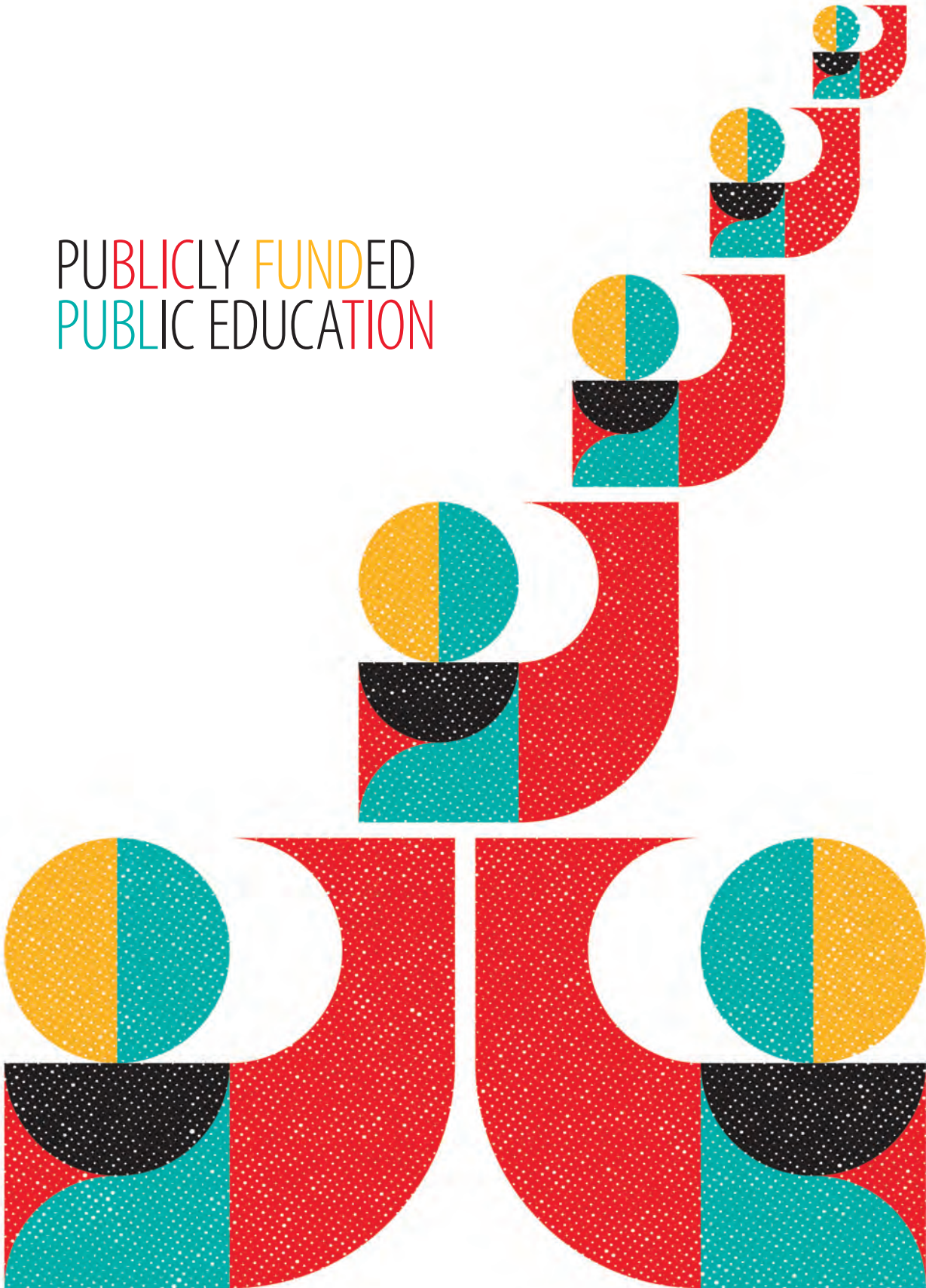




ANNUAL REPORT
2021-2022



PUBLICLY FUNDED
PUBLIC EDUCATION



MEMBER ORGANIZATIONS



Newfoundland and Labrador
Teachers' Association



Prince Edward Island
Teachers' Federation



Nova Scotia
Teachers Union



Association des enseignantes et
des enseignants franco-ontariens



OSSTF/FEESO



ONTARIO ENGLISH
Catholic
Teachers
ASSOCIATION

THE MANITOBA
TEACHERS'
SOCIETY



The Alberta
Teachers' Association



Yukon
Association
of Education
Professionals



ASSOCIATE ORGANIZATIONS







**TEACHER WELFARE
AND COLLECTIVE
BARGAINING**

**RESEARCH AND
PROFESSIONAL
LEARNING**

**INTERNATIONAL
AND SOCIAL JUSTICE**

**INFORMATION
TECHNOLOGY, BUILDING
AND DOCUMENTATION
SERVICES**



TABLE OF CONTENTS

8	President's Message
12	The CTF/FCE at a Glance
13	Vision/Mission
14	Executive Committee
15	Board of Directors
16	Directors and Members
17	Committees
18	Secretary General's Report
28	Partnerships
30	Global Solidarity
34	Finance Report
38	Social Media
44	Awards and Tributes





PRESIDENT'S
MESSAGE



When I arrived in Ottawa a year ago to begin my presidency, I did so with great optimism in the face of significant challenges brought on by the COVID-19 pandemic. Canada's teachers, education workers, and their union leaders, exhausted not only by the constant threats to their health, the upheaval of public education, but also at the prospects of another year of disruptions and uncertainty, were desperately in need of better days ahead, of hope that things would improve.

Even amid the darkest days, and there were many, I believed that the pandemic showed how important publicly funded public education is to Canada as a nation and to the communities and families it serves. In fact, the answers to many of the ills plaguing our country could be addressed through a robust reinvestment in publicly funded public education.

Although the pandemic is still with us, together we have, I hope, navigated our way through its most difficult moments. This year, the CTF/FCE and its Member and Associate Organizations began to meet in person once again. Offices reopened, and people began to travel to see each other. Our virtual lives gave way to real ones. Things we once took for granted, from talking to people around a table, to sharing an idea, a meal, or a laugh, were welcomed back with great enthusiasm.

For some, being together may seem trivial. But true solidarity, understanding, and empathy cannot be sufficiently achieved online or from a distance. The same goes for teaching and learning, something that was abundantly clear as school buildings were closed nationwide in 2020 and students lost the connection to friends, teachers, and emotional supports.

With that change, and move away from screens, brought a renewed energy and focus to our work. Personally, it has been wonderful to greet fellow leaders and delegates at annual meetings, to hear and see first-hand how they are faring. Learning about their work and their dedication to overcome obstacles is one of the true privileges of leading the CTF/FCE.

This year also marks the first time since 2019 that CTF/FCE delegates to the Annual General Meeting convene in-person, back in Ottawa. Even though the core business was addressed virtually the past two years, only together can we best tackle the myriad challenges before us all the while celebrating and strengthening our solidarity.

This year is also our chance to pay homage to the CTF/FCE and everyone who has contributed to its vision and mission throughout its history. The pandemic robbed us of celebrating our centennial, but that isn't stopping us from marking the occasion two years on. As a collective of unions, this is our moment to acknowledge and applaud the dedication of leaders throughout the decades while infusing us with the energy to continue the national

struggle that began in 1920. By embracing “100+”, we are making it clear that the work continues in earnest, without pause.

This work was well underway as I began my two-year mandate. The CTF/FCE staff were already gearing up for what would be a fall federal election; an important opportunity to share messages with the public while advocating our priorities to political parties to make public education central to their campaign promises.

With the pandemic shining a spotlight on the needs and importance of publicly funded public education, the CTF/FCE enjoyed increased access to and collaboration with a federal government that prioritized public education more than its predecessor. Following financial commitments made by the federal government to help increase safety in schools, and to address inequities exposed by school closures, we viewed the election as the opportune moment to make public education a national conversation.

During the lead-up to the election, we launched our own national campaign to start that conversation, to make publicly funded public education a topic recognized as central to Canadians’ lives. With a modest budget and a widespread digital campaign, we used the results of national polling to best craft messages that would resonate with the public and target politicians to influence their parties’ commitments. That polling, conducted during the summer of ‘21, revealed the public’s overwhelming support for public education and its importance to Canadian society.

