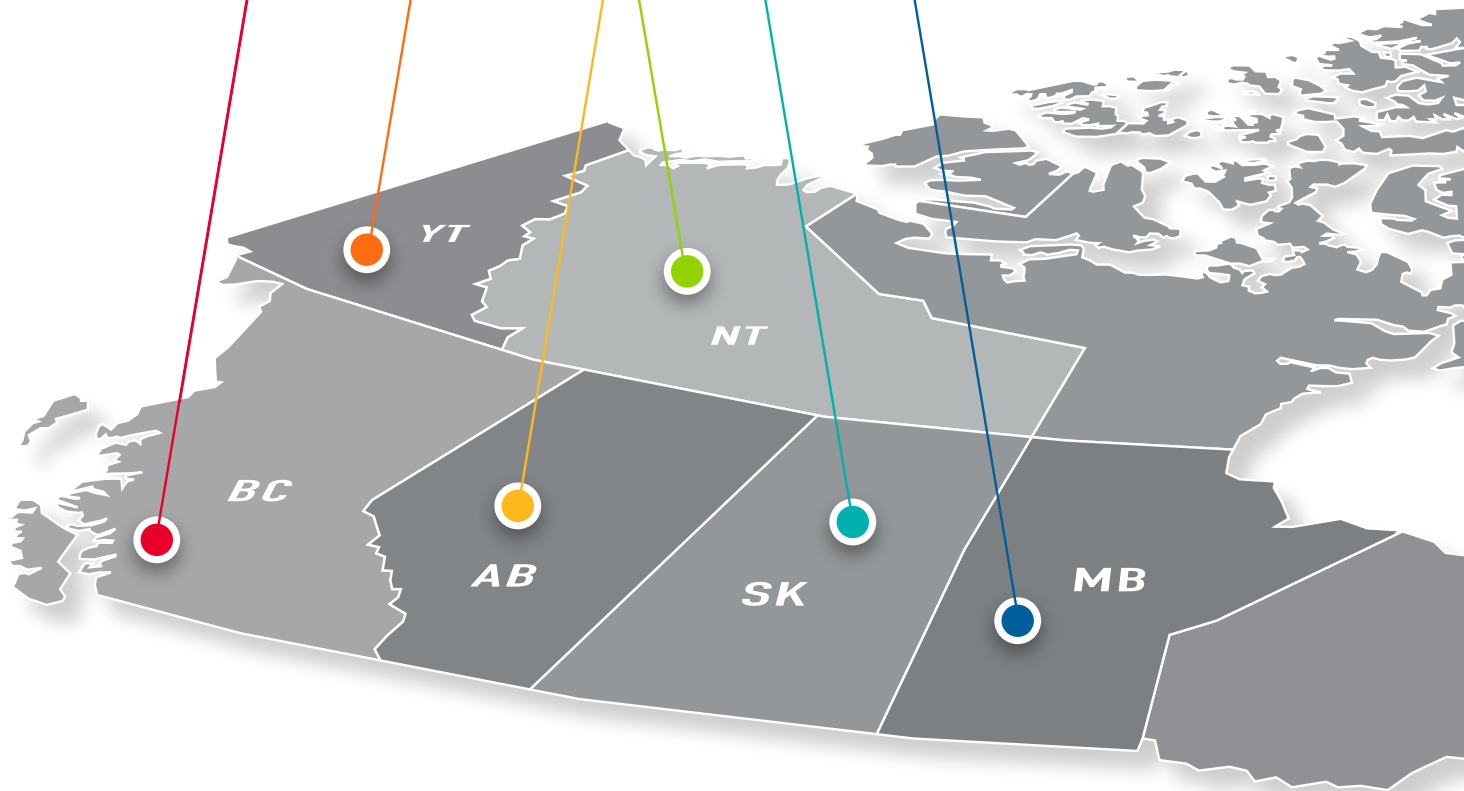


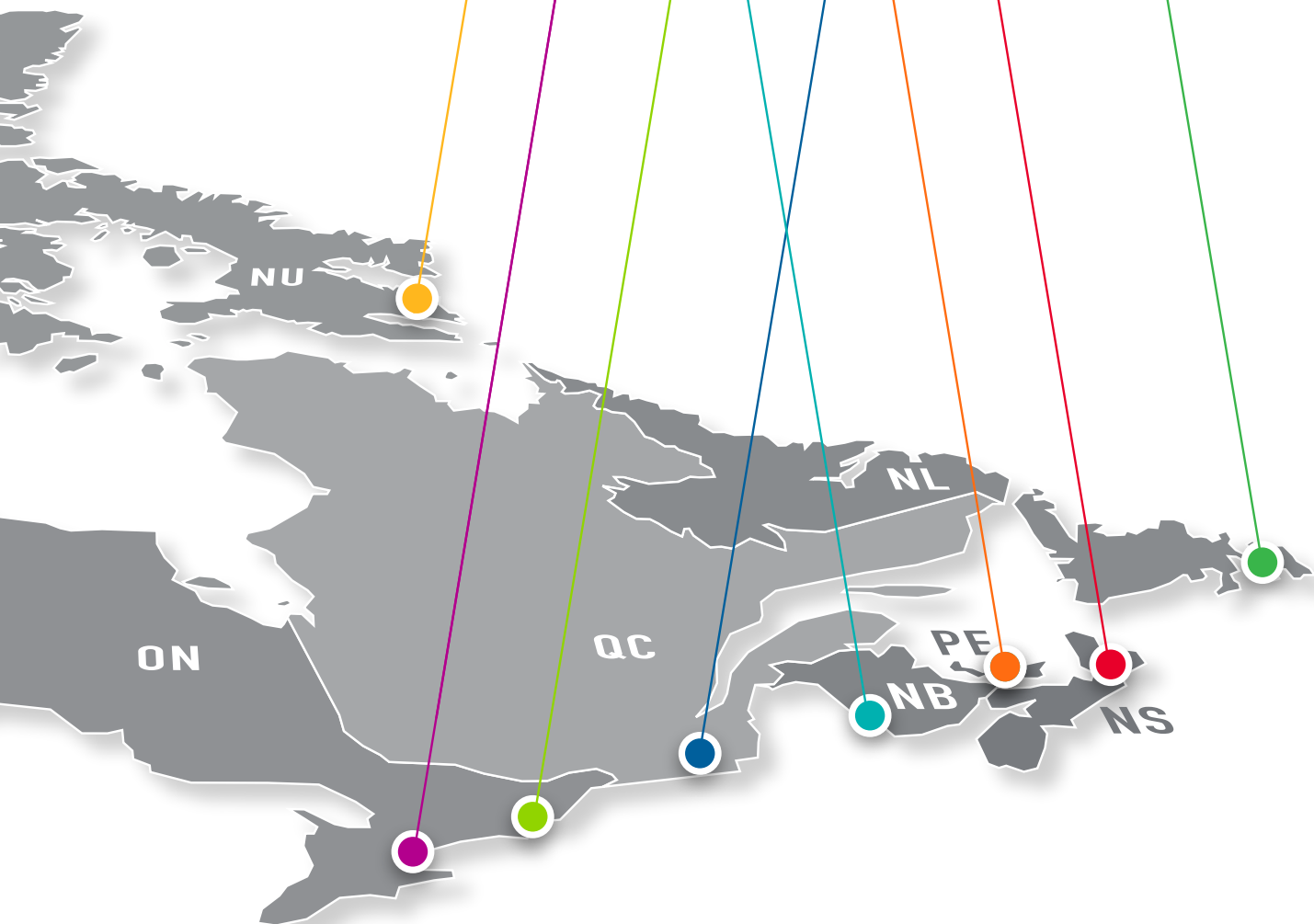
# ANNUAL REPORT 2020-2021



The Alberta Teachers' Association



CTF/FCE



Teaching  
for a better  
world!



