

# Annual Report

**2022–2023**



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Canadian Teachers' Federation  
Fédération canadienne des enseignantes et des enseignants



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



SASKATCHEWAN  
TEACHERS'  
FEDERATION



The Alberta  
Teachers' Association



BCTF



Yukon  
Association  
of Education  
Professionals




# ASSOCIATE ORGANIZATIONS

NBTF



FENB





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# PRESIDENT'S MESSAGE



**S**ometimes in life and in work, just when you know you are hitting your stride, when momentum is finally on your side, it is time to let someone else carry it forward. I suppose it is no different than a relay race. Reaching full speed is the moment you pass the baton.

After two years as President of the CTF/FCE, the time has come for me to step aside and allow my successor and dear friend, Heidi Yetman, to run the next leg, a race that continues without a finish line.

Of course, stepping aside brings with it mixed emotions. When I look back on the last two years, I do so with immense pride with everything we have collectively pursued and accomplished, learned, and advanced. But I also leave wanting for more, which signals to me that the fire to fight for the teaching profession and publicly funded public education continues to burn bright. I am so very lucky that the passion for what we do has not waned, even after so many years on the frontlines for Canada's teachers and education workers. I think that is because for every win a new challenge arises, feeding the energy to go on.

The profession and the Federation proved what they were made of throughout the hardest days of the COVID-19 pandemic. A crisis that could have broken us, and at times seemed that it might, instead made us stronger, more committed, and reminded us that our struggle, no matter how difficult, only serves

to unify the very people who do the work and the communities that support them.

Of course, we did not break. But we did bend. The exhaustion of the events that consumed society have left many battered. And just when we thought we had the pandemic beat, new threats, many borne from that very crisis, now challenge us in new ways.

This year has seen many Member and Associate Organizations shift focus from masking policies to bargaining tables. So far, at the time of writing, more than 200,000 teachers in Canada continue to work with expired contracts. After great praise of educators during the early days of the pandemic, governments have shown little interest in providing the financial support so desperately needed to maintain quality public education in communities large and small spanning the country.

The combination of an exhausted teaching profession stretched well beyond its limits and the eagerness of governments to batten down the fiscal hatches have amounted to a crossroads for the country's public education systems. But this is where that strengthened solidarity cast during the darkest days of the pandemic now serves membership well in its fight for fair working conditions, adequate salaries, and robust resources.

However, even as we work in unison to reverse the tide, a perfect storm, left to brew for far too long, needs serious attention. The teacher shortage, long a challenge in minority Francophone communities,



PHAC announcement with MP David McGuinty, Ottawa ON

now has the CTF/FCE membership sounding the alarm nationwide. Once again, the stress of the pandemic, coupled with concentrated efforts to deprofessionalize teachers and education workers, has led to an exodus from classrooms and fewer recruits looking to take their place.

This is certainly a crisis manifested by those looking to diminish public education as a public good and at the same time break unions. Moving forward, the essential need of teachers to society must be expressed at every turn. No device or form of artificial intelligence can replace the human, face-to-face guidance that teachers provide their students. Canada's kids deserve it, and our future depends on it.

As President, I have watched with pride how the CTF/FCE has worked both publicly and especially behind the scenes to support the needs of the membership in provinces and territories. Collective bargaining may not be national, but the CTF/FCE is providing much needed resources and using its national voice to make bargaining a collective interest from coast to coast to coast and everywhere in between. Of course, even though many jurisdictions are not in the Federation's immediate mandate, the federal one certainly is.

When I stepped into the Ottawa shoes, I was presented with a new worldview. This country's education systems may be provincial and territorial, but make no mistake, public education is of great national interest. And if there was a silver lining

gained from the pandemic, this was it: Canada's publicly funded public education systems together make up the foundational social fabric of the nation, representing the vast potential and opportunities of generations to come.

However, that realization also left me and many others asking why public education in Canada lacked a political voice at the federal level. Short of calling for a federal minister of education, we found an alternative.

Throughout the pandemic the CTF/FCE regularly engaged with various ministries in Ottawa to address issues directly and indirectly affecting public education. Never had education received such a national spotlight. All it took was the closure of school buildings across the country.