Following the election, and based off the polling results, the staff team revised the campaign to call for a National

Education Advisory Table. Even though no one is questioning that public education belongs to the provincial and territorial jurisdictions, the pandemic did reveal that a national approach to public education is needed.

Today, efforts continue at the CTF/FCE to mobilize partners and lobby the federal government to recognize and lead on the table’s creation, which we believe is key to tackling issues ranging from privatization, reconciliation, discrimination, poverty, to protecting and promoting the French language in minority settings linguistic rights, and emergency preparedness.

Another significant issue we hope the table can help address is mental health. The pandemic continues to create mental health challenges for teachers, education workers, and students, which will unfortunately linger long after the threat of the coronavirus wanes.

The CTF/FCE knows how dire this problem is following the significant research conducted and reports published by the staff team throughout the past two years. As part of a national conversation, mental health is high on the list of priorities to address.

This year also brought our campaign to recruit and retain French teachers in minority contexts, “Enseigner, ça me parle!”, to a close. The campaign

celebrated and promoted teaching as a career and brought light and positivity to our work when the pandemic sowed doubt among the profession. I hope the spirit and messages of that campaign continue to resonate.

Of course, while remaining focused on the challenges and needs facing Member and Associate Organizations, the CTF/FCE’s work abroad has continued even with the barriers imposed by pandemic restrictions around the world still in place.



I am immensely proud of our work in Uganda and The Gambia to empower and promote the rights of girls and women through education. As a country that enjoys many gender freedoms fought for and won in a democracy, it is essential that we help others achieve what we have even as our struggle continues.

And even from afar, the solidarity of the CTF/FCE was expressed during crises in Haiti, Jordan, Afghanistan, and most recently, Ukraine. As part of the global community, led by Education International, the CTF/FCE mobilized to help our colleagues in moments of dire need. Through letters of protest, support, and financial contributions, Member and Associate Organizations rose to the occasion when called upon. In the case of Afghanistan, efforts continue to help Afghan colleagues seek safe passage out of the country as they flee the Taliban.

This snapshot of the incredible work, domestic and international, carried out by the CTF/FCE, its Members, and partners in 2021–2022, is a testament not only to the ongoing need of collaboration and solidarity, but is a shining example of strength and dedication during even the most trying of times. We are at our best when the going gets rough.

However, none of the accomplishments and initiatives would be possible without the incredible work of the CTF/FCE staff team, led by Cassie Hallett, and her management team composed of Claudia Guidolin and Samantha Perrin. I marvel each and every day at the commitment shown by the staff in Ottawa.

As I look toward my second year as President, I want to thank everyone who makes what we do possible as we move forward, together.

In solidarity,

A handwritten signature in black ink, appearing to read 'Sam Hammond', with a stylized, flowing script.

Sam Hammond
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.

**PUBLIC
EDUCATION**

**TEACHER
ORGANIZATIONS**



VISION

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

MISSION

As a federation of Member and Associate 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. Since 2021, the President and Vice-Presidents serve two-year terms, commencing in odd-numbered years, and Vice-Presidents may seek re-election. The Executive conducts CTF/FCE business between meetings of the Board of Directors.



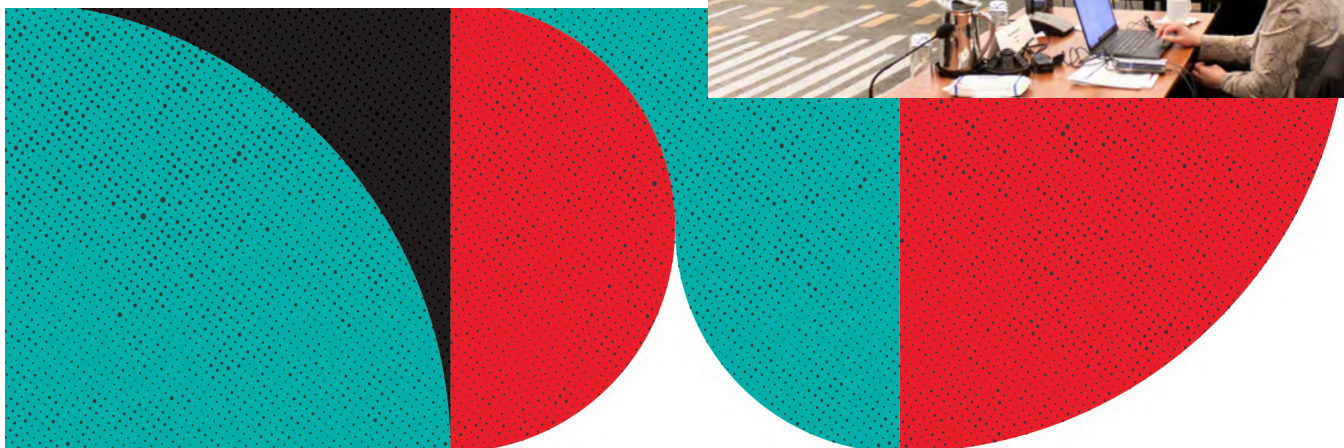
From top left:
Sam Hammond, President
Jenny Regal, Vice-President
Heidi Yetman, Vice-President
Clint Johnston, Vice-President
Paul Wozney, Vice-President
Shelley L. Morse, Past President
Cassandra Hallett, Secretary General

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 voting Directors appointed by each Member Organization (normally the President and the General Secretary)
- up to two non-voting Directors from each Associate Organization



DIRECTORS AND MEMBERS

MEMBER ORGANIZATIONS

Newfoundland and Labrador Teachers' Association

- Trent Langdon, President
- Stefanie Tuff, Executive Director

Prince Edward Island Teachers' Federation

- Aldene Smallman, President
- Shaun MacCormac, General Secretary

Nova Scotia Teachers Union

- Thérèse Forsythe, First Vice-President
- Steve Brooks, Executive Director

New Brunswick Teachers' Association

- Connie Keating, President
- Ardith Shirley, Executive Director

Quebec Provincial Association of Teachers

- Steven Le Sueur, General Chairperson
- Sébastien Joly, Executive Director

Association des enseignantes et des enseignants franco-ontariens

- Anne Vinet-Roy, President
- Anne Lavoie, Executive Director and Secretary-Treasurer

Elementary Teachers' Federation of Ontario

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

Ontario English Catholic Teachers' Association

- Barb Dobrowolski, President
- David Church, General Secretary

Ontario Secondary School Teachers' Federation

- Karen Littlewood, President
- Chris Goodsir, General Secretary

The Manitoba Teachers' Society

- James Bedford, President
- Danielle Fullan Kolton, Executive Director

Saskatchewan Teachers' Federation

- Patrick Maze, President
- Bobbi Taillefer, Executive Director

The Alberta Teachers' Association

- Jason Schilling, President
- Dennis Theobald, Executive Secretary

British Columbia Teachers' Federation

- Teri Mooring, President
- Amber Mitchell, Executive Director

Yukon Association of Education Professionals

- Ted Hupé, President
- Ethan Emery, Executive Director

Northwest Territories Teachers' Association

- Matthew Miller, President
- David Murphy, Executive Director

Nunavut Teachers' Association

- Justin Matchett, President
- John Fanjoy, Executive Director

ASSOCIATE ORGANIZATIONS

Ontario Teachers' Federation

- Chris Cowley, President
- Scott Perkin, Secretary-Treasurer

New Brunswick Teachers' Federation

- Kerry Leopkey, Executive Director
- Caroline Foisy, Deputy 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.

The 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 Personnel Committee

represents the Board of Directors in negotiations of the staff collective agreements and the hiring of program directors and staff on personal services contracts.

The AGM Resolutions Committee

examines and assesses resolutions submitted for debate at the AGM.

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.

The Advisory Group on Eliminating Systemic Racism, Oppression, and Discrimination

provides advice on inclusionary policies and practices, helps identify systemic obstacles and deterrents, and assists in identifying resources to support the CTF/FCE and Member and Associate Organizations. The Advisory Group includes three subgroups: Human Resources (i.e., hiring policies and practices), Governance practices and resources (i.e., designated seats, *Robert's Rules of Order*), and celebrating the International Decade for People of African Descent.