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# **PRESIDENT'S MESSAGE**



## **EVEN DURING A YEAR LIKE NO OTHER, OUR PROFESSION STANDS TALL**

One day, when we look back on this school year, on this experience we have all endured, we are likely to pause and recall life before and life after the pandemic. From March 2020 until today and likely moving forward, our lives have been transformed. Now, with this unprecedented school year completed, we have the opportunity to stop for a moment, catch our breath, assess the past 12 months, and begin planning for September and beyond in earnest.

In the future, I imagine that many are going to remember this as the period when our lives went virtual. From attending school, to holding meetings, and even heading to the office, so many in the profession saw their routines changed in an instant. Now, we are left wondering what comes next.

This is just one example of how COVID-19 has directly and indirectly touched every corner of this country, allowing no person or sector to escape its grasp, and this is especially the case for publicly funded public education. This year has been one of most challenging ever faced by the profession. In every province and territory, the pandemic has stretched our community to its limits. Yet, teachers and support personnel have not broken. Through it all the collective commitment and dedication to keeping schools as safe as possible and students as engaged as physical distancing and remote learning would allow have been on display for all to see.

No amount of preparation or acquired knowledge could have prepared the profession for the onslaught of obstacles brought on by the

pandemic. From isolation, to concerns for the well-being of students, both in and out of school, constant changes to practice, distance learning, sanitization, and the hypervigilance to keep students physically distanced and wearing their masks, this reality was certainly not included in any teacher training.

What began in the spring of 2020 as a sprint to adjust to the closures of school buildings and pivot to distance learning soon became a marathon by the fall in most jurisdictions. Now, it is our reality that may outlive the threat of the virus.

Our profession faced down this crisis and responded as only teachers do: with perseverance, creativity, and a steadfast commitment to their students. Efforts to make classrooms as safe as possible and to make online and distance learning engaging largely rested on the shoulders of teachers and education workers. But those herculean efforts have taken a toll.

The CTF/FCE's surveys on teacher mental health revealed that neither the teachers nor the kids are alright. We know that levels of stress and



Shelley L. Morse

President/Présidente  
CTF/FCE



exhaustion reached unprecedented levels, and that was only in the fall. Teachers' personal testimonies provide a harrowing window into the constant daily pressures faced each and every day, with too many admitting that they may need to abandon the profession.

The stories shared by teachers must be taken seriously and addressed before the pandemic moves from being an emergency of health and safety to one of education; an emergency that poses long-term threats that could adversely affect Canadian society.

The pandemic revealed the growing cracks that endanger Canada's publicly funded public education systems. Chronic underfunding, cuts, and overall deprofessionalization were exposed as the virus upended the school year. Bold-faced opportunism took precedent as various governments sought to use the pandemic to undermine education rather than take actions to keep schools open with the safety of students, teachers, and staff as priorities.

So even as vaccinations continue to increase across Canada, and the focus turns toward the fall, and the possibility of a more familiar school year, the fallout from the pandemic is far from over.

The CTF/FCE expects the attacks on teachers and on publicly funded public education may intensify as

governments look to cut spending in the wake of this year's economic fallout. Although we know that quality teaching and learning happens in-person instead of in front of a screen, for others, including various governments and those in the private sector, the rapid digital transition from white boards to tablets presents opportunities to commercialize and privatize public education, upending our inclusive, publicly funded system and rendering it unrecognizable. This is why it is crucial that the Federation take immediate action to counter threats on the horizon.

Even with challenges posed by the pandemic, in every crisis there is opportunity, and this one has been no different. Solidarity among the CTF/FCE Member Organizations has never been stronger. Throughout the past year, the Board of Directors has assembled for monthly calls to share COVID developments and seek common solutions. Beyond developing joint strategies and keeping abreast of each Member's situation, the calls allowed everyone the comfort of knowing they were not alone. Issues that may have once seemed different or unrelated have been connected through this crisis.

Even as governments' blatant and deliberate acts to sabotage Canada's education systems have been on display for all to see, it is now incumbent upon the Federation to ensure that the public knows what

it risks losing should this behaviour continue and succeed. The move to teaching and learning through computers has too many politicians eager to do away with schools altogether. This is our collective challenge and one that we cannot allow to defeat us.

The importance of in-person learning and open school buildings has been evident throughout the past year, even as digital devices allowed forms of education to continue when gathering in classrooms was not safe. But when school was in session, and students, teachers, and staff were together, the CTF/FCE worked to make sure that safety was a priority.

The CTF/FCE's advocacy work with the federal



government resulted in \$2 billion dedicated to upgrading school buildings and infrastructure throughout the country in order to help create safer and more sustainable teaching and learning environments. This money provided much needed support in jurisdictions where authorities put it to good use and saw that it was accounted for.

Of course, \$2 billion is only a fraction of what is actually needed to bring school buildings up to code, to make them safer today and in the future should we face a similar situation.

Amidst the current crisis, we were also forced to confront our history and carefully examine our present behaviours. We were recently reminded of how truth and reconciliation with Canada's Indigenous communities is still in its early stages. The discovery of scores of graves belonging to hundreds of children on the grounds of former residential schools is a sad

and stark reminder of this country's colonial past and continued oppression of Indigenous peoples.

Our not-so-distant past continues in the present, forcing us to collectively confront the sins committed by our governments and largely ignored by us, the public at large. The evidence of these horrors makes us all realize how much more work is required to one day right a historical wrong. Education is crucial to making this possible, which is yet another reason we must double down our commitment to strengthening publicly funded public education. We must work to see that all children and youth are provided with a view of history that does not erase the country's darkest periods. It is through the unvarnished truth that society has the chance to move forward.

While we look ahead, it is also time for me to turn the page. As I complete my two-year term as President, I would like to thank the Federation, my colleagues, and the CTF/FCE staff for this incredible privilege. It has been a true honour to end my career with the same spirit and dedication I had when I first stepped into a classroom. Once a teacher, always a teacher is certainly true for me.

As I move into the role of Past President on the CTF/FCE Executive Committee, I am delighted to welcome Sam Hammond as President. To the CTF/FCE, Sam brings a wealth of experience, acquired through a career devoted to publicly funded public education, robust labour rights, and championing the importance of trade unions.

As a profession, as Member Organizations, we have all come a long way over the last year. As hard as it has been, we know that we are not going to be defeated.

Thank you for your steadfast solidarity from coast to coast to coast.

A handwritten signature in black ink that reads "Shelley Morse". The signature is fluid and cursive, with a large, stylized 'S' and 'M'.

**Shelley L. Morse**  
President



# **THE CTF/FCE AT A GLANCE**



## 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

As a federation of Member Organizations, 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.

# 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.

## 2020-2021 OFFICERS



**Shelley L. Morse**  
President



**Sam Hammond**  
President-Designate



**Dean Ingram**  
Vice-President



**Clint Johnston**  
Vice-President



**Jenny Regal**  
Vice-President



**Liz Stuart**  
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 (two in positions designated for women)**
- **the President-Designate (in alternate years)**
- **the Immediate Past President (in alternate years)**
- **the Secretary General**
- **two representatives appointed by each Member Organization and Affiliate Member** (normally the President and the General Secretary).