By the fall of 2021 work was underway to ensure that publicly funded public education would remain a national priority long after the pandemic. Now, in 2023, following two years of work and perseverance, many conversations and partnerships cultivated and formalized, the National Advisory Council on Publicly Funded Public Education is set to become a reality.

The Council, initiated by the CTF/FCE, includes the Association of Canadian Deans of Education, the Canadian Association of Principals, the Canadian Association of School System Administrators, the Canadian School Boards Association, the Fédération nationale des conseils scolaires francophones (FNCSF), and the Regroupement national des directions générales de l'éducation (RNDGE). It will ensure that federal level issues that affect public education are given national voice and visibility.

The Council will tackle pan-Canadian issues by taking them straight to the federal government backed by the heft that the organizations bring as a collective. From addressing teacher and student mental health, to advocating for a national school breakfast program to reduce poverty, calling for increased access to French as a first language in minority settings, and taking steps to strengthen and promote Indigenous education, the Council is the



CTF/FCE's spotlight.

Before the work of the Council hits its stride, the CTF/FCE has already prioritized the mental health of teachers and educators. We knew that mental illness affects more than one out of three Canadians, but in the pandemic's wake we have been left with a mental health crisis that has taken an enormous toll.

Although the pandemic did not create the teacher mental health crisis, it made it worse and made it public for all to see. Now we must address it before more teachers step away from the classroom and publicly funded public education suffers the consequences. This is why one of the CTF/FCE's latest initiatives is so timely and so important.

Our federal government-funded public school-based pilot program to improve the mental health and well-being of teachers and educators throughout Canada has the potential to accomplish great things. Through working with mental health experts, staff are focusing on topics ranging from trauma, resilience, compassion fatigue, psychological safety, and well-being.

The pilot program is unique because it is being tailored to the needs and day-to-day realities of teachers and educators. And to make sure it does not become yet another burden on a long list of burdens shouldered by teachers, it is based on the collegial model of peer-to-peer support.

Although it is just a start, by the completion of the pilots taking place in three schools, we hope to understand more about how programming for whole-school mental illness prevention and mental health promotion can support teachers in post-pandemic recovery and beyond.

With all the work and challenges facing the CTF/FCE across the country, it amazes me to see the work and dedication to the affairs beyond Canada's borders. With much of the world back up and running, it is wonderful to see the CTF/FCE's international work return to pre-pandemic in-person engagement with its global partners.

This year marks the return of Project Overseas, and I could not be happier to see the longstanding collaboration between teachers and unions stronger

than ever. It is with great thanks and appreciation to the CTF/FCE membership for believing in and supporting this and many other international projects.

I am also proud to see gender equity work continuing in Uganda and The Gambia with the help of generous federal government funding. The Simameni project, following a pandemic pause, was finally able to relaunch initiatives to support girls' education as health measures were lifted.

Even though Canada is far from perfect, and believe me, we have so much work to do, we have the privilege to live in a country that is economically strong with core social values, buttressed by a democratic system. Too many people around the world strive to have even a fraction of what the average citizen here enjoys. This is why we must continue to show our solidarity with our education and union siblings in places near and far.

This year, that very solidarity has been evident in support offered through Urgent Action Appeals to Palestine, Turkey, and Syria. With Education International (EI) guiding the way, the CTF/FCE and its Member and Associate Organizations mobilized



resources and funds to help and encourage our colleagues during times of need. And even though the crisis in Afghanistan has been relegated down the list of breaking news stories, the CTF/FCE and EI have continued to help Afghan colleagues flee from danger.

Of course, the kind of collaboration and coordination needed to respond to appeals and address global issues in education are only possible through dialogue with partners and governments at the international level. This is why the CTF/FCE's involvement at the International Summit on the Teaching Profession (ISTP) is so important.

Representing Canadian teachers at the 10th ISTP in Washington D.C. this past April was a true privilege. This was not only because I am proud of the tremendous calibre of teachers and education workers across the country, but also because I received many positive comments from representatives of EI and EI affiliates in attendance about the significant contributions of the CTF/FCE. A personal disappointment is that the pandemic stunted the already abbreviated opportunities a CTF/FCE President has to build upon important international relationships.

