, the Vice-Presidents, the President-Designate or the Immediate Past President (in alternate years), and the Secretary General. Other than the Secretary General (who is appointed by the Board of Directors), the members of the Executive Committee are elected by delegates at the Annual General Meeting. The Executive conducts CTF/FCE business between meetings of the Board of Directors.

2019-2020 Officers



Shelley L. Morse
President



Dean Ingram
Vice-President



Clint Johnston
Vice-President



Jenny Regal
Vice-President



Liz Stuart
Vice-President



Paul Wozney
Vice-President



Cassandra Hallett
Secretary General



BOARD OF DIRECTORS

The Board of Directors is responsible for the affairs of the Federation between general meetings. It provides political direction regarding priorities as well as general oversight of the management of the CTF/FCE with respect to strategic planning, financial and accounting matters, human resources, and policies. The Board of Directors meets in November, April, and in advance of the AGM. It is composed of:

- the President
- the Vice-Presidents
- the President-Designate (if applicable)
- the Immediate Past President (if applicable)
- the Secretary General
- two representatives appointed by each Member Organization or Affiliate Member, and one representative appointed by each Associate Member.

The CTF/FCE President serves a two-year term. A President-Designate is elected during the second year. Vice-Presidents are currently elected annually.

Directors and Members

Newfoundland and Labrador Teachers' Association (NLTA)

- Trent Langdon, Vice-President
- Steve Brooks, Executive Director

Prince Edward Island Teachers' Federation (PEITF)

- Aldene Smallman, President
- Shaun MacCormac, Secretary General

Nova Scotia Teachers Union (NSTU)

- Thérèse Forsythe, First Vice-President
- Janine Kerr, Executive Director

New Brunswick Teachers' Association (NBTA)

- Richard Cuming, President
- Larry Jamieson, Executive Director
- Kerry Leopkey, Executive Director

Quebec Provincial Association of Teachers (QPAT)

- Heidi Yetman, President
- Sébastien Joly, Executive Director

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

- Rémi Sabourin, President
- Pierre Léonard, Executive Director

Elementary Teachers' Federation of Ontario (ETFO)

- Sam Hammond, President
- Sharon O'Halloran, Secretary General

Ontario English Catholic Teachers' Association (OECTA)

- Barb Dobrowolski, First Vice-President
- David Church, Secretary General

Ontario Secondary School Teachers' Federation (OSSTF/FEESO)

- Harvey Bischof, President
- Pierre Côté, Executive Director

Ontario Teachers' Federation (OTF)

- Anne Vinet-Roy, President
- Scott Perkin, Secretary-Treasurer

The Manitoba Teachers' Society (MTS)

- James Bedford, President
- Roland Stankevicius, Secretary General

Saskatchewan Teachers' Federation (STF)

- Patrick Maze, President
- Randy Schmaltz, Executive Director

The Alberta Teachers' Association (ATA)

- Jason Schilling, President
- Dennis Theobald, Executive Secretary

British Columbia Teachers' Federation (BCTF)

- Teri Mooring, President
- Moira MacKenzie, Executive Director

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

- Stéphane Bélanger, President

Yukon Teachers' Association (YTA)

- Sue Ross, President
- Ethan Emery, Executive Director

Northwest Territories Teachers' Association (NWTTA)

- Fraser Oliver, President
- David Murphy, Executive Director

Nunavut Teachers' Association (NTA)

- John Fanjoy, President
- Emile Hatch, Executive Director

Education International Board Member

- Dianne Woloschuk

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 the CTF/FCE Trust are properly administered and accounted for.

The **Nominations Committee** oversees the nomination 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 Bylaws 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.



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 Indigenous 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.





The CTF/FCE actively raises the profile of the teaching profession in Canada and abroad through participation and work with a variety of partners in education. Collectively, we are committed to ensuring that more children, in Canada and throughout the world, have access to quality inclusive publicly funded public education. The CTF/FCE partners with:

Government

- Canadian Heritage
- Council of Ministers of Education, Canada
- Global Affairs Canada
- Women and Gender Equality Canada

Universities

- Carleton University
- McGill University
- University of Ottawa

International partnership

- Education International, with specific partnerships throughout Africa, Asia, the Caribbean, and Latin America

Non-governmental organizations

- Association canadienne d'éducation de langue française
- Canadian Commission for UNESCO
- Canadian Museum for Human Rights
- Canadian Red Cross
- CBC Kids News
- CIVIX
- Fédération canadienne des directions d'école francophone
- Fédération nationale des conseils scolaires francophones
- Indspire
- MediaSmarts
- Plan International Canada
- Regroupement national des directions générales de l'éducation
- Robert F. Kennedy Human Rights

SECRETARY GENERAL'S REPORT

“One child,
one teacher,
one book,
one pen
can change
the world.”

Malala Yousafzai

COLLECTIVE ACTION AND SOLIDARITY



This has been an extraordinary year. What started as a time of looking forward to centenary celebrations and renewed programs in service to members, has been a year marked by much of that anticipated work and by significant shifts none of us could have predicted. The COVID-19 pandemic has dominated since March 2020, and will, in fact, have been the central feature of the latter half of this fiscal year (September 1, 2019 – August 31, 2020). The Federation's anniversary festivities have necessarily been put on hold until we can gather again in person. What has not changed, however, is our focus on fulfilling the vision and mission of the CTF/FCE and our abiding commitment to the teaching profession, education workers, and quality inclusive publicly funded public education. Throughout this year, despite the unforeseen challenges, we have worked tirelessly to provide first-rate programs, resources, and services to members, including in response to the ongoing global crisis.

This report provides an overview of key activities and initiatives undertaken on behalf of the members of the Canadian Teachers' Federation (CTF/FCE) and is intended as both report and reminder. We hope you will find the account of activities informative and helpful as decisions are taken during the 2020 Annual General Meeting (AGM) to set the course for the coming year. We further hope this report will serve as a reminder of the strength that lies in collective action and solidarity.

With the political leadership of the President, the Executive Committee, and the Board of Directors, as well as the excellent work of a growing staff team, we have continued to reinforce our foundation as a federation while constantly seeking to achieve the next level in service to members.