## **Ex officio participants**

Ex officio participants are appointed by the Board of Directors and have the right to attend Board meetings as non-voting members. The number of ex officio participants is fixed by the Board from time to time.

# DIRECTORS AND MEMBERS

## **Newfoundland and Labrador Teachers' Association**

- Trent Langdon, Vice-President
- Steve Brooks, Executive Director (until January 2021)
- Stefanie Tuff, Executive Director (effective February 2021)

## **Prince Edward Island Teachers' Federation**

- Aldene Smallman, President
- Shaun MacCormac, General Secretary

## **Nova Scotia Teachers Union**

- Paul Wozney, President
- Simon Wilkin, Acting Executive Director (until January 2021)
- Steve Brooks, Executive Director (effective February 2021)

## **New Brunswick Teachers' Association**

- Richard Cuming, President
- Larry Jamieson, Executive Director

## **Quebec Provincial Association of Teachers**

- Heidi Yetman, President
- Sébastien Joly, Executive Director

## **Association des enseignantes et des enseignants franco-ontariens**

- Anne Vinet-Roy, President
- Pierre Léonard, Executive Director and Secretary-Treasurer

## **Elementary Teachers' Federation of Ontario**

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

## **Ontario English Catholic Teachers' Association**

- Barb Dobrowolski, First Vice-President, then President (from July 2021)
- David Church, General Secretary

## **Ontario Secondary School Teachers' Federation**

- Harvey Bischof, President (until June 2021)
- Karen Littlewood, President (effective July 2021)
- Pierre Côté, General Secretary (until December 2020)
- Brad Bennett, General Secretary (effective December 2020)

## **The Manitoba Teachers' Society**

- James Bedford, President
- Danielle Fullan Kolton, General Secretary

## **Saskatchewan Teachers' Federation**

- Patrick Maze, President
- Randy Schmaltz, Executive Director (until February 2021)
- Bobbi Taillefer, Executive Director (effective March 2021)

## **The Alberta Teachers' Association**

- Jason Schilling, President
- Dennis Theobald, Executive Secretary

## **British Columbia Teachers' Federation**

- Teri Mooring, President
- Amber Mitchell, Executive Director

## **Yukon Teachers' Association**

- Ted Hupé, President
- Ethan Emery, Executive Director

## **Northwest Territories Teachers' Association**

- Matthew Miller, President
- David Murphy, Executive Director

## **Nunavut Teachers' Association**

- John Fanjoy, President
- Patricia MacNeil, Assistant Executive Director

## **Ontario Teachers' Federation – Affiliate Member**

- Parker Robinson, President
- Scott Perkin, Secretary-Treasurer

## **Ex Officio Participants**

## **Syndicat des enseignantes et enseignants du programme francophone de la Colombie-Britannique – Associate Member**

- Stéphane Bélanger, President

## **New Brunswick Teachers' Federation**

- Kerry Leopkey, Executive Director

# 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, the Board of Directors, the Executive Committee, and the Secretary General in matters of finance and financial policy.

## **A Board of Trustees**

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

## **The Pension Plan Committee**

acts on behalf of the Board of Directors as the administrator of the Canadian Teachers' Federation Employees' Pension Plan as outlined in the Plan text.

## **The Constitution and Bylaws Committee**

serves in an advisory capacity to the Executive Committee in matters of Constitution, Bylaws, and Procedure changes. The CAB studies and reports to the Executive Committee on any matters referred to the Committee.

## **The Board Negotiating Committee**

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

## **The AGM Resolutions Committee**

examines and assesses resolutions submitted for debate at the AGM.

# COMMITTEES

## **The AGM Steering Committee**

oversees the scheduling of new items of business and makes necessary recommendations regarding the conduct of the Annual General Meeting.

## **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 French as a First Language**

provides advice to address Members' needs and concerns in 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 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.

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

19 easy 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!





# **SECRETARY GENERAL'S REPORT**



## WHAT A YEAR!

I think it is safe to say, we have all thought that more than once over the past many months. Still solidarity and common cause have seen us through and stood us in very good stead against everything from the malevolent machinations of various governments to the pressures of the COVID-19 pandemic. The Canadian Teachers' Federation (CTF/FCE) staff team has been no more immune to the challenges of COVID-19 than the staff at any Member Organization (MO). Based in Ottawa, with staff living in the Ottawa and Gatineau, Québec areas, we have been subject to the operational hurdles and constraints faced by AEFO, ETFO, OECTA, OSSTF/FEESO, and OTF and to the personal struggles felt by many Ontario and Québec residents, all of which echo across the country even if the day-to-day impacts have at times been different.

At the same time, we have also grieved the loss of two beloved colleagues. Long-time colleague and friend to many, Pauline Théoret passed away just prior to the pandemic and, while some of us were able to mourn with her family, we have still not been able to gather as a staff team to honour her memory as we hope to. Members likely know Pauline's work even if they did not know her personally. In the more than 30 years that she was with the Federation, Pauline worked in most departments and left profound marks in each. Her work lives on as many of you, your colleagues, and students, benefit from social justice programming she spearheaded, including the Student Voice Booklets on poverty, mental health, and truth and reconciliation and the award-winning human rights resource Speak Truth to Power

Canada. Colleagues at Education International (EI) and many EI affiliates also recall Pauline's work in development cooperation and social justice with sincere gratitude to her.

More recently, in November 2020, our beautiful graphic artist, Nathalie (Nat) Hardy passed away suddenly leaving a huge void and profound sadness across our small team. While we have gathered virtually to honour Nat, we still hope to commemorate her life and legacy together in person, once that is possible. Nathalie was the first graphic artist to work at the CTF/FCE; indeed, she shaped the role and the entire look and feel of the Federation over the last many years. Each reader of the Annual Report is, in fact, enjoying her work, even if you may not have realized it. Our vibrant and meaningful



new logo, welcomed by the Board of Directors and unveiled for the 100th anniversary of the Federation in 2020, is all Nathalie. It and the other visual elements she designed to underscore and enhance CTF/FCE work mean that her creative influence lives on despite her leaving us far too soon.

These two colleagues, each in their own way, understood both the ties that bind and the mission that drives the work of the CTF/FCE staff – a Federation as a coalition of Member Organizations working in service to the profession, strengthening publicly funded public education, and advocating for the rights of teachers and education workers. This year, despite the challenges and devastating losses we have experienced, we are proud of the work done to fulfill mandates from prior Annual Meetings of Member Organizations and the direction determined by the Board of Directors and the Executive Committee. I want to thank each member of the staff team for their contributions to our collective action. To say it has not been easy, amid pandemic pressures and sad losses, would be a gross understatement.

Before presenting an overview of this year's work, it is important that you, the Members, get to know your staff team, at least a little. When fully staffed, we are a group of 31 diverse professionals, including: 27 bilingual colleagues, 14 francophones, 9 former teachers, 4 colleagues who are people of colour, 3 who identify as LGBTQ2S+, 2 who worked for other teachers' organizations previously, and more, much more – parents, caregivers, artists, dancers, actors, writers, mentors, activists, and friends. Each of us is committed to quality inclusive publicly funded public education and proud to work in service to MOs. We all thank the members of the CTF/FCE for this opportunity to make a difference.