SECRETARY
GENERAL'S
REPORT

**“FIGHT FOR THE THINGS THAT YOU CARE ABOUT.
BUT DO IT IN A WAY THAT WILL LEAD OTHERS TO JOIN YOU.”**
– *RUTH BADER GINSBERG*



What a year this has been, and, yet – even with a relentless pandemic – that statement is not meant to be read as entirely negative. Indeed, despite the many challenges faced, there are numerous successes to celebrate as we reflect on the 102nd year of the Canadian Teachers’ Federation (CTF/FCE). As the pandemic’s stubbornness and reluctance to disappear continued, our strength and solidarity only grew while we, the CTF/FCE, fought for the things we care about. Together, with the 18 Member and Associate Organizations in every province and territory that make up our national organization, we have continued to advocate for and defend quality inclusive publicly funded public education, labour rights, and social justice, here and abroad, in both familiar and innovative ways.

With the leadership and direction of the President, Executive Committee, and Board of Directors, this year has seen a further clarification of the CTF/FCE’s programs and services for Members. The way forward is as clear and coherent as it is dynamic and responsive. Building upon the success of *Vision 2020* and based upon significant input from Member and Associate Organizations, gathered in the 2021 Survey of Members’ Needs, the CTF/FCE Board of Directors adopted **a new strategic vision and goals** in November 2021. The new strategic plan effectively brings together ongoing advocacy,

programs, and services with emerging issues and opportunities to guide the Federation through 2024.

The 2021–2024 strategic vision propels the CTF/FCE forward, “To be a strong advocate for and defender of publicly funded public education, labour rights, and social justice.” The work of the staff team is, therefore, focused on four goals to achieve the vision and effectively serve Member and Associate Organizations. Each goal has a clear focus, and all four work together to achieve the strategic vision.

On behalf of the CTF/FCE staff team, I am proud to offer you the following glimpse at the activities and achievements of this year organized according to the new strategic goals. We sincerely hope the following pages will be both an **update** for you on this year’s work and an **invitation** to further engage in your national organization.

SUPPORT AND ENGAGE

With the goal of continuing to improve support for and engagement of Member Organizations, Associate Organizations, and – by extension – more of the 365,000+ teachers and education workers the CTF/FCE represents, staff colleagues across the CTF/FCE team have worked tirelessly to ensure Members are supported and engaged both despite and due to the pandemic. This has required reflection and resolve, insight and imagination,



creativity and care. Valued events and important meetings continued, albeit virtually in many cases; helpful classroom resources were developed; crucial research was conducted and published; professional resources were developed and shared; and solidarity was strengthened through networks, meetings, and gatherings.

Despite the impossibility of gathering in person throughout much of this year, the CTF/FCE organized several successful virtual and in-person **professional learning events** from the fall through early summer. Led by staff working in Public Affairs, almost the entire CTF/FCE staff team has had a hand in these events. November 2021 and pandemic realities meant the National Staff Conference was a virtual conference for the second consecutive year. Still, with a variety of breakout sessions, workshops, and speakers, the membership was engaged and supported. Fast forward to the spring, when conditions finally meant we could offer the first in-person conference in well over two years. Hosted

beautifully by the Nova Scotia Teachers Union (NSTU), the Women's Symposium was held in Halifax to a sold-out crowd of diverse women educators and union leaders from across the country. The Symposium featured a phenomenal line-up of speakers and activities and welcomed colleagues from almost every Member and Associate Organization to learn and network. In addition to these larger events, the CTF/FCE was also proud to offer many unique or tailored gatherings to support and engage the membership. In March 2022, the CTF/FCE hosted a webinar on collective bargaining, launching our new **Podium webinar series** designed to inform and engage listeners on topics relevant to teacher unions across Canada. Virtual workshops for various Member and Associate Organizations have been provided, as requested throughout the year, on a range of topics from social justice to collective bargaining, research into teacher mental health and well-being, and more. Multiple **virtual gatherings** of the National Teacher Research Network and



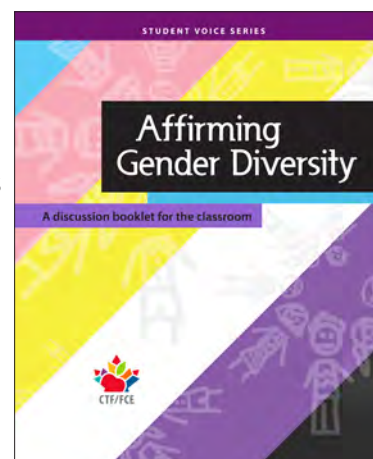
Women's Symposium, Halifax NS

the “born in the pandemic” Teacher Bargaining Network have occurred. And the Advisory Committee on French as a First Language and Francophone Liaison Officers were, once again, able to gather in person in late May for two full days of dialogue and planning. In June, close to 60 colleagues from across the CTF/FCE membership who identify as women participated in Education International (EI)’s fourth World Women’s Conference; this virtual event provided yet more opportunities to learn and grow as educators while also building solidarity among participants.

To further support and engage the membership this year, the CTF/FCE’s Research and Professional Learning team designed and delivered two **research** reports on **anti-racism** education policy in Canada. Not only are these reports the first of their kind, as this historical, comprehensive research has not been compiled elsewhere, but the *Anti-racism Environmental Policy Scan: Volume 1, Ministerial Policies and Commitments* and follow-up report, *Anti-racism Environmental Policy Scan: Volume 2, School Board/District Policies and Commitments*, provide a 40-year trend and gap analysis, individual provincial and territorial commentaries, and recommendations for moving forward. This work is responsive to Member and Associate Organizations requests for supporting anti-racism advocacy, building evidence for structural transformation, and was collaboratively designed by engaging our National Teacher Research Network. The

research is responsive to our social context, and the need to grapple with historically embedded racial inequities that are woven into our institutions, and our collective responsibility for informed redress. Through this work, we have actively sought out and continued to build **research communities and practices for progressive social change** across the CTF/FCE membership.

Although developing and piloting **classroom resources** has proven more challenging in the pandemic, dedicated staff in International and Social Justice and teachers persevered and the fifth Student Voice Booklet (SVB) *Affirming Gender Diversity* was published in the fall of 2021, along with complementary lesson plans. Member and Associate Organizations were engaged in various aspects of developing this resource. Through the CTF/FCE’s Advisory Committee on Diversity and Human Rights, teacher members from across the country



helped to guide the development of the final product. The resource – a collection of authentic responses from Canadian students combined with a comprehensive listing of supplementary resources – is designed to support the CTF/FCE membership and educators across the country in their social justice work at provincial/territorial and community level as well as in schools.

Further, the Francophonie Program team has expanded the Portraits de l’éducation series of booklets focused on welcoming and supporting new teachers who recently immigrated to Canada. A total of five booklets were produced this year (numbers 3 through 7), adding to the two that were published last year. Created in partnership with the Association canadienne d’éducation de langue française (ACELF), these **professional resources** provide invaluable information and support to teachers who have recently immigrated to Canada as well as to the organizations to which they belong.

Once again, in 2021–2022, the CTF/FCE in consultation with the Advisory Committee on French as a First Language and the Network of Francophone Liaison Officers established its annual priorities for French as a first language. Among other initiatives, the CTF/FCE has taken **concrete actions** to support Member and Associate Organizations in their efforts to address the shortage of teachers in French-language schools.

In recent months, Member and Associate Organizations have started receiving regular **advocacy and government relations information**. The *Parliamentary Update* provides a weekly recap of federal legislative and political developments and monitors progress of relevant bills and commitments announced in the federal budget.

During this year, with the work of staff in Teacher Welfare and Collective Bargaining, **tools for collective bargainers have been enhanced**. The one-of-a-kind CTF/FCE salary application was recently updated and shared with members of the Teacher Bargaining Network. Available on the Members Only website, this helpful salary app is designed to assist colleagues with collective bargaining and includes teacher salaries from 1980 to 2021 from all provinces and territories and offers features to display and compare salary data. Newly negotiated collective agreements are also available along with a new section (in progress) on bargaining priorities and collective agreements in place across Canada.

Of course, much of the above-mentioned work to support and engage Member and Associate Organizations, and more of the 365,000 teachers and educators they represent has both required and provided opportunities to connect and collaborate as described in the next section of this update.

CONNECT AND COLLABORATE

With a goal to further enhance the connections and collaboration with Member, Associate, and Partner Organizations, the CTF/FCE team of elected and appointed leaders and staff have improved and introduced approaches to strengthen the ways in which

we connect and collaborate both within and beyond the Federation.