With input from leaders of the 18 Member Organizations (MOs), in each province and territory, that comprise the CTF/FCE, we have made positive differences in the lives of teachers, education workers, and students throughout this year, both in spite of and in response to an unprecedented global threat. Following are highlights of progress related to each 2019-2020 strategic goal.

To reinforce the specific benefits of **MEMBERSHIP** we have:

- Increased and adapted staff roles in response to the needs of Member Organizations, with specific attention to Advocacy and Government Relations, Teacher Welfare and Collective Bargaining, and Programming, including specific attention to Programme pour la Francophonie.
- Developed improved approaches to CTF/FCE advocacy to fully support bi-level advocacy, that draws upon CTF/FCE research as well as programs and resources, to advance the Federation's positions. Within the



three CTF/FCE priority pillars of adequate resourcing of public education, labour rights and unionization, and social justice, we have been particularly active advocating for:

- » Climate justice
- » Food security and poverty eradication
- » Gender equity, including ratification of ILO convention 190 and an end to gender-based violence
- » Labour rights and unionization, including our first (but not last) national day of solidarity
- » Maintenance of fair dealing copyright provisions
- » Publicly funded public education, anti-privatization
- » Protection of teachers, as per Section 43 of the *Criminal Code* of Canada
- » Safe and caring schools
- » Teacher voice – specifically, the importance of listening to the professional judgement of teachers and education support personnel, including in times of crisis
- » Teacher welfare
- Provided excellent professional learning and networking opportunities, including:
 - » Media training, not only to pass on tips to MO leaders, but to help frame CTF/FCE work and messaging.
 - » Engaging and productive meetings of the National Teacher Research Network (NTRN), in person in November 2019 and several webinars throughout the year.
 - » A revamped National Staff Conference with an increased focus on the advocacy work of the CTF/FCE (November 2019).

- » The Francophone Symposium (February 2020, with STF).
- » And planning for the following which had to be rescheduled or cancelled due to COVID-19:
 - › The first Social Justice Seminar (focused on issues of social justice, human rights, and global citizenship) for teachers from MOs.
 - › The Women's Symposium in conjunction with AEFO, ETFO, OECTA, and OSSTF/FEESO (which will now occur in 2021).
 - › Project Overseas (PO) 2020. For the first time since 1962, the program had to be cancelled. PO 2020 would have involved 60 Canadian teachers representing 16 CTF/FCE MOs providing in-service professional development to teachers in partnership with national teacher organizations in 14 countries in Africa and the Caribbean.
 - › The Canadian Forum on Public Education – Teaching for a Better World has been cancelled with many speakers and topics being brought forward to the 2020 National Staff Conference.
- Provided members with relevant research and information, including:
 - » Preliminary results, to be presented to delegates of the 2020 AGM, from a major pan-Canadian teacher survey (in conjunction and with thanks to the ATA), in each province and territory about their experiences with emergency remote teaching and learning as well as their concerns regarding return to school buildings. This survey attracted the greatest number of respondents ever to a CTF/FCE teacher survey, and the ongoing analysis of results will be integral to Federation advocacy going forward.



- » Custom reports related to collective bargaining and economic services.
- » New interactive salary files to support collective bargaining; these innovative salary files are the first created that enable CTF/FCE Member Organizations to examine and display comparative salary data, based on their own customized preferences and selections.
- » Up-to-date information on COVID-19 related closures of school buildings, government “plans” for emergency remote teaching and learning, and the impacts of the closure of school buildings (particularly related to equity, inclusion, and privatization).
- » An extensive literature review on issues related to teacher recruitment and retention (July 2020).
- » A regular Research and Professional Learning Digest and a Research Review.
- » Developed meaningful resources with and for teachers and education workers, including:
 - › The first booklet for teachers with an immigrant background.
 - › Continued updates to our living resource to support women leaders in teachers’ unions: <https://femleadfem.ca/>. Many thanks to MOs for current contributions; we invite more and your ongoing input.
 - › A Student Voice booklet *L’insécurité linguistique. Comment la vivons-nous?* focused on linguistic insecurity (February 2020).
 - › The development of the fifth Student Voice Booklet, *Affirming Gender Diversity*. Once published, this will be available for teacher members to use as a classroom resource.
 - › A repository of resources to support emergency remote teaching and learning: <https://vox.ctf-fce.ca/continuity-of-learning/>.
 - › A poster and fact sheet to support mental health and well-being as well as trauma-informed practice as students, teachers, and education workers return to school. See pages 43-46 of this report and download at <https://vox.ctf-fce.ca/support/>.
- Represented CTF/FCE as member and participant in the:
 - » Eighth World Congress of Education International in Bangkok, Thailand, at the end of the previous fiscal year; please see page 40 of this report for details regarding CTF/FCE participation in the World Congress. The CTF/FCE continues active engagement in EI, most notably with an elected member of the Executive Board (Dianne Woloschuk) who also chairs the EI Committee on the Status of Women and is a member of the EI Constitution and By-laws Committee; support for the Global Response to halt the privatization and commercialization of public education; active development cooperation partnerships with EI affiliates; and representation on the EI Research Board and Network.
 - » Table nationale sur l’éducation, managed by the Fédération nationale des conseils scolaires francophones (FNCSF).
 - » Forum des leaders, managed by the Fédération des communautés francophones et acadienne (FCFA), and participation in its activities.



- » Association canadienne d'éducation de langue française (ACELF) and participation in its activities.
- » Working Group on Language Security, managed by the Fédération de la jeunesse canadienne-française (FJCF).
- » Comité syndical francophone de l'éducation et de la formation (CSFEF), where we serve as Treasurer. This year, the CTF/FCE hosted the CSFEF in Ottawa in October. AEFO, BCTF, SEPF, and EFM (MTS) contributed significantly to welcoming the group to Canada.

• Participated in the:

- » Tripartite Committee, managed by the FNCSF.
- » Conference of Francophone Education Associations (CAFÉ).