As evidenced in my message, the breadth of work carried out by the CTF/FCE is vast in scale and in scope. Publicly funded public education may begin in the classroom, but it spreads far and wide throughout families, communities, cities, and countries. It serves as the foundation of the very values we hold dear, but the work needed to improve is never complete.

As the Federation looks forward, it does so with a renewed sense of awareness and purpose. Through extensive work toward eliminating systemic racism, oppression, and discrimination, the CTF/FCE is taking important steps to increase inclusiveness and diversity throughout its elected and appointed ranks. As a collective, we hold the responsibility to continue removing barriers, seen and unseen, to ensure that the Federation is a reflection not only of the profession but of Canadian society, awash

in varied backgrounds and experiences needed to strengthen our shared voice. I look forward to seeing the progression of these efforts in the months and years to come.

Finally, the long list of accomplishments, initiatives, and support provided to membership has only been made possible by the small and dedicated staff team in Ottawa, a team with a formidable leader. Cassie Hallett, along with the senior leadership team of Claudia Guidolin and Samantha Perrin, has repeatedly moved mountains to make the CTF/FCE a respected, formidable national organization. I must personally thank Cassie and her team for supporting me and making these two years memorable beyond my expectations. My time in Ottawa will remain with me long after I pass that baton.

As I move on to the next chapter in my journey, I want to thank everyone for the work you do to lift and strengthen the profession to ensure every child has the opportunity of a quality publicly funded public education.

In solidarity,

A handwritten signature in black ink, appearing to read 'Sam Hammond', with a long horizontal flourish extending to the right.

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**



**EDUCATION  
INTERNATIONAL**



**CTF/FCE**

### **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

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

From top to bottom:

Sam Hammond, President  
Heidi Yetman, President-Designate  
Clint Johnston, Vice-President  
Jenny Regal, Vice-President  
Paul Wozney, Vice-President  
Cassandra Hallett, Executive Director



# 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, in advance of the AGM, and as needed in February. It is composed of:

- the President
- the Vice-Presidents
- the President-Designate (if applicable)
- the Executive Director
- two representatives appointed by each Member Organization, and up to two non-voting representatives appointed by each Associate Organization.

The CTF/FCE President serves a two-year term. Vice-Presidents also serve a two-year term aligned with that of the President. A President-Designate is elected during the second year.





# DIRECTORS

## 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

- Ryan Lutes, 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

- Nathan Martindale, President
- Danielle Fullan Kolton, Executive Director

### Saskatchewan Teachers' Federation

- Samantha Becotte, President
- Bobbi Taillefer, Executive Director

### The Alberta Teachers' Association

- Jason Schilling, President
- Dennis Theobald, Executive Secretary

### British Columbia Teachers' Federation

- Carole Gordon, First Vice-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

- Nathan Core, President
- Scott Perkin, Secretary-Treasurer

### New Brunswick Teachers' Federation

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

# COMMITTEES

## BOARD COMMITTEES

**The Finance Committee** serves in an advisory capacity to the Annual General Meeting, the Board of Directors, the Executive Committee, and the Executive Director 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, in matters of Constitution, Bylaws, and Procedure changes. The CAB studies and reports to the Executive on any matters referred to the Committee.

**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 Annual General Meeting.

**The AGM Steering Committee** oversees the scheduling of new items of business and makes necessary recommendations regarding the conduct of the Annual General Meeting.

## ADVISORY COMMITTEES AND GROUP

**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.

# EXECUTIVE DIRECTOR'S REPORT





“HUMANS NEED COMMUNITY FOR OUR EMOTIONAL HEALTH.  
WE NEED CONNECTION, A SENSE OF BELONGING.  
WE ARE NOT BUILT TO THRIVE IN ISOLATION.”  
– ANN NAPOLITANO



**W**ith fingers crossed, we are completing our first full in-person year since the pandemic upended our world over three years ago. The sheer joy of reuniting with colleagues and representatives of the 18 pan-Canadian Member and Associate Organizations that make up the Canadian Teachers' Federation (CTF/FCE) has underscored the importance of connections. In solidarity, the CTF/FCE continues 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.