The monthly **National Conversations** for members of the Board of Directors that began a few months into the pandemic continue, with shifts in foci occurring to ensure they best respond to the needs of representatives of Member and Associate Organizations, have facilitated meaningful connections. These informal meetings provide a forum for provincial and territorial leaders to connect and share matters of common interest as well as current challenges. At the same time, this past year, and, indeed, throughout the pandemic, the **Teacher Bargaining Network** has filled a void created by the necessary but unfortunate postponement of the Teacher Collective Bargaining Conference. The CTF/FCE is grateful to the Quebec Provincial Association of Teachers for their many contributions in preparation for this now twice-delayed conference and we sincerely look forward to 2023, when we hope this important event can finally occur as planned, in person.

Building on past successes as well as lessons learned throughout 2021–2022, the CTF/FCE has connected and collaborated with Member, Associate, and partner organizations on thematic contributions for the **Perspectives blog**. If you have not read it yet, we encourage you to check the blog out [here](#) or by going to the CTF/FCE website. Throughout the year, the membership was kept informed of upcoming social media and advocacy campaigns, as well as national and international observance days to keep the channels of communication open. We also distribute two **regular research publications**: a curated *Research Review* three times per year, and a monthly *RPL Digest*, which are available to the entire CTF/FCE membership.

Through **national and international collaborations**, CTF/FCE researchers connected and collaborated by hosting research seminars, presenting, and sharing research with members and with EI colleagues, and by supporting the profession in advisory capacities through university partnerships. This year we hosted national research seminars on anti-racism policy research, teacher

and education worker mental health and well-being, pandemic research, privatization, politics of destreaming, and models of neoliberal governance in the profession. Internationally, CTF/FCE researchers continue to advise policy development and research design through EI, and exchange research with our global colleagues.

At the same time, staff members on the International and Social Justice team have been shepherding **the Simameni project**, a close collaboration between the CTF/FCE and long-standing partner the Uganda National Teachers' Union. *Simameni* brings many stakeholders together to improve access, retention, and educational opportunities for secondary school-aged girls in 24 schools in the Western and Teso regions of Uganda. Despite the challenges of the pandemic, the project has had an undeniably positive impact on girls in Uganda.

The project connects and unites students, parents, teachers, representatives from the Ugandan Ministry of Education and Sports, and entire communities to work towards a brighter future for girls. Through school-based activities, community-wide workshops, and regional campaigns, numerous stakeholders enhance their understanding of challenges faced by girls and the benefits of keeping them in school. Through these connections and collaborations, **schools become safer, more welcoming, and more responsive places for girls** and young women.

On the Francophonie Program front, meetings of the Advisory Committee on French as a First Language and the Network of Francophone Liaison Officers provided meaningful opportunities throughout the year for participating Member Organizations and their representatives to **network** and exchange ideas. This year, both groups attended two workshops on interculturalism

facilitated by the CTF/FCE. Representatives also engaged with the Federation to review and approve resources that were being developed as well as aspects of the significant campaign “Enseigner, ça me parle!”. In addition, three members of the Advisory Committee served on the Campaign Support Committee from inception, and two

of Committee members were spokespersons for the campaign. Finally, wishing to **collaborate** and to gain a better idea of what is done globally, Committee and Network members participated in a virtual meeting of the Comité syndical francophone de l'éducation et de la formation.

On the national front, several activities with partner organizations took place, including:

- The project *Enseigner, un choix professionnel pour la vie!* (Teaching, a professional and life-long choice!), led by the Fédération nationale des conseils scolaires francophones, of which the CTF/FCE and the Association canadienne d'éducation de langue française (ACELF) are partners;
- A workshop to present the *Portraits de l'éducation* series of booklets at the ACELF Congress;
- The University of Ottawa taskforce on the shortage of teachers in French-language schools.

The “**Enseigner, ça me parle!**” campaign, which ended in March 2022, was supported by five national partners who also served on the Campaign Support Committee: the Association canadienne d'éducation de langue française, the Fédération nationale des conseils scolaires francophones, the Fédération de la jeunesse canadienne-française, the Commission nationale des



Simameni workshop.



parents francophones, and the Regroupement national des directions générales de l'éducation.

A list of the Federation's active **partnerships** is included on page 29 of this Annual Report; the CTF/FCE is an increasingly sought-after partner both nationally and internationally. This is, in large part, due to the work that has been undertaken by the President, many members of the Board, and the staff team to raise the profile of the Federation.

VOICE AND VISIBILITY

On the one hand, the pandemic has greatly increased awareness regarding the work teachers and education workers do and the importance of quality inclusive publicly funded public education. On the other hand, the added challenges of COVID-19 have laid bare long-standing cracks in the systems that must be addressed. Never has it been more important to ensure the voice of educators is heard and the importance of their work is seen. To increase CTF/FCE voice and visibility, advocating for quality accessible inclusive publicly funded public education, social justice, and the rights of teachers and education workers, the Federation's elected leaders and staff have seized every opportunity within our means to advocate for nothing less than solid investments in publicly funded public education, excellent teaching and learning conditions, supports for teachers and education workers, and social justice in our schools and communities.

In the weeks leading up to the September federal election, the CTF/FCE launched a **campaign** to advocate

for the creation of a National Education Advisory Table to support and strengthen publicly funded public education. The CTF/FCE voice was strengthened by lobbying the federal government to include advocacy priorities on their political agendas, including ensuring the protection of teachers and students online, increasing parental leave benefits, and expanding the criteria for the Canada Student Loan forgiveness program. February was a busy month with the reintroduction of **constituency days** with federal members of Parliament to align with CTF/FCE's advocacy priorities. Our thanks to the many members of the Board of Directors who participated, further building relationship with the federal government while also amplifying the voice of the profession. Our **new podcast channel Source** was created to increase the Federation's voice and visibility throughout the membership with topical themes including teacher mental health and women leaders in education. All the while, new analytical tools are being used to expand the Federation's reach across all social media platforms.

To amplify teacher and education worker voice and visibility, the CTF/FCE interviewed educators about their experiences living and working through the pandemic, the pressures they felt, and the unique challenges they encountered as frontline workers. The **qualitative research** report, *"But at what cost"? Teacher Mental Health during COVID-19*, provides a deep-dive into the personal lives of teachers and education workers as they explored topics such as emotional labour, workload, pedagogy, and their views on the profession as it shifted underneath their feet. This report concludes that the mental, physical, and psychological costs of working as an educator in the pandemic cannot be ignored, and offers recommendations and points for strong advocacy, policy development, and Member and Associate Organizations support. This work has been shared widely, including through social media and sent to each provincial and territorial Ministry of Education.

The CTF/FCE's **work with international partners** has raised the profile of teacher unions and their members in Canada and around the world. Our project in The Gambia, funded by Global Affairs Canada through the Fund for



federal Employment Insurance system. Staff members have shared the concerns of teachers and education workers in briefings by the Commissioner for Workers in the Employment Insurance Forum, the Member Council of the Canadian Centre for Policy Alternatives, and the Economic Welfare Committee of the Council of Atlantic Provinces and Territory Teacher Organizations.

Colleagues working in the Francophonie Program have ensured that the CTF/FCE participated in the deliberations of the following **groups** where they represented the voice of teachers:

- Table nationale du français langue première (lead by the FNCSE)
- Table nationale du français langue seconde (lead by the Association canadienne des professionnels de l'immersion)
- Comité tripartite (lead by the FNCSE)

Innovation and Transformation, has garnered the attention of the Government of Canada, EI, and the Gambian Ministry of Basic and Secondary Education. Project participants – young women teachers living and working in schools located in rural and remote communities – are empowered through connections with mentors and technological tools. As a result, women's voices are clearly heard as they share information and strategies, seek support and inspiration, and become agents of change in their own schools and communities. Growing in both competence and confidence through their participation in this project, these women become more visible as role models for the girls and young women they teach.

Here at home, colleagues working in Teacher Welfare and Collective Bargaining have focused attention on influencing **social and employment related policies**, including the ongoing discussion of the

- Forum des leaders (lead by the Fédération des communautés francophones et acadienne du Canada)
- Comité syndical francophone de l'éducation et de la formation (as treasurer)

The **"Enseigner, ça me parle!"** campaign (until the end of March 2022) and the Portraits de l'éducation series have further enhanced the CTF/FCE's voice and visibility.

None of the initiatives, events, or resources would be viable without significant attention to CTF/FCE operations and a commitment to continuous improvement. This brings us to the fourth and final goal.