To enhance collaboration with **PARTNERS** we have:

• Worked with GOVERNMENT as follows:

- » Canadian Heritage – obtained \$1.5 million in funding from Canadian Heritage (over two years) to lead a campaign to promote the teaching profession in French first language schools in minority contexts, in cooperation with the ACELF, the FNCSF, the CNPF and the FJCF.
- » Council of Ministers of Education, Canada (CMEC) – continued advocacy for fair dealing and protection in current copyright legislation; joint participation as the Canadian delegation to the International Summit on the Teaching Profession (ISTP); and initial planning for a possible Canadian Summit on the Teaching Profession (to take place in 2020 with the CTF/FCE Board of Directors and provincial and territorial Ministers of Education).

- » Elections Canada – promoted participation in the 2019 federal election.
- » Women and Gender Equality (WAGE) – at the outset of the COVID-19 crisis, the CTF/FCE was approached by Minister Maryam Monsef and her team to co-lead a Canada-wide response to the health and security challenges posed by the closure of school buildings. The initiative, known as Safe Kids, has focused on three key areas, or pillars, concerning children and youth: food security, protection from gender-based violence, and connectivity. In parallel to these priorities is a fourth pillar, continuity of learning, developed by the CTF/FCE with contributions from the MOs. At the time of writing this report, various actions continue to receive and be considered for financial support from the government to see that our most vulnerable are assisted during and after this pandemic.
- » Global Affairs Canada (GAC):
 - › Approval and launch of the 5-year, \$1.9 million Simamoni project focused on improving girls' access, participation, and completion of secondary school in two regions of Uganda (from April 2019 to February 2020).
 - › Invited presenter at various GAC events, including: the *More Than Words: The Power of Education to Change the World* photo exhibit event and the Learning Together: Canada's Response to Education Disruption and Displacement event (February 2020), a virtual roundtable with Karina Gould, Canadian Minister of International Development, where recommendations on how Canada can take a leadership role in international education during and following COVID-19 were considered (May 2020).
- Partnered with NON-GOVERNMENTAL ORGANIZATIONS including the following:
 - » ACELF:
 - › Pilot project to develop training related to PELF, with three Faculties of Education at the Universities of Regina, Laurentian, and Moncton.



- › Linking the activities of the ACELF Banque d'activités pédagogiques website with the CTF/FCE PELF website to support teaching and learning in French first language schools.
- › The Agents multiplicateurs project, also in conjunction with the FNCSF.
- » Breakfast Club of Canada – as a partner in the Safe Kids initiative, the Breakfast Club of Canada has led on activities pertaining to the food security pillar to ensure that the children and youth that depend on meals in school continue to receive the nutritional support they need throughout the COVID-19 crisis.
- » Boys and Girls Clubs Canada – leading on the connectivity pillar of Safe Kids, the Boys and Girls Clubs of Canada have worked with various stakeholders to develop activities and programs to ensure vulnerable children and youth are not isolated throughout school closures.
- » Canadian Olympic Committee – increased collaboration on the Canadian Forum on Public Education, the Safe Kids initiative, and the National Staff Conference.
- » Canadian Red Cross, Canadian Commission for UNESCO, and the Aga Khan Foundation of Canada – development cooperation and social justice programming including planning for the Social Justice Seminar.
- » CBC Kids News – continued participation on the Editorial Committee.
- » CIVIX – cross promotion of federal election activities in schools throughout Canada and contributions to *Perspectives*.
- » Culture pour tous – support for projects targeting francophone students, Une chanson à l'école and J'aime les mots.
- » Education International affiliates:
 - › Cooperated with national teacher organization partners throughout Asia, Africa, the Caribbean, and Latin America on professional development of teachers and education workers, gender equality and the empowerment of girls and women, and the organizational capacity building for teacher unions.
 - › Funded and participated in the establishment of a teacher union network for monitoring and resisting abuses of worker rights, teacher rights, and education rights throughout Latin America (September 2019).
 - › Provided funding and training for representatives of seven South Pacific teacher unions through the John Thompson program, focused on union capacity building and leadership development (November 2019).
- » French Embassy – support for educational programs for French language schools in Canada, including the programmes Observatoire des saisons and Apprendre à rêver;
- » Indspire – continuing relationship around the National Gathering for Indigenous Education and collaboration through *Perspectives*.

- » Learning for a Sustainable Future – promotion of a survey on climate change education and further strengthening of the relationship.
 - » MediaSmarts – continued and enhanced partnership for Media Literacy Week as well as representation on the MediaSmarts Board of Directors.
 - » Plan International Canada – ongoing collaboration with Plan International Canada, following up on the pan-Canadian Youth for Gender Equality initiative and the first ever *Youth-Led Roadmap for Gender Equality*.
 - » Women’s Foundation of Canada – as co-lead of Safe Kids, along with the CTF/FCE, this new partnership is a shining example of rich collaboration during the pandemic crisis. With a focus on the priority pillar concerning protection from gender-based violence and the overall coordination of the initiative, the Women’s Foundation of Canada has quickly become a key partner in working to address the safety and security of our most vulnerable children and youth.
- Collaborated with UNIVERSITIES as follows:
 - » McGill University, Department of Integrated Studies in Education – advisory role in a study on gender-based violence in education.
 - » University of Ottawa:
 - › Study completed on teacher shortages in a minority context.
 - › The e-Quality project (a major Social Sciences and Humanities Research Council (SSHRC) funded project exploring digital and social media use with youth and in classrooms.
 - › Healthy and Productive Knowledge Workers project, also with the University of Nipissing.

To continue to improve and amplify the CTF/FCE’s **VISIBILITY**, we have:

- Introduced our meaningful and vibrant new logo to begin a new century.
- Successfully launched our new public website <https://www.ctf-fce.ca/>, the aim of which is to present the teaching profession, the CTF/FCE, and its work in a fresh, accessible way.
- Through the President’s speeches, directly addressed the challenges of bargaining throughout the membership, identifying a common thread of solidarity across the country
- In the spirit and momentum of the federal election, created the theme of “Teaching for a better world” for World Teachers Day. As Member Organizations’ reaction to this theme was very strong, it has become a slogan used throughout CTF/FCE promotional and advocacy materials that continues to resonate with teachers.
- Overhauled the On the Road experience with the launch of a new booth and interactive features, including tablets and games, to better connect with delegates at MO annual meetings and events.