This past year, we have worked hard to make a difference in numerous ways. Despite the odds, there are many successes to share, and I am proud, on behalf of the staff team, to provide an overview of the work accomplished in support of MOs from coast to coast to coast.

# WORKING FOR OUR MEMBERS

Explicitly, in support of the CTF/FCE **membership**, and despite many necessary pivots from in-person to virtual formats, staff have successfully delivered the following:

- **Networks** for MOs, connect provincial and territorial teachers' organizations with each other and with the CTF/FCE to share information, strategies, and supports. The active networks are:
  - **The Teachers' Bargaining Network (TBN)** — officially launched during the CTF/FCE National Staff Conference, November 2020, this new network is made up of at least one representative from each MO. With colleagues from the network forming its steering group that sets the agendas and chairs the meetings.
  - **The National Teacher Research Network (NTRN)** — through the NTRN, researchers from across the 18 MOs continue to participate in regular collaborations, seminars, sharing, and advising on research questions relevant to teachers and education workers like mental health and well-being, anti-racism, and halting privatization.
  - **The Network of Francophone Liaison Officers** — this vibrant network focuses on bringing together colleagues to support French as first language teaching in minority settings.
- **Professional Learning Opportunities** — despite the pandemic, our commitment to supporting the professional learning and development of colleagues continued apace, adapting to virtual formats to ensure this support continued. We are proud to have offered the following seminars and conferences for MOs and members of MOs:
  - **The National Staff Conference (NSC)** — organized for the first time as a virtual event, the 2020 NSC brought staff officers from across the Federation together for two days of professional learning and development in November 2020, aimed at further improving the service we all offer to members.
  - **The first Social Justice Seminar** was piloted as three virtual sessions between November 2020 and March 2021. This series of professional learning seminars was offered for teachers with experience and/or interest in integrating issues of human rights, social justice, and global citizenship in their classrooms, school, and communities.
  - **A sold-out Women's Symposium**, with a record-breaking number of participants, co-hosted by AEFO, ETFO, OECTA, and OSSTF/FEESO took place in May 2021. With the proudly bilingual

theme "100+ From Struggle to Strength: Toujours plus fortes ensemble!" the 2021 Women's Symposium honoured the past contributions of women, while focusing on the future and inspiring the next 100 years of women in education. Our thanks to the Ontario affiliates who did a tremendous job co-hosting this meaningful event.

- **The Youth Resilience in the Digital Age conference** in February 2021 was developed to provide teacher members with resources and strategies focused on digital literacy and online safety for Canadian children and youth, at a time when many were forced to spend far more time than ever before online.
- **The Network of Francophone Liaison Officers (NFLO) Annual Meeting** also took place, and unavoidably so, as a virtual event this year. The NFLO met three times for a shorter duration, in November 2020, February 2021, and May 2021, instead of a single two-day meeting in February. These meetings were attended by all 11 Liaison Officers as well as the six members of the Advisory Committee on French as a First Language (CCFLP). This year's meetings focused on the socioprofessional integration of recently immigrated teachers in French-language schools in minority settings. In addition, between meetings, the NFLO and CCFLP members validated three booklets in the Portraits de l'éducation series. This year represented quite a commitment for them!
- **Claire Duchesne**, a full professor at the University of Ottawa, delivered a **professional development session** on the challenges of integrating new teachers from immigrant backgrounds. Both the NFLO and CCFLP members participated (June 2021).

## ■ Research and Information

Throughout the pandemic, staff have worked tirelessly to provide members with both timely and relevant research and information, including multiple pieces of work focused on supporting teachers and education workers during the pandemic. This work includes:

- A comprehensive overview of COVID-19 related health and safety procedures adopted in provinces and territories throughout the country (spring 2020, updated through fall 2020)
- *Pandemic Research Study: Canadian Teachers Responding to Coronavirus (COVID-19), Mental Health Report* (September 2020)
- *Teacher Mental Health Check-in Survey: Pandemic Research Report* (November 2020), related Infographic (January 2021), and Segment Reports:
  - *BIPOC and 2SLGBTQ+ Teacher Mental Health* (February 2021)
  - *Teaching Modalities and Mental Health* (February 2021)
- *Teacher Mental Health in the COVID-19 Pandemic: Qualitative Study* (July 2021)

As well as:

- *100 Years of Action: Looking Back at Canadian Teacher Unionization* (April 2021)
- *Pan-Canadian Antiracism Environmental Policy Scan, Vol. 1: Policies and Procedures* (July 2021)

**Additionally, we have ensured MOs have access to the following and more through the Members Only website:**

- An up-to-date Collective Bargaining Agreements database
- Political briefing notes and leave-behinds on a range of advocacy priorities

## ■ Resources

As has been practice for several years, the CTF/FCE develops resources for teachers, education workers, and MOs based upon the needs articulated through the various CTF/FCE Advisory Committees, networks, and/or research. This past year was no exception, and we are pleased to have offered the following teacher developed resources:

- Trauma-informed teaching and learning information sheet
- A blueprint for a different kind of back-to-school
- The fifth Student Voice Booklet, *Affirming Gender Diversity*, to be launched at the AGM.
- Following consultations with the CCFLP and the NFLO on priority needs, a new series of booklets called *Portraits de l'éducation*, focusing on the professional integration of recently immigrated teachers in French-language schools in minority settings.

Going forward, as we continue to respond to the needs of members, findings from the first ever survey of MO needs, conducted in the spring of 2021, will be highly informative. At the same time, we look forward to honouring the commitment expressed in resolutions to the 2020 AGM regarding combatting discrimination, oppression, and racism in all aspects of the CTF/FCE and to honouring the International Decade of Peoples of African Descent. And as the incoming Executive Committee and Board of Directors confirm a new strategic vision and long-term goals, members voices continue to shape our work.

## ■ Tailored Support

Whenever possible, we have also responded to requests for specific support from MOs. Following are but a few examples of this work in solidarity with members:

- Assistance to MOs appearing before or working with government committees, including such support as provision of a written brief and a preparatory meeting, and detailed presentations.
- Convening and/or participating in numerous meetings of MO collective bargaining committees to provide an overview of the state of collective bargaining in Canada.
- Workshops and sessions at MO conferences on a range of topics including collective bargaining, social justice programming, and CTF/FCE research.