STRENGTH AND SUCCESS

While COVID-19 has thrown operational curve balls aplenty and added not insignificant challenges, the **strong foundation** built in recent years has stood the CTF/FCE in good stead throughout the pandemic's previously unimaginable continuation. With that solid footing, and thanks to sound decision-making by the AGM and the Board of Directors, the CTF/FCE has been able to grow from strength to strength enjoying the **added people power** and input of colleagues who joined the team during the pandemic, several in roles the Board only recently created.

Our professional home – the CTF/FCE **office building** – was upgraded this winter with much-needed refreshing of the original finishes, ergonomic furniture throughout, and wonderful collaborative spaces for the President, Staff, Board members, and the Executive Committee, to effectively problem solve, brainstorm, plan, and collaborate on behalf of Members.

Infrastructure improvements are not the only operational refinements. At the time of writing, significant work is underway to improve the **Members' site**, the new (as of 2021) **Personnel Committee** has had a productive year, with negotiations of collective agreements and some hiring, and we have successfully **aligned the budget setting process with the strategic plan** to ensure greater operational clarity and coherence going forward.

Lastly, but of critical importance, the work to **eliminate systemic racism, oppression, and discrimination** has been a significant priority this year. We are tremendously grateful to the teachers and Member Organization staff serving on the first-ever CTF/FCE Advisory Group on Eliminating Systemic Racism, Oppression, and Discrimination. Alongside CTF/FCE staff, they are working tirelessly to analyse current context, study promising practices, and bring recommendations forward in the coming year. The staff team, Advisory Group, Executive Committee and Board of Directors are wholly committed to eliminating racism, oppression, and discrimination in all their forms throughout the CTF/FCE. Particular attention



is being paid to governance and human resources along with plans to celebrate the International Decade for peoples of African Descent. An update regarding this fundamental work will be presented at the Annual General Meeting (AGM) with a full report to the 2023 AGM.

With a storied 100+ years of history advocating for quality inclusive publicly funded public education, supporting Members and Associates, and lifting-up educators, the CTF/FCE is well positioned to continue making a positive difference for years to come. With solidarity from coast to coast to coast, across the diversity of our membership and with the vital input of Member and Associate Organizations, there is little we cannot achieve and few crises we cannot overcome. The past year has shown that and more.



Cassandra Hallett
Secretary General





PARTNERSHIPS

To raise the profile of the CTF/FCE and to extend and improve our work in service to Member and Associate Organizations, we have active partnerships with the following organizations:

- Canadian Association of School System Administrators
- Canadian Centre for Policy Alternatives
- Canadian Education Press Association
- Canadian International Education Policy Working Group
 - Canadian Organization for the Development through Education (CODE)
 - Plan International Canada
 - Results Canada
 - Right to Play
 - World Vision
- Canadian Labour Congress
- Canadian Olympic Committee
- Canadian School Boards Association
- CBC Kids News Editorial Committee
- CIHR-SSHRC Healthy Professional Workers Insight grant, with the University of Ottawa and the CTF/FCE as a community partner and education advisor
- Education Coalition
- Education International (EI)
 - AdHoc Advisory Group on Research Policy
 - Climate Network
 - Communications Network
 - Development Cooperation Network
 - Research Institute and Research Network
 - Research Institute Board
- Enseigner, ça me parle ! – National Campaign to Promote the Teaching Profession in Schools in French Minority Settings
 - Association canadienne d'éducation de langue française (ACELF)
 - Commission nationale des parents francophones
 - Fédération de la jeunesse canadienne-française
 - Fédération nationale des conseils scolaires francophones (FNCSF)
 - Funded by Canadian Heritage
 - Regroupement national des directions générales de l'éducation
- eQuality Project, with the University of Ottawa, Social Sciences and Humanities Research Council (SSHRC) Insight grant, with the CTF/FCE as a community partner
- Global Affairs Canada
- Learning for a Sustainable Future
- Manitoba Council for International Cooperation
- MediaSmarts
- National Indigenous Education and Reconciliation Network
- National Round Table on Education (French as First Language)
- 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), to help build the organizational capacity and social advocacy work with EI member unions in Francophone Africa
- Prime Minister's Awards for Teaching Excellence
- Spur Change program
- Table nationale du français langue seconde (National Table on French as a Second Language)
- Tripartite Committee, led by FNCSF
- Wisdom2Action
- White Ribbon

GLOBAL
SOLIDARITY



CTF/FCE RESPONSES TO URGENT ACTION APPEALS

As a proud and active affiliate of Education International (EI), the CTF/FCE shared urgent action appeals with Member and Associate Organizations who responded by providing solidarity and support to help teacher unions around the world.

HAITI – OCTOBER 2021

On August 14, 2021, eight teachers were killed in the aftermath of a 7.2 magnitude earthquake, 150 km east of Port-au-Prince. Ten days later, the official death toll exceeded 2,200, and more than 12,000 had been injured. Thousands of houses collapsed, as well as several dozen schools. The start of the school year, which was supposed to take place in early September, was postponed. Roads were destroyed, making it difficult to access victims and to assess damage and needs. Since the earthquake, despite the difficulties of transportation and communication, EI's four affiliate organizations in Haiti have been in close contact with teachers in the departments affected by the earthquake. CTF/FCE organizations were invited to make financial contributions to assist trade unionists and teachers affected by the earthquake.

JORDAN – OCTOBER 2021

EI called for urgent intervention to protest the dissolution of the Jordanian Teachers' Association (JTA) and the massive dismissals of teachers including 14 JTA leaders. The Jordanian government has been using emergency laws enacted during the pandemic to judicially harass union members, teachers, and education workers. Leading members of the JTA were detained in connection with World Teachers' Day celebrations. At least 65 teachers were forced to retire early. JTA also asked for the lift of all

barriers preventing teachers from exercising their right to freedom of association and collective bargaining. On September 29, 2021, the Attorney General of Jordan rejected the appeal filed by the JTA against the union dissolution and one-year imprisonment of all 14 JTA board members. CTF/FCE organizations were invited to send letters of protest, share them with their networks, and contact the Canadian embassy in Jordan to initiate a dialogue.

AFGHANISTAN – DECEMBER 2021

EI called on its affiliates to pressure the international community to ensure that the right to education for all is safeguarded and particular attention is given to decisions and policies impacting girls and women in Afghanistan. The safety and security of all students and educators, especially girls and women, are severely threatened. The Taliban government barred girls and women from attending secondary schools (grades 7 to 12). Due to a severe drought, the security situation, and the harsh winter, half of the country's population (39 million), mostly women and children, face starvation and need urgent humanitarian assistance.

The CTF/FCE was involved in EI's rescue efforts for various teacher union leaders and their families. Letters were sent to the Minister of Foreign Affairs Mélanie Joly and the Minister of Immigration, Refugees, and Citizenship Sean Fraser, to seek Canadian federal government's help to ensure teachers' salaries were paid on time; eliminate all barriers to girls' and women's participation in education; enhance efforts to provide humanitarian assistance and support Afghan refugees fleeing violence and facilitate family reunification of Afghan refugees living in Canada. CTF/FCE organizations were invited to support relocation efforts and assistance for refugee teacher unionists.

UKRAINE – MARCH 2022

On February 24, 2022, Russian President Vladimir Putin ordered a full-scale invasion of Ukraine by Russian troops that continues to claim countless civilian lives, including children, and cause massive destruction of the country's infrastructure. Together with EI, the CTF/FCE stood and continues to stand in solidarity, condemning this attack as an act of barbarism and a breach of international law. The brutal and illegal invasion of Ukraine was not just a local or regional conflict and a violation of the UN Charter. It was also a struggle between dictatorship and democracy.

EI and the European Trade Union Committee for Education issued a joint statement denouncing the Russian aggression and expressed unwavering commitment to their Ukrainian affiliates. In Canada, the CTF/FCE published a statement and sent Prime Minister Justin Trudeau a letter, urging the federal government to call for an immediate ceasefire and seek a non-violent, diplomatic solution to this conflict that respects international law, Ukraine's right to sovereignty, and Ukrainians' right to self-determination. Financial support



to the Canadian Red Cross and to EI's Urgent Action Appeal Solidarity Fund for teacher unions in Ukraine was provided. CTF/FCE Member and Associate Organizations were invited to make financial contributions to help colleagues who are still in Ukraine or were forced to flee the country as refugees. Messages of solidarity and support flooded social media to urge the federal government to continue supporting Ukraine.