- With our President and staff, very visibly supported Ontario MOs on the picket lines during strike action in the winter. CTF/FCE branded signs were used to show support.
- In addition to increasing social media messaging, launched the CTF/FCE Instagram account to reach a new demographic. Please see page 50 for statistics on our social media outreach.
- Created a new look and feel for *Perspectives*, including re-releasing it as a blog rather than an online magazine.
- Benefitted from earned media frequently featuring the President throughout the year, with a sharp increase amidst the COVID-19 crisis.
- Used the new outlet provided by the VoxEd podcast, launched prior to the 2019 AGM, to share views and stories. With the launching of the new website, this feature should become more frequent and prominent

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

- Added informative carousel sessions to the November meeting of the Board of Directors, to ensure Board members are well informed of current CTF/FCE staff work to fulfill the AGM mandate.
- Continued review and refinement of the *CTF/FCE Handbook* (Constitution, Bylaws, and Procedures).
- Continued development of orientation, transition materials and supports for incoming elected leaders.



As we look forward to future success and strengthening of the CTF/FCE, your feedback and direction as delegates to the Annual General Meeting is vital 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 conclude this fiscal year and 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 President Shelley L. Morse for all you do to guide and contribute to the mission and work of the CTF/FCE. Together, we have accomplished a great deal to strengthen teachers' unions, the profession, and publicly funded public education in Canada and abroad this year despite the myriad challenges that have come our way. Thank you, AGM delegates, for all that you contribute to our federation.

Cassandra Hallett
Secretary General

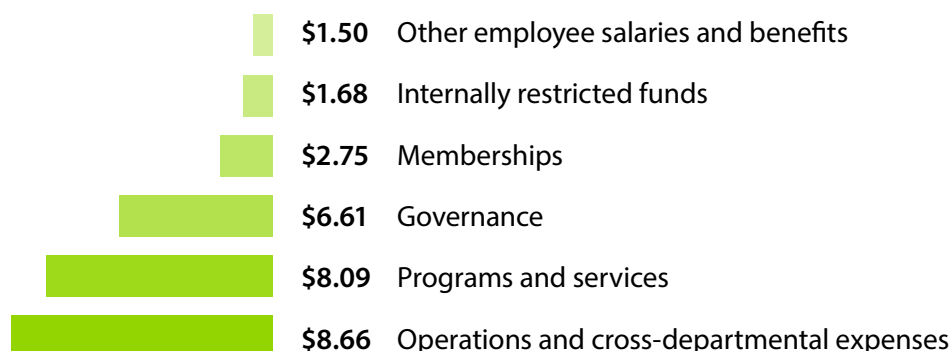
FINANCIAL SUMMARY

“Teaching kids
to count is fine;
teaching them
what counts is best.”

Bob Talbert

Fees

Each teacher pays \$29.30 per year. Where does it go? [Budgeted for 2019-2020]



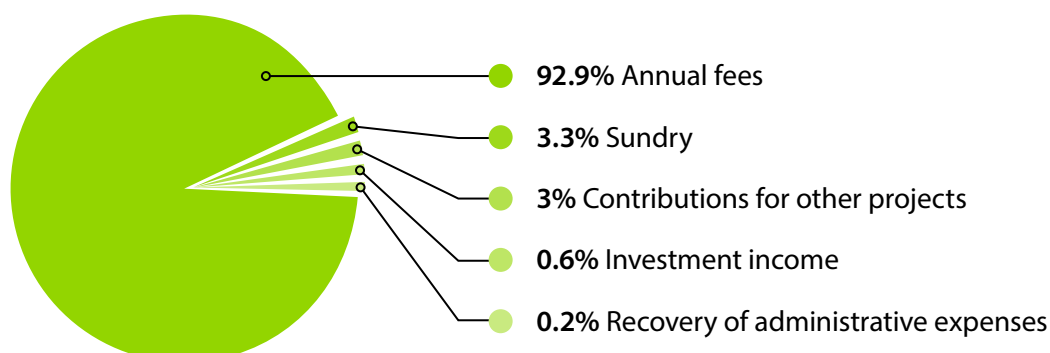
Budget

September 1, 2019 – August 31, 2020 [As approved by the 2019 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)

Source of Revenue

[2019-2020 Budget]



Statement of Revenue and Expenses

[For the year ended August 31, 2019]

REVENUE	2019	2018
Fees from Member Organizations	\$ 6,645,032	\$6,216,646
Investment income	53,942	74,827
Externally funded projects	76,745	121,243
Canadian Teachers' Defence Fund	-	-
Sundry	196,706	233,048
Office recovery	15,000	15,000
TOTAL REVENUE	6,987,425	6,660,764
EXPENSES		
Governance	1,538,700	1,326,268
Programs and services	1,628,254	1,517,963
Operations and cross-departmental expenses	1,904,275	1,930,679
Memberships	632,813	554,837
Amortization of capital assets	110,109	118,132
Canadian Teachers' Defence Fund	-	-
Other employee salaries and benefits	204,758	192,879
TOTAL EXPENSES	6,018,909	5,640,758
Excess (deficiency) of revenue over expenses	\$ 968,516	1,020,006

* The 2018 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, 2019, for more detail.

GLOBAL SOLIDARITY

“Nation building, the defense of democracy and human rights, but also social justice and peace, are essential mandates and functions for education.”

Fred Van Leeuwen



EDUCATION INTERNATIONAL WORLD CONGRESS

The CTF/FCE was well represented in Bangkok, Thailand, for the 8th World Congress of Education International (EI) in July 2019. As the 9th largest affiliate of EI, the CTF/FCE and its delegation earned tremendous respect from EI and its many affiliates. From the re-election of Dianne Woloschuk to a regional seat, representing North America and the Caribbean, on the EI Executive Board (ExBo), to the unanimous passing of the CTF/FCE resolution, and the CTF/FCE nominee Curtis Riep receiving EI's Albert Shanker Education Award, the Congress was a major success for the Federation and education workers.