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 CTF/FCE staff team is focused on **four goals** approved by the Board of Directors intended to ensure the Federation realizes the vision and effectively serves Member and Associate Organizations, and – by extension – the teachers and education workers they represent. Each strategic 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 annual strategic goals approved by the CTF/FCE

Board of Directors. We hope the following pages serve as an effective update on this year's work while underscoring an open 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.**

Since the fall of 2022, the CTF/FCE has seen a steady increase in member participation in CTF/FCE events, meetings, networks, and projects as well as a growing and welcome demand for CTF/FCE staff to contribute to Member and Associate Organization meetings and events as facilitators, presenters, and trainers.

This year, catching up after years of pandemic disruption, the Federation held a full lineup of events to promote and support professional learning and pan-Canadian solidarity. In the fall, staff members from CTF/FCE Member and Associate Organizations reunited in person at the National Staff Conference in Ottawa to connect with one another, as peers; to engage in dynamic break out sessions and workshops; and to learn from insightful speakers. In the early winter, French



Jesse Wentz, National Staff Conference, Ottawa ON

First Language Liaison Officers gathered in British Columbia, where they were warmly hosted by the Syndicat des enseignantes et enseignants du programme francophone de la C.-B., a member of the British Columbia Teachers' Federation (BCTF). There they grappled with challenges facing French first language teachers in minority settings, sharing strategies to address the myriad challenges from the dire teacher shortage to a lack of relevant resources for teaching in French. This year's meeting included a workshop on the integration of new teaching staff presented by the Association des enseignantes et des enseignants franco-ontariens (AEFO).

Participants in the spring Women's Symposium came ready to open and explore windows to their worlds through various topics including leadership, career, workplace equity, and inclusion. There was laughter and there were tears, and there was solidarity and strength as a diverse group of participants supported and engaged with one another. Building on a strong tradition as a bilingual event, we were pleased to offer American Sign Language for the first time at this conference, taking another step forward towards greater diversity, equity, and inclusion. Each participant and presenter to the Symposium contributes to making this a meaningful gathering. It was wonderful to welcome many colleagues from 16 Member and Associate Organizations of the CTF/FCE, and we want to especially thank those Member Organizations who supported large groups of participants to attend the Symposium.

Following two years of postponements, colleagues involved in collective bargaining enjoyed the opportunity to attend the CTF/FCE Teacher Collective Bargaining Conference in Montréal, hosted by the Quebec Provincial Association of Teachers (QPAT). The focus was on how Member and Associate Organizations can best support teachers that are faced with increasing workloads, increasingly complex classrooms, and severe staff shortages. Union responses to a challenging economic climate with high inflation and increasingly combative governments in the bargaining process were also addressed. Our thanks to all speakers and participants, particularly those from across the CTF/FCE membership and the Teacher Bargaining Network.

Next, after a five-year pandemic induced hiatus, the Canadian Forum on Public Education returns, paving the way to our Annual General Meeting (AGM) and underscoring a fact too often overlooked by government – *the answer begins in the classroom*. The Forum brings together a wide range of participants, from throughout the membership as well as from partners and other education stakeholders.

Throughout the year, and between the in-person gatherings noted above, representatives of Member and Associate Organizations were supported through their engagement in CTF/FCE networks dedicated to collective bargaining, French as a first language in minority settings, and research.



Teacher Collective Bargaining Conference, Montréal QC



Women's Symposium, Ottawa ON

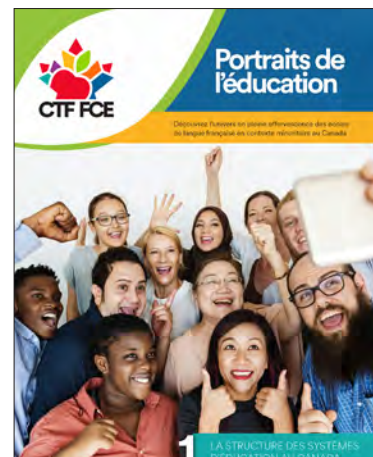
Each of these networks is coordinated by the CTF/FCE and provides both an opportunity for sharing relevant information and concerns as well as access to a group of peers whenever they need information or support.