We thank Member and Associate Organizations that responded to urgent action appeals in support of our international colleagues.

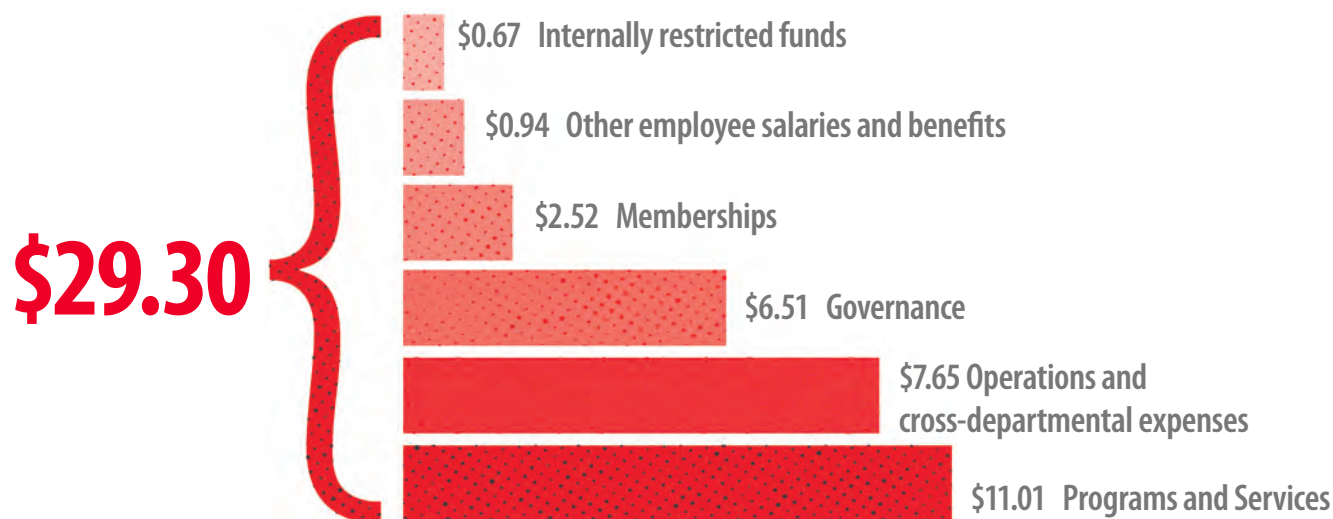




FINANCE REPORT

FEES

Each teacher pays \$29.30 per year. Where does it go? [Budgeted 2021-2022]



BUDGET September 1, 2021–August 31, 2022 [As approved by the 2021 AGM]

REVENUE	APPROVED BUDGET
Fees from Member Organizations	7,025,000
Associate Organizations	33,000
Investment income	95,000
Externally funded projects	508,000
Canadian Teachers' Defence Fund	-
CTF/FCE event fees	169,000
Sundry	75,000
Office recovery	53,000
TOTAL REVENUE	7,958,000
EXPENSES	
Governance	1,791,500
Programs and services	2,990,000
Operations and cross-departmental expenses	2,078,000
Memberships	684,000
Canadian Teachers' Defence Fund	-
Other employee salaries and benefits	254,000
Internally restricted funds	182,500
TOTAL EXPENSES	7,958,000
Excess of revenue over expenses	\$(0)

SOURCE OF REVENUE

[2021-2022 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%

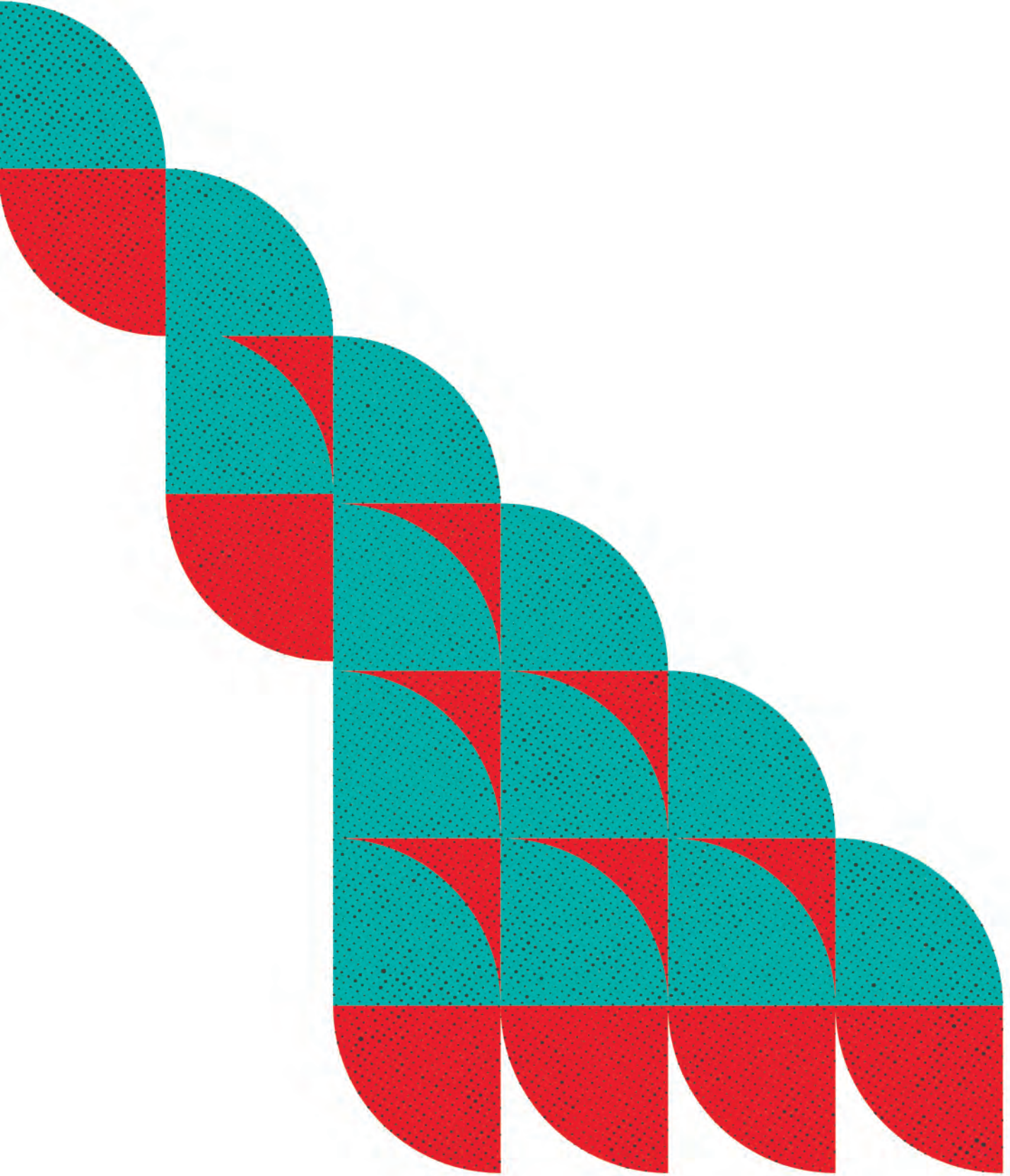
STATEMENT OF REVENUE AND EXPENSES

[For the year ended August 31, 2021]

REVENUE	2021	2020
Annual fees	7,008,956	6,655,263
Investment income	262,413	32,327
Recovery of administrative expenses	52,800	43,350
Contributions for other projects	912,643	297,853
Canadian Teachers' Defence Fund	-	-
Sundry	296,529	100,634
TOTAL REVENUE	8,533,341	7,129,427

EXPENSES		
Governance	1,339,145	1,334,483
Programs and services	3,004,932	1,831,654
Operational and cross-departmental expenses	1,923,314	1,943,568
Memberships	645,249	646,460
Amortization of capital assets	115,100	112,626
Canadian Teachers' Defence Fund	-	-
Other employee salaries and benefits	152,069	219,641
TOTAL EXPENSES	7,239,809	6,088,432
Excess of revenue over expenses	1,293,532	1,040,995





SOCIAL MEDIA

CTF/FCE SOCIAL MEDIA ACTIVITY BETWEEN JULY 1, 2021, AND APRIL 30, 2022

Analysis Overview

Below is an overview of unpaid/organic social media content across the CTF/FCE's official social media channels. The analysis aims to provide insight into the strengths of each social media platform.