Other highlights for the CTF/FCE from the 8th World Congress include:

- The unanimous passing of the CTF/FCE resolution, *"THAT EI CONDUCT RESEARCH EXPLORING THE CONTRIBUTIONS STRONG TRADE UNIONS MAKE TO SOCIETIES WITH ROBUST HUMAN RIGHTS,"* with no amendments.
- Excellent CTF/FCE speakers at the mic, supporting resolutions from the ExBo and other EI affiliates.
- Recognition for the contributions of retired CTF/FCE Director of Communications, Francine Fillion, to the work of EI.
- The first-ever CTF/FCE hosted social evening – "Soir-eh" – created an opportunity for CTF/FCE delegates to meet representatives of EI affiliates, including many members of the Executive Board and partner organizations during a social evening high above Bangkok's bustling streets. The delegation was privileged to be joined by the Canadian Ambassador to Thailand, Donica Pottie, who brought greetings, and delighted that Lily Eskelsen Garcia, President of the United States' National Education Association and EI Vice-President introduced and thanked Dianne Woloschuk for her work.
- The CTF/FCE delegation had the opportunity to meet with Nobel Peace Prize recipient Kailash Satyarthi.
- Engaging morning caucus meetings, which also featured guests on two occasions – the current and past leadership team from CTF/FCE partner the Uganda National Teachers' Union (UNATU), the General Secretary of EI, David Edwards, as well as NBTA member Armand Doucet, who launched his latest book *Teaching Life: Our Calling, Our Choices, our Challenges* at World Congress.

Education International is governed by the World Congress. Every four years, it brings together delegates from all EI affiliate organizations and observers from international organizations and intergovernmental agencies from around the world determining EI's activities and policies.

CTF/FCE RESPONSES TO URGENT ACTION APPEALS

The year 2019-2020 was tumultuous for teacher unions throughout the world. On several occasions, the CTF/FCE received Urgent Action Appeals from Education International (EI), seeking support and expressions of solidarity for international colleagues. As a proud and active affiliate of EI, the CTF/FCE shared these appeals with Member Organizations (MOs), who responded rapidly and strongly.

COVID-19 Response Fund

In April 2020, EI established a COVID-19 Response Fund to help affiliate organizations with limited resources respond to the crisis more effectively. Specifically, the Response Fund helps them: continue to function; communicate internally and externally; work to ensure respect for human and trade union rights, which may be under renewed attack during this crisis; defend unpaid or dismissed teachers; advocate against for-profit private education initiatives (in the context of distance learning); and undertake activities that address increases in child labour and gender-based violence. CTF/FCE MOs have contributed very generously to this fund, enabling CTF/FCE to provide close to \$30,000 to date.

Uruguay

In June 2020, the CTF/FCE joined Education International in supporting the education unions in Uruguay in their campaign against an urgent bill (Ley de Urgente Consideración, LUC), which is deeply undemocratic in both format and content. The LUC jeopardizes the Uruguayan people's fundamental right to free, quality public education. The Uruguayan Executive is using special powers to bypass democratic discussion in parliament and avoid consultation of the education unions on a text that will substantially change the laws governing the public education system. The CTF/FCE was proud to voice our strong opposition to the Uruguayan Executive alongside EI.

Hong Kong

In November 2019, EI issued three Urgent Action Appeals. One encouraged teacher organizations to support the Hong Kong Professional Teachers' Union in its struggle to defend the values of democracy,

justice, and liberties in Hong Kong. MOs were invited to write letters of protest and to give visibility to the situation in Hong Kong on their websites and through social media.

Syria

A second appeal urged the global community of educators to call for an immediate end to the destructive military intervention of Turkish forces in northeastern Syria, which had caused losses within the education community and severely disrupted the education system in the region.

The Philippines

The third appeal called for the condemnation of an intensifying police crackdown on the Alliance of Concerned Teachers (ACT-Philippines) and other civil society and trade union organizations in the Philippines.

Haiti

In March 2020, another Urgent Action Appeal was sent by EI, this time in response to the increasingly worrying situation in Haiti. After natural disasters, a cholera epidemic, and high-level corruption scandals, Haiti had been in a state of lawlessness and generalized violence for several months. As schools closed because of insecurity, salaries for teachers and education workers went unpaid and student learning stopped. Once again, CTF/FCE MOs were asked to show solidarity with educators in Haiti by writing letters and bringing attention to the deplorable conditions through social media.

The CTF/FCE thanks the MOs who responded to the Urgent Action Appeals in support of our colleagues around the world.

COVID-19 PANDEMIC

“Education is the point at which we decide whether we love the world enough to assume responsibility for it.”

Hannah Arendt



SAFE KIDS

Throughout the pandemic, the CTF/FCE has worked tirelessly to support MOs and Canada's most vulnerable kids. Since late March, we have maintained a COVID-19 section on the Members Only website with up-to-date provincial and territorial information regarding the closures of school buildings and plans for their re-opening as well as research regarding emergency remote teaching and learning including a major pan-Canadian teacher survey. At the same time, alongside the Government of Canada, specifically the department of Women and Gender Equality, and the Canadian Women's Foundation, the CTF/FCE has co-led an initiative known as Safe Kids which aims to increase food security, address escalating gender-based violence, and increase connectivity. Key partners include the Breakfast Club of Canada and Boys and Girls Clubs Canada. Hundreds of civil society organizations have been consulted throughout April and May as Safe Kids has been underway. At the time of writing, support for major initiatives was being confirmed and we look forward to announcements soon. At the same time, the CTF/FCE with input from MOs and various national organizations, has developed a website (<https://vox.ctf-fce.ca/continuity-of-learning/>) which includes a significant repository of activities to support emergency remote teaching and learning as well as the fact sheet for trauma-informed teaching and learning and the blueprint to support mental health and well-being that you see on the following pages. These tools are intended to provide support both with any continued or repeat remote teaching and learning, and with the return to school buildings post COVID-19.

TRAUMA-INFORMED TEACHING AND LEARNING

What is Trauma-informed teaching and learning?