# PARTNERSHIPS TO PROPEL OUR WORK

To extend the work of our Federation, we actively maintain and develop partnerships with like-minded organizations. Through such collaboration, we are proud to have continued and undertaken work on a variety projects and initiatives:

- The Youth Resilience in the Digital Age microsite and online conference were developed in collaboration with the Boys and Girls Clubs of Canada, with funding from Employment and Social Development Canada; content for the site and the conference were provided by a coalition of ten Canadian not-for-profit organizations working to keep children and youth safe and secure online, particularly during the time of the pandemic.
- Despite enormous challenges presented by COVID-19, the five-year *Simameni* project, funded by Global Affairs Canada, successfully implemented activities with teachers, parents, and community leaders that aimed to improve conditions and results for secondary school aged girls in Uganda.
- Government funding was provided through the Manitoba Council for International Cooperation for a new 15-month development cooperation project which seeks to combat isolation and disconnectedness, particularly during the pandemic, among women teachers working in rural and remote communities in The Gambia.
- As a member of the Canadian International Education Policy Working Group, the CTF/FCE has collaborated with several large and medium-sized not-for-profit organizations (including UNICEF, Right to Play, World Vision, and Save the Children) to advocate for increased funding and enhanced programming during and after the pandemic to support education around the world, particularly for girls, refugees, and internally-displaced people.
- After nearly a decade as an observer to the Tripartite Committee, led by the Fédération nationale des conseils scolaires francophones (FNCSF) (National Federation of Francophone School Boards), the CTF/FCE was admitted as a full member in the fall of 2020.
- Ongoing collaboration with:
  - the Canadian Olympic Committee
  - CBC Kids News Editorial Committee
  - Indspire
  - Learning for a Sustainable Future

- People for Education
- the Table nationale du français langue seconde (National Table on French as a Second Language)
- the National Round Table on Education (French as First Language)
- the Leaders' Forum
- the Internship Steering Committee of the Association canadienne d'éducation de langue française, ACELF (Canadian Association of French-Language Education)
- a network of teacher unions across the Francophonie internationale, as treasurer of the Comité syndical francophone de l'éducation et de la formation (Francophone Labour Committee for Education and Training), and to help build the organizational capacity and social advocacy work with EI member unions in Francophone Africa
- the Canadian Education Press Association, alongside communications colleagues from MOs and the press
- eQuality Project, with the University of Ottawa, SSHRC Insight grant, with the CTF/FCE as a community partner
- Education International: Research Institute and Research Network, Development Cooperation, Communications Network, and the new Climate Network
- Canadian Centre for Policy Alternatives, including recent member and research collaborations
- CIHR-SSHRC Healthy Professional Workers Insight grant, with the University of Ottawa and the CTF/FCE as a community partner and education advisor
- The Inspiring Healthy Futures Initiative led by UNICEF, Canadian Institutes of Health Research (CIHR), Children's Healthcare Canada, and Pediatric Chairs of Canada
- the ACELF and the FNCSF in connection with the project Enseigner, un choix professionnel pour la vie! (Teaching, a professional and life-long choice!), funded by Canadian Heritage and led by the FNCSF.



# SEEN AND HEARD

Extending the reach of our work, including lobbying education and federal government stakeholders, has long been important at the Federation. This year, the following efforts enhanced CTF/FCE visibility.

- The deployment and coordination of the exciting “Enseigner, ça me parle!” campaign has not only greatly increased the visibility of the Federation, but also enhanced the profile of the teaching profession. The campaign is funded by Canadian Heritage and conducted in partnership with an array of organizations: ACELF, Commission nationale des parents francophones (National Commission of Francophone Parents), Fédération de la jeunesse canadienne-française (French-Canadian Youth Federation), FNCSE, and Regroupement national des directions générales de l’éducation (National Group of Education Branches).

- **Advocacy and Government Relations**

This year in pandemic has significantly increased both demands on and opportunities for CTF/FCE advocacy and engagement with the Federal Government. We were successful with most of our meeting requests, and truly seem to be the “go to” voice on education for the federal government. Specifically, we are proud of:

- Access to and participation in CTF/FCE led events by federal leaders, including:
  - World Teachers’ Day Town Hall with the Prime Minister and teachers
  - Youth Town Hall with the Prime Minister and Deputy Prime Minister
  - Town Hall with the Board of Directors and the Leader of the NDP Jagmeet Singh
- A private meeting between the Prime Minister and the CTF/FCE Executive Committee regarding priorities for teachers and our organizations
- The position we took on safe schools in August 2020, and the well reasoned measures we called for.
- Our part in the federal government’s decision to provide two billion dollars for education through the Safe Return to Class Fund and the additional infrastructure monies allocated to provinces and territories.
- Our strong call for the prioritization of teachers and education workers after health care workers and the most vulnerable for access to the COVID-19 vaccine; the CTF/FCE released two statements on vaccines (one in 2020 and one in 2021). The President received regular media requests and remains the go-to source for national commentary on the issue.



# WOMEN'S SYMPOSIUM SUR LES QUESTIONS FÉMININES

## 100+ From Struggle to Strength: Toujours plus fortes ensemble!

- Collaboration with the Canadian Federation of Nurses Unions (CFNU) and a Facebook Live event on January 25, 2021, during which the President of the CFNU supported our call for the prioritization of teachers and education workers for the COVID-19 vaccine.
- The President's appearance at the federal Finance Committee (better known as FINA), a highly influential committee in Parliament that was studying the government's pandemic spending.
- The request from the Office of the Minister of Justice to provide recommended language for amendments to the Criminal Code to ensure continued protection of teachers, and our ongoing open dialogue with the Minister's office.
- The invitation from the Office of the Minister of Official Languages to comment on their recently published White Paper on the Modernization of the Official Languages Act as it includes an entire section on teaching.
- Work with the Department and the Office of the Minister of Women and Gender Equality to co-lead with the Canadian Women Foundation the Safe Kids Initiative.
- Our advocacy to extend the Canadian Emergency Response Benefit (CERB) to 28 weeks and eventually, with the support of a coalition of trade unions and NGOs.
- Ongoing engagement with Employment Insurance (EI) and specifically the Commissioner for Workers of the Canada Employment Insurance Commission. Together with other stakeholders, the CTF/FCE contributed towards the development of a position paper of the Canadian Labour Congress (CLC) on EI reform.
- Lobbying with the Canadian Revenue Agency (CRA) to grant teachers and education workers a tax deduction for the time that they had to spend working from home during the pandemic. This initiative was successful and resulted in a simplified tax deduction claim of up to \$400 for the year 2020 for all workers that had to work from home during the COVID-19 pandemic.

### ■ Representation by the CTF/FCE President:

- President Shelley L. Morse brought greetings to and attended the virtual AGMs of every CTF/FCE MO to which she was invited.
- Shelley also spoke at every CTF/FCE conference and member event, including:
  - National Staff Conference (November 2020)
  - Youth Resilience in the Digital Age Conference (February 2021)
  - All three Social Justice Seminars (November 2020, January 2021, and March 2021)
  - Women's Symposium (May 2021)



**Additionally, the CTF/FCE voice was heard on behalf of members in the following fora and media, on the range of Federation priorities:**

- Various Op-Eds
- Extensive earned media with the President and President-Designate (more than 130 broadcast articles and interviews)
- The teacher mental health video released on January 28, 2021, was a significant success. Combined, the video was viewed more than 40,000 times and was shared almost 1,000 times when originally released in January. By embedding the video into our social media channels, we were able to increase our engagement on both Facebook and Twitter by 900%
- Increased social media throughout the pandemic, which in turn has reached a much larger audience that is spending more time online
- Video submission for the Education International (EI) WTD 2020 event (shared and viewed widely around the world)
- Presenting the Portraits de l'éducation series booklets as well as the "Enseigner, ça me parle!" campaign at various pan-Canadian events
- Teacher recruitment and retention, particularly through the campaign, "Enseigner, ça me parle!" which has been heavily promoted through both CTF/FCE and partner social media
- Participation in the "Sommet sur le rapprochement des francophonies canadiennes" (Summit on the Bridging of Canadian French-language Communities)
- Participation of the Advisory Committee on French as a First Language Co-Chair in the Sommet sur le rapprochement des francophonies canadiennes, which was organized by the Government of Quebec and the Fédération des communautés francophones et acadienne du Canada (FCFA) (Federation of Francophone and Acadian Communities of Canada), an event open only to members of the FCFA Leaders' Forum, which includes the CTF/FCE