Twitter

@CTFFCE and @CTFFCEpresident

FOLLOWERS



18,353



25,616

IMPRESSIONS



1,897,000



4,368,000

TWEETS



587



511

Top Tweet



CTF/FCE
@CTFFCE

.@CTFFCE's Public Education Advocacy Award goes to Dr. Carol Campbell for long-standing service and major contributions to benefit publicly funded public education. @OECTAProv, @CarolCampbell4, @WeAreJohnson → <https://bit.ly/3sYx7IK>



AGA/AGM
2021



1:35 PM · Jul 15, 2021 · Twitter Web App

52,538
IMPRESSIONS



Analysis

With a combined total of over 43,900 followers, Twitter is the CTF/FCE's go-to platform when it comes to informing Members, advancing various advocacy efforts, amplifying voices, and connecting with stakeholders. That said, the @CTFFCE and @CTFFCEpresident accounts received a combined total of

6.2+
MILLION
impressions.

In comparison with the CTF/FCE's other social media channels, this demonstrates that Twitter leverages **QUANTITY**.

Glossary



IMPRESSIONS: Total number of times a post was viewed.



REACH: Total number of users who viewed a post.



ENGAGEMENTS: Total number of times a user interacts with a post, including likes, comments, sharing, reacting, clicks, video views, etc.



Facebook
@CTF.FCE

FOLLOWERS
3,402

REACH
260,769

POSTS
560

Top Post



CTF - FCE

March 4, 2022 at 9:00 AM

Educators, here's a great classroom resource by [CBC Kids News](#) to inform students about the Russia-Ukraine conflict. Check it out ↓



CBC.CA

Canadian kids ask: Is Canada safe from the Russia-Ukraine war? | CBC Kids News



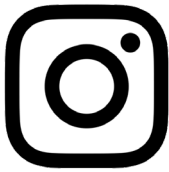
Analysis

Even with a relatively smaller audience of 3,402 followers, the CTF/FCE Facebook page garners the

**MOST
LINK
CLICKS**

This makes it the best suited platform to **CALL USERS TO ACTION.**





Instagram
@ctffce

FOLLOWERS
512

REACH
13,339

POSTS
68

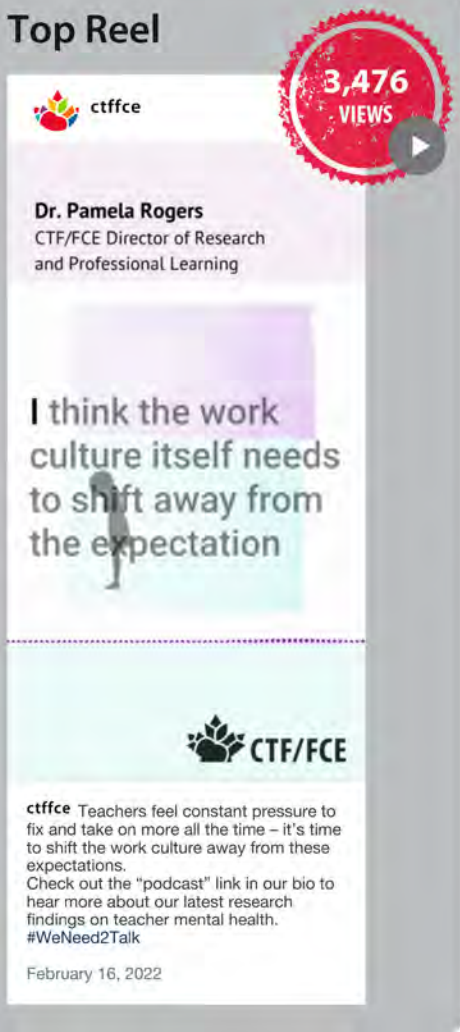


66 STORIES



7 REELS

Top Reel



Analysis

Since its creation in August of 2019, the CTF/FCE Instagram account is seeing the most growth in followers. This year, the CTF/FCE Instagram account saw a

 **42%**
INCREASE
in followers

compared to only 6% for Facebook and 1% for Twitter.

This is in part due to the use of various **NEW** Instagram features, including Reels, Carousels, and Stories. Notably, our Reels garnered a total of

 **9,327**
views

Reels can reach beyond your followers and shares your message with the wider Instagram community.

PAID AD CAMPAIGN OVERVIEW



#NationalConversation

2021 Federal Election Campaign

Scope



Period



September to November 2021

IMPRESSIONS (PAID)

1,909,598

ENGAGEMENTS (PAID)

134,132



Enseigner, ça me parle!

Scope



@enseignercameparle
(in French only)

Period



April 1, 2021, to
March 31, 2022

Followers



1,476

IMPRESSIONS (PAID)

8,885,002

ENGAGEMENTS

11,699

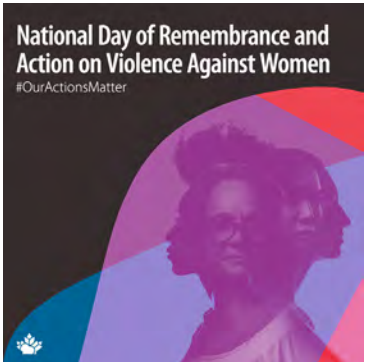
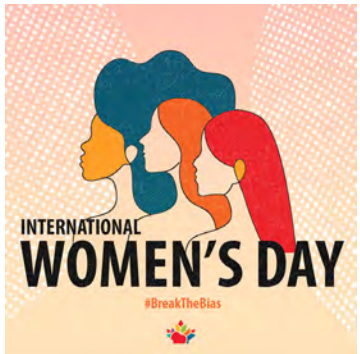
CTF/FCE's Relationship with ∞ Meta



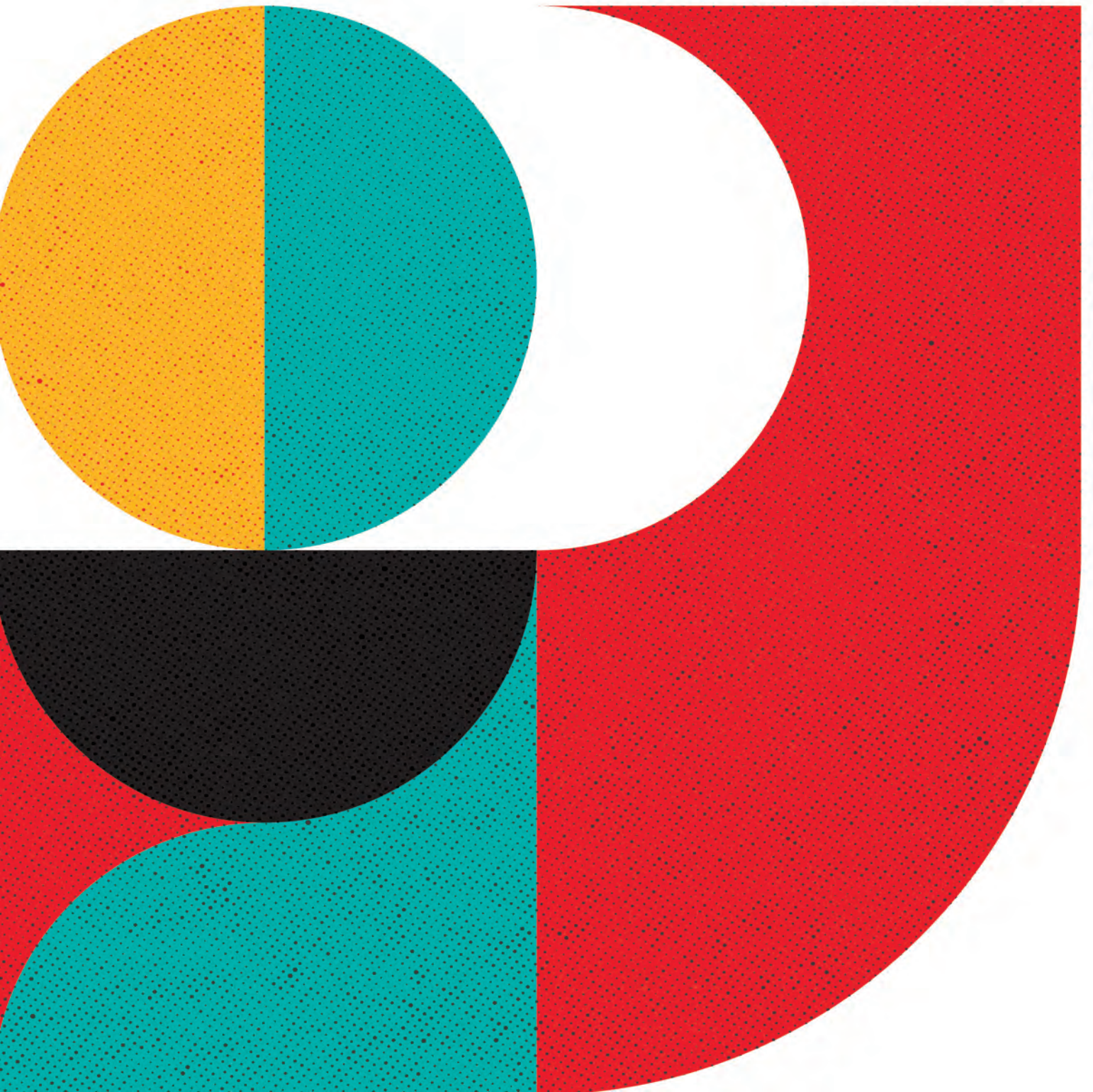
Moving forward, the CTF/FCE is no longer paying for advertising on Meta platforms and products (Facebook and Instagram). After a review of the "Facebook Papers", and as a result of clashing values between the CTF/FCE and Meta, the CTF/FCE Board of Directors passed a motion at its April 2022 meeting,