- Trauma-informed teaching is a pedagogical approach that understands the possible affects of trauma and crisis on students' learning and behaviours, during or after a period of stress and/or upheaval.
- The COVID-19 pandemic has disrupted students' schedules, routines, home lives, and social lives, and for some students, it has affected their emotional states, access to nutrition, and connection to the world.

- Trauma-informed teaching and learning (TITAL) is a way to understand how the COVID-19 pandemic and the closure of schools have affected students; once school buildings and schools reopen, students of all ages may have experienced circumstances that have been physically, socially, mentally and/or emotionally difficult and/or harmful.

What is trauma, and what does COVID-19 have to do with it?

- According to the American Psychological Association (<https://www.apa.org/topics/trauma/>), emotional trauma is “an emotional response to a terrible event like an accident [...] or natural disaster. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms like headaches or nausea. While these feelings are normal, some people have difficulty moving on with their lives.”
- Given the COVID-19 context, TITAL takes into account that:
 - » Some students’ experiences may be more complicated, especially if there were difficult or tumultuous situations taking place at home;
 - » We are all still not in a “normal” schooling context. Children find themselves in a different classroom experience with varying rules, procedures, and safety precautions, which might make a regularly safe and happy classroom feel unfamiliar. Allowing students to discuss how they feel is essential; and,
 - » Such trauma, after a period of stress and upheaval, could resemble in some ways or present itself as a milder form of Post Traumatic Stress Disorder (PTSD).

What are some strategies for teachers to help students?

- Learn to recognize the signs and symptoms;
- Create a caring learning environment that recognizes the importance of social, emotional, and wellness skills for students of all ages. Based on the concepts of “Healing and Repair,” and “Growth and Strength,” the University of California (Berkeley) (https://greatergood.berkeley.edu/article/item/five_ways_to_support_students_affected_by_trauma) suggests five approaches:
 - » Positive relationships;
 - » Positive physical space;
 - » Positive priming;
 - » Using character strengths; and,
 - » Building resilience.

What are some signs of trauma in the classroom?

One in Five Minds (<http://info.1in5minds.org/blog/how-trauma-affects-kids-in-schools>) suggests the following list, as a starting point:

- Developing new fears;
- Separation anxiety;
- Sleep disturbances (e.g. nightmares, lack of sleep);
- Sadness;
- Loss of interest in activities once enjoyed;
- Reduced concentration;
- Decline in quality of schoolwork;
- Anger, irritability.

- Adopt a whole community or team approach to assisting students, which should include special education professionals and paraprofessionals, school administration, the child's family (where appropriate), etc.

What are some strategies for teachers to help each other and their schools?

- The National Child Traumatic Stress Network (<https://www.nctsn.org/trauma-informed-care/trauma-informed-systems/schools/essential-elements>) has identified its "Essential Elements of a Trauma-Informed School System":
 - » Identifying and assessing traumatic stress.
 - » Addressing and treating traumatic stress.
 - » Teaching trauma education and awareness.
 - » Having partnerships with students and families.
 - » Creating a trauma-informed learning environment (social/emotional skills and wellness).
 - » Being culturally responsive.
 - » Integrating emergency management and crisis response.
 - » Understanding and addressing staff self-care and secondary traumatic stress.
 - » Evaluating and revising school discipline policies and practices.
 - » Collaborating across systems and establishing community partnerships.
- Every school should develop and implement a plan for TITAL for the month of September and beyond.

Resources for teachers

- Canadian Red Cross – Guidebook for Well-Being in Recovery (https://www.redcross.ca/crc/documents/well-being_links_20171002_en.pdf)
- Cornerstone for Teachers – A Crash Course on Trauma-Informed Teaching (<https://thecornerstoneforteachers.com/truth-for-teachers-podcast/trauma-informed-teaching/>)
- The National Child Traumatic Stress Network – Child Trauma Toolkit for Educators (<https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>)
- Teaching Tolerance – A Trauma-Informed Approach to Teaching Through Coronavirus (<https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>)
- The Resilient Educator – What is trauma? (<https://resilienteducator.com/classroom-resources/trauma-informed-teaching-tips/>)
- Edutopia – Social Emotional Learning (<https://www.edutopia.org/social-emotional-learning>)
- Government of Alberta – Trauma-Informed Practice (<https://www.alberta.ca/trauma-informed-practice.aspx>)

A blueprint for a different kind of back-to-school

Strategies for taking care of your body, your mind, and others...



★ NATIONAL RESOURCES

Anxiety Canada
<https://www.anxietycanada.com/>
KidThink.
<https://www.kidthink.ca/whatkidthinkis>
Canadian Mental Health Association
<https://cmha.ca/>
Kids Help Phone
<https://kidshelpphone.ca/>

Mental Health Commission of Canada
<https://www.mentalhealthcommission.ca/English/what-we-do/children-and-youth>
Crisis Services Canada
<https://www.crisisservicescanada.ca/en/>
Canadian Red Cross Free Psychological First Aid Guide
<https://www.redcross.ca/crc/documents/CRC-Psychological-First-Aid-Guide-2019.pdf>

★ LOCAL RESOURCES

To be filled

We're all in this together! Everything is going to be okay!



AWARDS AND TRIBUTES

“The work of a teacher – exhausting, complex, idiosyncratic, never twice the same – is at its heart, an intellectual and ethical enterprise. It is the vocation of vocations.”

William Ayres

2019-2020 RECIPIENTS

In an attempt to properly and respectfully acknowledge the CTF/FCE award and tribute recipients, the 2020 award presentations have been deferred one year and will be presented at the 2021 AGM alongside those who will be selected in 2021.



Public Education Advocacy Award

Dr. Carol Campbell

Ontario English Catholic Teachers' Association (OECTA)

This award recognizes dedicated, long-standing service, as well as major contributions to benefit publicly funded public education.



Special Recognition Award

Paul Taillefer

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

This 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

Patricia Joe

Yukon Teachers' Association (YTA)

This recognition 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

Gladys Wapass-Greyeyes

Saskatchewan Teachers' Federation (STF)

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

Congratulations to all our award and tribute recipients!