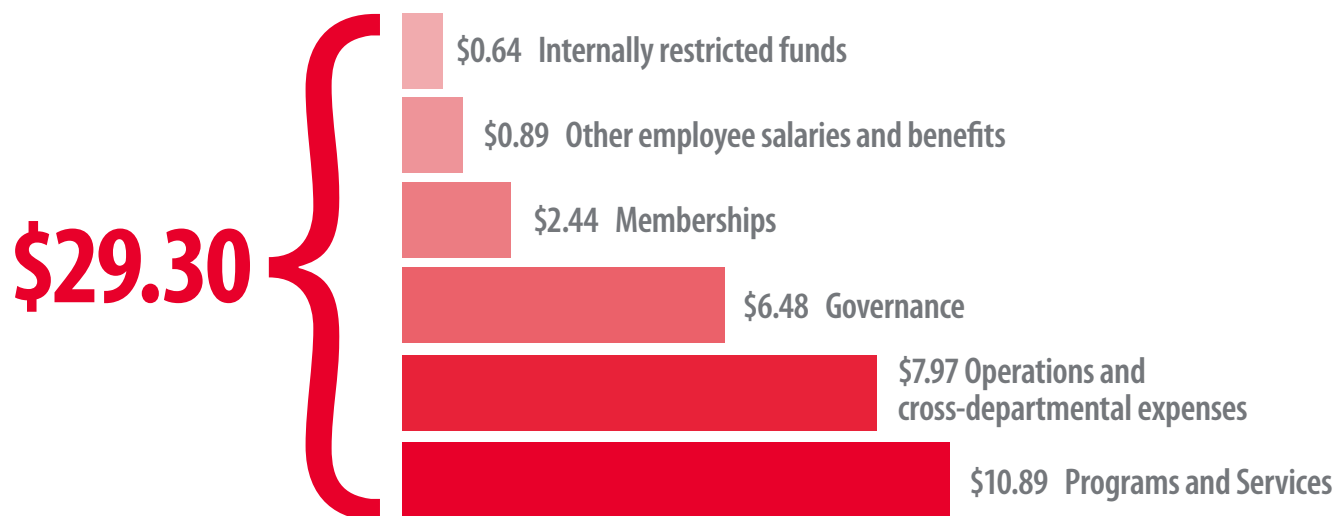
**Cassandra Hallett**  
Secretary General



# **FINANCE REPORT**

## FEES

Each teacher pays \$29.30 per year. Where does it go? [Budgeted 2020-2021]



## BUDGET

September 1, 2020 - August 31, 2021 [As approved by the 2020 AGM]

REVENUE	APPROVED BUDGET
Fees from Member Organizations	6,962,000
Investment income	95,000
Externally funded projects	803,000
Canadian Teachers' Defence Fund	-
CTF/FCE event fees	108,500
Sundry	85,000
Office recovery	53,000
<b>TOTAL REVENUE</b>	<b>8,106,500</b>
EXPENSES	
Governance	1,791,500
Programs and services	3,013,000
Operations and cross-departmental expenses	2,205,500
Memberships	674,000
Canadian Teachers' Defence Fund	-
Other employee salaries and benefits	245,000
Internally restricted funds	177,500
<b>TOTAL EXPENSES</b>	<b>8,106,500</b>
Excess of revenue over expenses	\$(0)

## SOURCE OF REVENUE

[2020-2021 Budget]

Annual fees 92.9%

Sundry 3.3%

Contributions for other projects 3.0%

Investment income 0.6%

Recovery of administrative expenses 0.2%

Canadian Teachers' Defence Fund 0.0%

## STATEMENT OF REVENUE AND EXPENSES

[For the year ended August 31, 2020]

REVENUE	2020	2019
Annual fees	6,655,263	6,645,032
Investment income	32,327	53,942
Recovery of administrative expenses	43,350	15,000
Contributions for other projects	297,853	76,745
Canadian Teachers' Defence Fund	-	-
Sundry	100,634	196,706
<b>TOTAL REVENUE</b>	<b>7,129,427</b>	<b>6,987,425</b>
EXPENSES		
Governance	1,334,983	1,538,700
Programs and services	1,831,154	1,628,254
Operational and cross-departmental expenses	1,937,812	1,904,275
Memberships	652,216	632,813
Amortization of capital assets	112,626	110,109
Canadian Teachers' Defence Fund	-	-
Other employee salaries and benefits	219,641	204,758
<b>TOTAL EXPENSES</b>	<b>6,088,432</b>	<b>6,018,909</b>
Excess of revenue over expenses	1,040,995	968,516



# **GLOBAL SOLIDARITY**



## **CTF/FCE RESPONSES TO URGENT ACTION APPEALS**

The year 2020-2021 was tumultuous for teacher unions throughout the world. The CTF/FCE received numerous 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.

### **LEBANON – SEPTEMBER 2020**

EI urged teacher organizations to support education unions in Lebanon, after a devastating explosion in the port of Beirut. The explosion placed new strains on a society and education system already coping with overlapping financial, health, and infrastructural crises. MOs were invited to write letters of protest and to give visibility to the situation in Lebanon on their websites and through social media.

### **COLOMBIA – NOVEMBER 2020**

EI encouraged its members and the global community of educators to express outrage regarding death threats made against the Executive Committee members of the Colombian Federation of Education Workers (FECODE). The threats came in the aftermath of national actions led by trade unions over the social, health, education and economic crisis in the country. FECODE led an initiative to promote schools as zones of peace through community dialogues. A systematic campaign of defamation and hatred targeting FECODE spread across social networks to try to silence teachers and their unions. EI and its Latin America Regional Committee expressed grave concerns regarding the chronic lack of safety of teachers and unionists in Colombia and addressed official letters to Colombian President Iván Duque to demand immediate protection measures for the entire FECODE leadership. Over 1,000 teachers and unionists have been killed in Colombia in the past 25 years. EI alerted the UN agencies, including ILO, UNESCO and the UN Human Rights Commission, and informed the wider trade union and human rights protection community of the situation. CTF/FCE MOs were invited to send letters of protest, sign an online petition and give visibility to the situation of Colombian teachers on their websites and social media networks.

# #Workers4Myanmar



## MYANMAR – FEBRUARY AND APRIL 2021

In a plea for solidarity with trade unions and workers of Myanmar in their fight for democracy, EI appealed to the global trade union movement to support their fight for democracy. On February 1, the Myanmar military – the Tatmadaw – arrested the democratically elected President Win Myint, State Counsellor Aung San Suu Kyi, and more than a hundred elected lawmakers of the National League for Democracy (NLD), preventing the seating of the newly democratically chosen Parliament. This coup undermined the fragile transition of Myanmar to democracy. With great courage and determination, workers, teachers and students went on strike and took the streets to oppose the illegitimate military takeover of their country. Young people were massively mobilized in defence of democracy. Myanmar unions called for maximum pressure from the international community on the putschists. EI called for the immediate and unconditional release of Australian academic Sean Turnell, professor at the Macquarie University and beloved union member of NTEU.

EI collected solidarity donations to help teachers and education workers in their daily struggles. Local education unions developed a detailed plan outlining how international financial solidarity will be used. CTF/FCE MOs were invited to send letters of protest and make noise on social media for government to take diplomatic measures to pressure the military junta in Myanmar and call for the immediate release of Sean Turnell.