"that the CTF/FCE cease paying for advertising on Facebook, Instagram, and any other associated Meta products, at least until such time as their policies and practices better align with the values of the CTF/FCE."

OBSERVANCES



AWARDS AND TRIBUTES



Special Recognition Award

This award is presented to individuals who have given meritorious service to education and/or the teaching profession at the provincial/territorial, national or international level.

Larry Jamieson

Nominated by the New Brunswick Teachers' Association (NBTA)

Larry Jamieson spent 21 years as a classroom teacher before becoming a teaching principal. Throughout his 40 years of experience in the teaching profession, Larry held various roles in New Brunswick including school representative, branch president, staff member in Communications Teacher Welfare, and member of the Board of Directors. He also sat on the Executive Committees of both the NBTA and the New Brunswick Teachers' Federation (NBTF).

He became a member of the CTF/FCE Board of Directors when he was appointed as Executive Director of the NBTA in August 2009.

Over the past 20 years, Larry has built and maintained solid relationships and worked with several colleagues outside the NBTA – in district offices, and at New Brunswick's Department of Education and Early Childhood Development, through the CTF/FCE. He has also served in numerous capacities and has been a champion of the CTF/FCE as the national voice of the teaching profession.

Throughout his career, New Brunswick students and teachers have benefited from Larry's leadership and guidance. His approach to leadership has been to "serve" his membership. Providing the best possible advice to teachers in need has always been his priority.



Special Recognition Award

This award is presented to individuals who have given meritorious service to education and/or the teaching profession at the provincial/territorial, national or international level.

Michelle Jean-Paul

Nominated by the Manitoba Teachers' Society (MTS)

Michelle Jean-Paul is a public school and French immersion educator in her 14th year as a school leader. As founder of the Educators of Colour Network, she has conducted workshops across Canada and the United States. Her doctoral research at the University of Manitoba focuses on equity issues in educational administration.

Michelle's current role is Divisional Principal of Diversity, Equity, Inclusion and Anti-Racism Services in the Louis Riel School Division in Winnipeg. She has been actively involved with the Éducatrices et éducateurs francophones du Manitoba, the MTS Women in Educational Leadership Annual Symposium, and the Council of School Leaders. Michelle has taken a leadership role within MTS, facilitating workshops and hosting affinity circles. She was also a part of Project Overseas with the CTF/FCE which led to some consultative conversations on the selection and interview process, subsequently sitting on the interview panel for Manitoba.

Michelle is passionate about anti-racist and anti-oppressive education, the mental health needs of individuals from racialized and minoritized communities, the inclusion of stories of Black and other marginalized people in the school curriculum, and the need for more visible minority teachers. She is a role model for colleagues and students who strive to improve their classrooms, schools, and communities through change.



Special Recognition Award

This award is presented to individuals who have given meritorious service to education and/or the teaching profession at the provincial/territorial, national or international level.

Shelley L. Morse

Nominated by the Nova Scotia Teachers Union (NSTU)

As a teacher, school counsellor, and school administrator, Shelley L. Morse has served public education at large and the teaching profession in her home province of Nova Scotia.

From 2012 to 2016, Shelley was NSTU's President and Director of the Council of Atlantic Provinces and Territory Teachers' Organizations, where she collaborated with colleagues in affiliated organizations in the interests of educators and public education. Subsequently, Shelley was recognized with a prestigious NSTU Life Membership Award in 2017.

Shelley has demonstrated leadership and a prolonged impact at the national level through a wide range of capacities with the CTF/FCE, including member of the Board of Directors, Vice-President, President, Past President, and chair and member of numerous CTF/FCE Advisory Committees.

Internationally, Shelley has left her mark as a member of the CTF/FCE delegations to Education International (EI) World Congresses. A tireless champion for women's rights in Canada and abroad, she has attended the EI World Women's Conference and the United Nations' Commission for the Status of Women. As CTF/FCE President, Shelley liaised with EI leaders in solidarity with crises impacting educators and workers around the globe.

Throughout her career, Shelley has been and continues to be a pillar in teacher unionism and a shining example of the power of women in leadership.



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.

Victor Thunderchild (posthumous)

Nominated by the Saskatchewan Teachers' Federation (STF)

Victor Thunderchild was a teacher for almost three decades in Prince Albert, Saskatchewan. With his incredible knowledge and wisdom, Victor was a true champion for Indigenous education and truth and reconciliation. As a teacher and guidance counselor, he supported students during challenging times and encouraged them to take pride in their culture and heritage. His work was always guided by Indigenous culture as he willingly shared his stories, Cree language, and knowledge.

Victor made numerous improvements in the Saskatchewan education sector, including bringing the first Cree language program to a Prince Albert school in 2020. He was also a dedicated member of the CTF/FCE Advisory Committee on Indigenous Education.

Victor was actively involved in the bargaining process for his local association as a longstanding councilor representing the Prince Albert and Area Teachers' Association, and as a STF representative at the Provincial Department of Learning School and Shared Leadership Institute. Victor served as President and Vice-President of Social Studies Saskatchewan, a professional growth network.

While ill after contracting COVID-19, Victor continued to advocate on behalf of his colleagues to the Government of Saskatchewan through social media. After Victor's passing in 2021, family, friends and colleagues gathered on social media using #ApplesForVictor to share stories of Victor.



He was and will continue to be an outstanding advocate for teachers and Indigenous education.

Victor truly left his mark on his community, the teaching of Indigenous language, culture and traditions, and education in Saskatchewan and across Canada.

Recognition of an Indigenous Elder

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

Catherine (Chickadee) Richard

Nominated by the Manitoba Teachers' Society (MTS)

Chickadee Richard (Benais Quimiwin Ikwe) is a member of the Sandy Bay First Nation. She is a proud Anishinaaba kwe who has dedicated her life to the betterment of our land and water, and the safety of the community.

Chickadee believes that education is imperative to create change and justice. She has spent over three decades working with a variety of organizations and communities to support healing, to advocate for Indigenous rights and to create awareness about the beauty of Indigenous peoples and their culture.

Chickadee has worked tirelessly to create pathways for Indigenous peoples to reclaim their identity, to heal from colonial trauma and to build learning and caring relationships with non-Indigenous people.

She has worked with the Louis Riel School Division in Winnipeg as a member of the Indigenous Council of Grandmothers and Grandfathers. This Council supports teachers and students as they learn about Indigenous ways of knowing and being. The Superintendent regularly consults with the Council to gain their insight on improving equity, inclusion and well-being for all staff, students, and families within the division.

Chickadee was one of the lead Elders who advised on the development of Manito Ahbee Aki, which translates to “the place where the Creator sits”, a video game that transports players to Manito Ahbee, a site located in Manitoba’s Western Whiteshell area before European contact in North America. In this virtual world, developed in partnership with Microsoft Canada, students explore Indigenous ways of knowing and being prior to colonial contact.





Canadian Teachers' Federation (CTF/FCE)

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The office of the Canadian Teachers' Federation is located on the traditional unceded territory of the Algonquin Anishinaabe People.