SOCIAL MEDIA ACTIVITY

“When the uncapped potential
of a student meets the
liberating art of a teacher,
a miracle unfolds.”

Mary Hatwood Futrell

SOCIAL MEDIA ACTIVITY BETWEEN JULY 2019 AND JUNE 2020



TWITTER

@CTFFCE

- 349 tweets
- 573 new subscribers
- 1,094,600 impressions
- 17,500 followers

@CTF_FCE_PREP

- 418 tweets
- 258 new subscribers
- 823,000 impressions
- 1,337 followers

Top 6 tweets for @CTFFCE of the year include:

1. Today, we mourn the loss of teacher Lisa McCully, and our thoughts are with teacher Dean Stevenson & his family, who lost their mother and wife, RCMP Const. Heidi Stevenson. They, along with the other victims, were robbed of their lives far too soon, in ways we never imagined.1/2 pic.twitter.com/O82hajj6cX [34,454 impressions April 20, 2020]
2. To our colleagues at the Ontario Secondary School Teachers' Federation, teachers across Canada have your back. #solidarity @osstf pic.twitter.com/c3AtPXc6UT [video 23,623 impressions December 11, 2019]
3. Helping to break down barriers, today marks #InternationalDayAgainstHomophobiaTransphobiaandBiphobia. We support raising awareness of LGBT rights worldwide. pic.twitter.com/acde3mnw1s [20,909 impressions May 17, 2020]
4. Alberta education layoffs deem vulnerable students as expendable #RedForEd bit.ly/2UMIfXh [18,952 impressions March 30, 2020]
5. @CanTeachersFed is excited to send 59 teachers to 11 countries in the Caribbean and Africa to work with their resident teacher colleagues as part of #projectoverseas Learn more at <https://bit.ly/2NDL1On> #CTFPO pic.twitter.com/XE2YKEeTqn [13,337 impressions July 8, 2019]
6. Happy #WorldTeachersDay! Teaching for a better world is what teachers do each and every day. Thank you for shaping the minds of younger generations with the knowledge to become future world changers. vox. ctf-fce.ca #IteachIvote #OntEd pic.twitter.com/waZbYZOP68 [11,897 impressions October 5, 2019]

Top 6 tweets for @CTF_FCE_PREP of the year include:

1. Because there is no explanation for the unnecessary cuts that continue to wreak havoc on Ontario's world class #education system. #SmokeAndMirrors #spin | #RedForEd stand up for #PublicEducation pressprogress.ca/doug-fords-edu... @AEFO_ON_CA @ETFOeducators @OECTAProv @osstf @CanTeachersFed [28,069 impressions January 16, 2020]
2. #Teachers #educationworkers #admin #students & families r working diligently & doing their best to continue learning at home. Gov criticism is not helpful & demanding live conferencing creates even more #inequities | thestar.com/politics/provi... | @CTFFCE #RedForEd #EnsemblePourAgri [27,745 impressions May 9, 2020]

3. #Teachers #educationworkers admin & school staffs #thankyou 4 your diligence compassion & mindfulness during #Covid19 as you teach #students & assist families w #QuarantineSchooling. Your commitment to #PublicEducation is outstanding ❤️ #RedForEd #InThisTogether @CTFFCE pic.twitter.com/6e52QcJDik [24,114 impressions April 10, 2020]
4. A must read! macleans.ca/opinion/educat... | @ETFOeducators @OECTAProv @osstf @AEFO_ON_CA #RedForEd #cutshurtkids #ReverseTheCuts #NoCutsToEducation #ClassSizeMatters @albertateachers [23,967 impressions February 9, 2020]
5. #ThankYou again, Jann Arden ❤️ your continued support is greatly appreciated from teachers across Canada - from coast to coast to coast. Other professions exist because of elementary, middle school, and high school #teachers! <https://twitter.com/jannarden/status/1220351942842433536> ... [21,958 impressions January 25, 2020]
6. #Solidarity with our colleagues @OECTAprez @etfopresident @HarveyBischof @OTFpresFEO @aefopresidence #RedForEd quality publicly funded #PublicEducation is a must #StudentsDeserveBetter learning conditions #NoCutsToEducation #cutshurtkids #KnowMore #ReverseTheCuts | #onpoli pic.twitter.com/7o1kDxsWLw [21,328 impressions January 17, 2020]

FACEBOOK [@CTF.FCE]

2,856 followers as of June 18, 2020

Highest organic reach on May 17, 2020:



[Reaching 18,459 people]

Helping to break down barriers, today marks #InternationalDayAgainstHomophobia TransphobiaandBiphobia. We support raising awareness of LGBT rights worldwide.

Notable organic highlights of the year were:

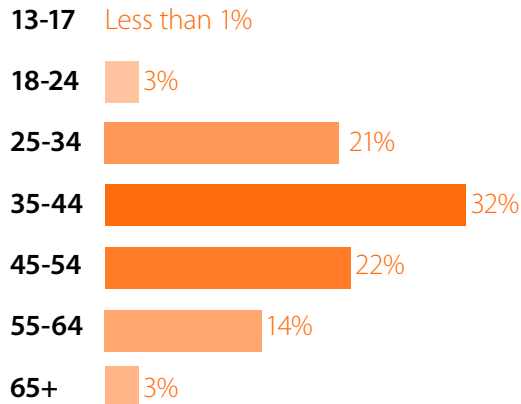
- Posts related to gender equity [reached 45,229 people]
- Posts focused on climate change [reached 12,985 people]
- Posts focused on Francophone linguistic rights and education [seen by 9,572 people]
- Perspectives [seen by 7,791 people]
- Posts regarding Indigenous rights and education [reached 6,895 people]
- World Teachers' Day posts [reached 5,338 people]



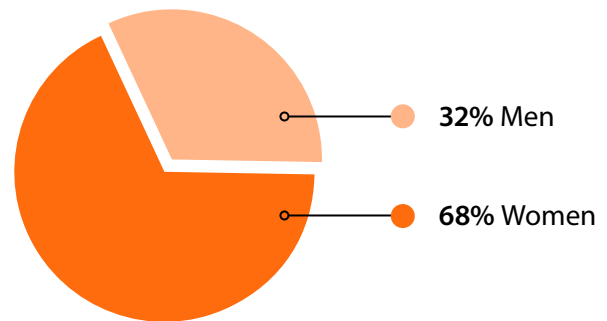
INSTAGRAM [@CTFFCE]

To improve visibility across different platforms while raising awareness about the Federation, the CTF/FCE Instagram account was launched on August 23, 2019, to reach a new demographic. As of June 2020, more than half of CTF/FCE's Instagram followers are women (68%) while the largest user group (32%) are people aged 35 to 44 years old.