## JORDAN – FEBRUARY 2021

EI called for urgent intervention after the dissolution of the Jordanian Teachers' Association (JTA) and imprisonment of its leaders. The Jordanian government has been using emergency laws enacted in March 2020, at the start of the coronavirus lockdown, to limit civil and political rights. Many activists have been arrested for expressing opinions on social media. The Attorney General of Jordan initiated proceedings against the JTA and its entire executive board, and ordered the JTA office closed, after the union protested on Facebook against the failure of the government to implement an agreement to increase teachers' salaries. Over 500 teachers were arrested and briefly detained following demonstrations in support of JTA. After it appeared teacher unrest would not abate, the Amman magistrate court ordered the full dissolution of the JTA and sentenced all 13 JTA board members to one-year imprisonment. CTF/FCE MOs were invited to send letters of protest, give visibility to the situation on social media, and contact government to initiate a dialogue on this issue.

## KENYA – MARCH 2021

EI launched a call for solidarity with our colleagues in the Kenya National Union of Teachers (KNUT) to stop the attempts of the Teachers Service Commission (TSC) to asphyxiate the union. The attacks by the TSC have continued unabated since 2019, despite the acts being illegal. A complaint lodged by EI and KNUT with the ILO has not yet produced the expected results, and each month the number of teachers unionised to KNUT is reduced. Until May 2019, KNUT proudly represented over 200,000 registered members, all drawn from public schools. Its membership is now down to around 17,000 members. The TSC rolled out several mechanisms to decimate the membership of the union and to coerce teachers to quit KNUT to benefit from salary upgrades and promotion. The authorities have threatened to deregister the union unless it meets its constitutional obligations to conduct elections. EI urged the TSC and the Government of Kenya to stop harassing KNUT, its leaders and members and to respect the union rights as guaranteed by national laws and international standards. MOs were invited to write letters of protest and to give visibility to the situation in Kenya through social media.

## HAITI – AUGUST 2020 AND MAY 2021

EI affiliates were asked to support colleagues in their struggle for rights and freedoms in Haiti. For many months, Haiti has been threatened by widespread chaos, marked by the dictatorial abuses of Jovenel Moïse and the violence of armed gangs used by him. Kidnappings, assassinations, and rapes daily fuel the atmosphere of insecurity that seriously affects students, teachers, and trade unionists, as well as the general population. Union leaders continue to be the target of punitive anti-union measures, including arbitrary transfers. The violence is also affecting the country's economy, already among the poorest on the planet, and leading to deteriorating living conditions. CTF/FCE MOs were invited to send letters of protest to denounce the violations of rights and freedoms in Haiti and bring attention to the situation through social media.

*The CTF/FCE thanks the Member Organizations that responded to the urgent action appeals in support of our colleagues around the world.*





# **SOCIAL MEDIA**

# CTF/FCE SOCIAL MEDIA ACTIVITY BETWEEN JULY 2020 AND MAY 2021



## TWITTER

**@CTFFCE**

- 734 tweets
- 666 new subscribers
- 6,035 mentions
- 4,419,000 impressions
- 41,143 profile visits
- 18,100 followers

**@CTF\_FCE\_PRE**

- 393 tweets
- 171 new subscribers
- 438 mentions
- 719,700 impressions
- 6,435 profile visits
- 1,518 followers



## TOP 10 TWEETS FOR @CTFFCE OF THE YEAR \* Combines English and French tweets

**1** Thank you @JustinTrudeau for a very productive meeting with @CTFFCE Executive Committee. Great discussion on the importance of publicly funded public education in Canada, and its essential role in fostering a strong, diverse, and inclusive society. (715,356 impressions May 6, 2021)

**2** Teachers are not all right! Let's ensure that teachers struggling with mental health feel seen, accepted, and supported. Like this video to show your support. #BellLetsTalk (312,620 impressions Jan 28, 2021)

**3** Today @JustinTrudeau acknowledged the struggles facing teachers and thanked you, Canada's teachers & education workers, for everything you do. Now is the time for Federal, Provincial, & Territorial governments to work together to ensure #safeschools (126,454 impressions Nov 24, 2020)

**4** According to an October @CTFFCE mental health survey, almost 70% of teachers are concerned with their own mental health and well-being. It's time to sound the alarm. Read the report here. (79,583 impressions Nov 26, 2020)

**5** 1 in 3 teachers are barely coping with stress, anxiety or depression as they struggle to ensure our students get the education and support they need to succeed. (43,595 impressions Jan 28, 2021)

**6** "Teachers and education workers are frontline workers without frontline worker protection. We are failing educators, and the students in their care, if they are not prioritized as we move forward," says CTF/FCE President Shelley L. Morse. (42,062 impressions Jan 14, 2021)

**7** Today's federal announcement of additional \$150 million for improved ventilation in public buildings, including schools is a step in the right direction! Thank you @cathmckenna @JustinTrudeau #safeschools (40,456 impressions April 14, 2021)

**8** We stand in support of our members in Ontario who have once again been ignored and kept out of consultations in making the decision about march break. (39,681 impressions Feb 11, 2021)

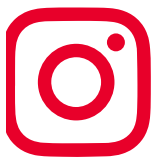
**9** Decisions about the operation of school buildings + school health & safety guidelines have not been made in a transparent and consultative manner. @JustinTrudeau must change that by bringing everyone at the table. (35,578 impressions Feb 3, 2021)

**10** Just when @JustinTrudeau meets with premiers today on funding #health, @CTFFCE is holding a virtual national press conference on teacher #mentalhealth at 1pm EST. We must make #mentalhealth a priority. pm us to take part. (27,457 impressions Nov 26, 2020)



## TOP 10 TWEETS FOR @CTF\_FCE\_PRES OF THE YEAR \* English only

- 1 "Simply put, teachers are front-line workers without front-line protections — not the protections that you see in public." (20,945 impressions Dec 10, 2020)
- 2 "The camp followed disinfecting rules & required staff to wear masks but campers didn't have to wear face coverings... Test results were available for 344 people and 260 of them — about three-quarters — were positive." #SafeSeptember? (20,671 impressions Aug 1, 2020)
- 3 Social distancing requirements for everyone except children and youth? #SafeSeptember really? No protection for, or investment in the province's future? #shame #onpoli | #RedForEd #EnsemblePourAgir @CTFFCE <https://twitter.com/oecetgovernor/status/1286754918158741516> (18,806 impressions July 25, 2020)
- 4 Teachers are concerned about the well-being of their #students. The return to school buildings must include meaningful consultation with #teachers through their respective union orgs (14,688 impressions July 8, 2020)
- 5 "...this pandemic is having a negative impact on teachers' MH/wellbeing in significant/damaging ways. The words exhaustion/stress/burnout come to mind...Distance learning was meant to be a short-term emergency response, NOT our long-term new normal" (14,700 impressions Apr 11, 2021)
- 6 "Teachers we interviewed about their classroom experiences expressed fears for their own health and families, worries about the impacts of social distancing in classrooms and concerns about insufficient teaching tools and resources." (12,589 impressions Jan 14, 2021)
- 7 "...we have too many people in classrooms, too close together, for too long, often w poor ventilation, and, in some cases, without mandatory masks." P/T govs tgh + ntl standards for #COVID19 H&S measures = schools open & Ss Ts EWs safe <https://ipolitics.ca/2021/03/01/why-vaccinating-teachers-makes-sense-for-students-families-and-the-economy> (11,017 impressions March 1, 2021)
- 8 Without proper safety protocols, consultation and intricate planning with the frontline workers in schools, how will govs across #Canada ensure a #SafeSeptember? | #SafeAtSchool (10,770 impressions Aug 2, 2020)
- 9 "...teachers ranked mental & emotional exhaustion as their 3rd concern. Together with stress, anxiety, & depression, workload, & work-life balance, these issues reveal teachers are in dire need of supports & systemic change to maintain their lives as professionals in a pandemic." (10,714 impressions Nov 27, 2020)
- 10 Why, just why can this be happening? Why are #students #teachers & #families being expected to accept less protection from a virus than the rest of society? Who will be liable for the fallout? Who will protect the children & youth? Too many questions - not enough answers! @CTFFCE (9,895 impressions July 29, 2020)



INSTAGRAM

@CTFFCE

282 posts

47 following

360 followers



**FACEBOOK**

**@CTF.FCE**

**3,203** followers as of May 31, 2021

### TOP 3 FACEBOOK POSTS:

Virtual town hall with  
Prime Minister Justin Trudeau  
for World Teachers' Day

**129,643** English views

Virtual town hall with Prime  
Minister Justin Trudeau  
for World Teachers' Day

**64,632** French views

Mental health teacher video

**57,605** views  
(combines English and  
French views)

### Notable highlights of the year were:

- World Teachers' Day posts reached 209,500 people.
- Posts related to mental health reached 84,049 people.
- Posts related to gender equity reached 49,490 people.
- Posts regarding Indigenous rights and education reached 23,796 people.
- Posts focused on Francophone linguistic rights and education were seen by 10,899 people.
- Perspectives was seen by 4,331 people.





# **AWARDS AND TRIBUTES**

# 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.

## PUBLIC EDUCATION ADVOCACY AWARD

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



### **Dr. Carol Campbell**

Nominated by  
the Ontario English Catholic  
Teachers' Association (OECTA)

Dr. Carol Campbell has dedicated her career to research, policy and practice in support of high quality publicly funded education. From 2005 to 2010, Dr. Campbell was Senior Executive Officer of the Literacy and Numeracy Secretariat at the Ontario Ministry of Education. She was later appointed Ontario's first Chief Research Officer for Education and became the founding Director of the Education Research & Evaluation Strategy Branch. An Associate Professor of Leadership and Educational Change at the Ontario Institute for Studies in Education at the University of Toronto, Dr. Campbell is Director of the Knowledge Network for Applied Education Research (KNAER), a tripartite partnership between the Ontario Ministry of Education, University of Toronto and Western University to advance the mobilization and application of research for educational practice in Ontario.

Dr. Campbell held one of the researcher positions for the Teacher Learning Leadership Program, which overwhelmingly supported self-directed teacher-led professional development. She has presented these research findings internationally, including at the American Education Research Association annual meeting. Dr. Campbell led the assessment review that thoroughly examined EQAO standardized testing in Ontario, and other assessment practices. Her research consistently supports teacher assessment data over large-scale assessment.

## SPECIAL RECOGNITION AWARD

This award is presented to individuals for meritorious service to education and the teaching profession at the provincial and national levels.



### Paul Taillefer

Nominated by  
the Association des  
enseignantes et des enseignants  
franco-ontariens (AEFO)

A former AEFO and CTF/FCE President, Paul Taillefer completed his studies at Laurentian and Western Universities before teaching at Thériault, a French high school in Timmins, Ontario. Thereafter, he became involved in the AEFO, first in his local unit where he held several positions, including Chair of the Negotiating Committee.

Paul has over 30 years of experience in the teaching profession. He served as the full-time President of AEFO's North-East Catholic unit in Northern Ontario from 2001 to 2004.

A member of the AEFO Board of Directors since 1998, he served on the provincial Executive Committee for nine years. In 2004, he was elected President of the provincial AEFO, a position he held until 2008.

In 2010, he represented the AEFO on the Board of the Ontario Teachers' Federation (OTF). He was also Vice-President of the CTF/FCE for which he chaired the Advisory Committee on French as a First Language. He was President of the CTF/FCE from 2011 to 2013.

At the 2010 AEFO convention, he was awarded the title of Life Member. Only 15 other AEFO members have received this honour since the founding of AEFO.

Internationally, he actively participated in the Comité syndical francophone de l'éducation et de la formation (Francophone Labour Committee for Education and Training) and in the activities of Education International.

## RECOGNITION OF AN OUTSTANDING INDIGENOUS EDUCATOR

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



### Patricia Joe

Nominated by  
the Yukon Teachers'  
Association (YTA)

Pat Joe is a First Nation woman from the Tagish Nation, the Dak'laweide Clan (Killer Whale and Wolf Crest) and is a proud citizen of the Kwanlin Dun First Nation. She is a teacher, mother, grandmother and knowledge keeper. She has been an outspoken advocate for her culture, history, beliefs, and values which she teaches through storytelling.

Her distinguished achievements in leadership, education and public service have been widely recognized by her colleagues and students who are touched by her passion to deliver First Nation curriculum in all subject areas. She is very knowledgeable in the areas of First Nation Traditional Law, Governance and Social Justice, which is evident in her work with all levels of government. To help bring the history and culture of Yukon First Nations to life, Pat has been instrumental in many projects, including "Our Home Magazine", "From Trail to Tramway", and "Canyon City", which integrates the First Nation history, land, and first contact. These initiatives are just a few examples of her tireless dedication to deliver authentic First Nation traditional stories that continue to advance First Nation education in Yukon and throughout Canada.

Pat brings honour to her grandfathers', elders', and ancestors' teachings. As a former Deputy Chief and Chief Land Claims and Self-Government negotiator, she possesses many years of experience in the areas of politics and business. A survivor and third generation student of residential schools, Pat diligently teaches about the legacy of residential schools and the impacts on First Nations.

## RECOGNITION OF AN INDIGENOUS ELDER

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



### **Gladys Wapass-Greyeyes**

Nominated by  
the Saskatchewan Teachers'  
Federation (STF)

After taking university classes in teaching methodology, Gladys became a language instructor, teaching Cree (Nehiyaw) in First Nations schools such as Thunderchild and Muskeg Lake. The STF recognizes the critical role that language plays in the transmission and preservation of culture and acknowledges Gladys' commitment and over 30 years' experience to this priority.

As a community elder in Thunderchild and elder invited to many non-First Nation communities in Saskatchewan, Gladys is a well-respected teacher and counsellor. In recent years, she developed and delivered historical and cultural resources to Saskatchewan schools for Saskatchewan's Office of the Treaty Commissioner. This work includes going into schools as part of the "Treaties in the Classroom" project. The STF believes that treaty education is a critical component of Saskatchewan students' learning and stories and teachings of Knowledge Keepers, like Gladys, are vital to this endeavour.

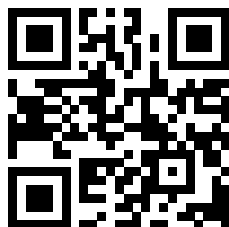
Gladys continues to be invited by teachers, school divisions, the Ministry of Education and the Office of the Treaty Commissioner to speak and share her teachings, helping educators introduce, promote and maintain the history of Indigenous people in the province and use that knowledge as a foundation for strong relationships.



Canadian Teachers' Federation (CTF/FCE)

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