Age range



Gender



As of June 18, 2020:

- 108 posts
- 47 following
- 197 followers

CENTENARY

“Among the many purposes of schooling, four stand out as having special moral value: to love and to care, to serve, to empower, and, of course, to learn.”

Andy Hargreaves and Michael Fullan

1920

- The CTF/FCE is born
- Founding members
 - » Ontario Teachers' Federation (OTF)
 - » The Manitoba Teachers' Society (MTS)
 - » Saskatchewan Teachers' Federation (STF)
 - » The Alberta Teachers' Association (ATA)
 - » British Columbia Teachers' Federation (BCTF)
- Inaugural meeting, Calgary, Alberta
- First CTF/FCE logo
- Harry Charlesworth, First President
- Quebec Provincial Association of Teachers (QPAT)
- Prince Edward Island Teachers' Federation (PEITF)
- New Brunswick Teachers' Association (NBTA)
- Nova Scotia Teachers Union (NSTU)

1930

- Dr. C.N. Crutchfield, Part-time Secretary-Treasurer
- Miss E. Anderson, First woman elected President

1940

- Central office established in Ottawa
- Dr. G.G. Croskery, First full-time Secretary-Treasurer
- Teacher bargaining rights secured
- Newfoundland and Labrador Teachers' Association (NLTA)
- The CTF/FCE adopts national education policy

1950

- The CTF/FCE introduces International Programs
- First Project Overseas, in Nigeria



1960

- Second CTF/FCE logo
- Northwest Territories Teachers' Association (NWTTA)
- Creation of the French Language Commission
- Yukon Teachers' Association (YTA)
- Creation of the Hilroy Fellowship Program
- Brother A.F. Brennan, first full-time President

1970

- Association des enseignantes et des enseignants francophones du Nouveau-Brunswick (AEFNB)
- First CTF/FCE building in Ottawa
- Third CTF/FCE logo
- Creation of CTF/FCE Translation Services
- Special Recognition Award
- John M. Thompson Fellowship Program started
- International Women's Bursaries began

1980

- Canadian Teachers' Defence Fund
- Creation of the Advisory Committee on Services Involving French as a First Language (which later became the Advisory Committee on French as a First Language) and of the Network of Francophone Liaison Officers
- Protecting teacher rights

1990

- Launch of the CTF/FCE "Hit the Books!" Program
- The CTF/FCE joins newly formed Education International
- Creation of the Ad Hoc Committee for National Issues in Education
- Creation of World Teachers' Day
- Administration of the Mathieu Da Costa Awards Program, in partnership with Canadian Heritage
- Nunavut Teachers' Association (NTA)



- Creation of the Ad Hoc Committee on the Aboriginal Voice in CTF (which later became the Advisory Committee on Indigenous Education)
- The CTF/FCE moves to its current Ottawa address (2490 Don Reid Drive, Ottawa, Ont.)
- First inter-action overseas team Ghana
- Creation of Services to Francophones (which later became the Francophonie Program)
- Public Education Advocacy Award
- Marilies Rettig, Education International (EI)'s Executive Board Representative (2001–2004 and 2004–2007)
- Creation of the Ad Hoc Committee on Bisexual, Gay, Lesbian, Transgender and Two-Spirited Issues (BGLTT) (which later became the Advisory Committee on Diversity and Human Rights)

2000

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

- Elementary Teachers' Federation of Ontario (ETFO)
- Ontario English Catholic Teachers' Association (OECTA)
- The Ontario Teachers' Federation (OTF) becomes the first CTF/FCE Affiliate Member
- Creation of the Ad Hoc Committee on the Status of Women (which later became the Advisory Committee on the Status of Women)
- Launching of the Members' Only site
- First Teacher Collective Bargaining Conference
- Emily Noble, Education International (EI)'s Executive Board Representative (2007–2011 and 2011–2015)
- Recognition of an Outstanding Indigenous Educator
- Creation of the President's Forum (renamed Canadian Forum on Public Education in 2016)
- Imagineaction launched
- First Women's Symposium
- The CTF/FCE takes part in the first International Summit on the Teaching Profession (ISTP)



2010

- 50th anniversary of Project Overseas
- The Syndicat des enseignantes et enseignants du programme francophone de la Colombie-Britannique (SEPF) becomes the first CTF/FCE Associate Member
- Vox/Hear My Voice and Vox 2.0
- Creation of the National Teacher Research Network
- First National Staff Conference
- Series of Student Voice launched
- PELF launched
- Vox/Hear My Voice and Vox 3.0
- Creation of the Advisory Committee on the Teaching Profession
- Cassandra Hallett, first woman to be appointed in the role of Secretary General at the CTF/FCE
- VISION 2020 strategy adopted
- The CTF/FCE co-hosts the ISTP in Banff, Alberta
- The CTF/FCE hosts the 7th Education International World Congress in Ottawa
- Dianne Woloschuk, Education International (EI)'s Executive Board Representative (2015–2019 and 2019–present)
- Launch of Speak Truth to Power Canada
- The British Columbia Teachers' Federation (BCTF) returns as a CTF/FCE Member Organization
- First recognition of an Indigenous Elder
- The Ontario Secondary School Teachers' Federation (OSSTF/FEESO) returns as a CTF/FCE Member Organization
- Official bilingual name "CTF/FCE" launched
- Implementation of land acknowledgement and Indigenous welcome whenever possible at CTF/FCE meetings and events
- Launch of FEM•LEAD•FÉM

2020

- 100th anniversary
- The CTF/FCE begins a new century with a new look



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