At the same time, CTF/FCE Advisory Committees on diversity and human rights, French as a first language, Indigenous education, the status of women, and the teaching profession were central to our work again this year. Through regular meetings, and communication between meetings, the CTF/FCE supported members to share perspectives, resources, and strategies while they, in turn, contributed to strengthening the work of the Federation, ensuring it remains rooted in the actual experiences of colleagues from across Member and Associate Organizations, practicing educators, and equity deserving groups. To give just two of many potential examples:

- Members of the Advisory Committee on Indigenous Education provided important guidance and specific input into a pan-Canadian scan of K-12 public-school social studies curricula and its alignment with the Truth and Reconciliation Commission of Canada's calls for accurate representations of Indigenous peoples, histories, and residential schooling developed by CTF/FCE researchers (in response to a 2021 AGM Resolution).

- Based upon input from the Advisory Committee on French First Language, the Francophonie Program team expanded the *Portraits de l'éducation* series of booklets focused on welcoming and supporting new teachers who recently immigrated to Canada. With guidance from committee members, professional learning workshops related to the series are now at the early stages of development and we look forward to this work continuing.

Beyond the large gatherings, committee meetings, initiatives, and networks, this year also saw the introduction of compelling new communication tools to better support members. Two news services were introduced: the weekly news brief was rebranded with a wider national focus, and named, *The Front Page*, while a new monthly newsletter, *In the Know*, was launched to keep the membership abreast of the Federation's initiatives and featured articles on public education at home and abroad. In addition, the weekly *Parliamentary Update* faithfully recapped relevant federal legislative and political developments and monitored progress of relevant bills and commitments for the CTF/FCE.



Throughout the year, the CTF/FCE membership was regularly informed of upcoming communications and advocacy campaigns, as well as national and international observance days with social media shareables to keep momentum going. A communications survey helped pinpoint the membership's needs and became the focal point of the Public Affairs presentation at the National Staff Conference, where we discussed how we could improve our communication connection.

To bridge meetings of the Board of Directors, the CTF/FCE convened three National Conversations





on topics of high importance to Board members this year – provincial/territorial bargaining, effective community engagement, and the teacher shortage. These informal meetings, planned by CTF/FCE staff and chaired by President Sam Hammond, provide an opportunity for provincial and territorial leaders to connect informally beyond meetings of the CTF/FCE Board in November, February, April, and July, to discuss matters of common interest, support one another, and strengthen pan-Canadian solidarity. Our thanks to all who participated and to representatives of the Elementary Teachers' Federation of Ontario and the Manitoba Teachers' Society (MTS) who shared case studies during the January conversation on community engagement and to colleagues from the AEFO and the Nunavut Teachers' Association who shone a spotlight on the dire teacher shortages they face during the May conversation.

This year also saw the staff team produce and lead various webinars to help inform, educate, and engage membership on key issues and topics, including one in the Podium series focused on the experiences and impacts of the Hybrid Model for Teaching and Learning in Ontario. Featuring CTF/FCE friend and professor at the Ontario Institute for Studies in Education (OISE), University of Toronto, Carol Campbell, the Podium webinar delved into the OISE (2022) report *Secondary School Teachers' Experiences of Implementing Hybrid Learning and Quadmester Schedules in Peel, Ontario*.

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 year 2022-2023 has seen a continuation of many vital partnerships, including with numerous affiliate organizations of Education International (EI); Canadian universities; and a wide range of Canadian non-governmental organizations working in education, international development cooperation, public policy advocacy, and more. Through national and international collaborations, CTF/FCE elected leaders and staff have significantly extended the reach and impact of the Federation's work as an advocate for and defender of publicly funded public education, labour rights, and social justice.

Throughout the year, CTF/FCE researchers connected and collaborated by hosting seminars, presenting, and sharing research with members and with EI colleagues, and by supporting the profession in advisory capacities through university partnerships. The CTF/FCE's work on the effects of the pandemic on teacher and education workers' mental health and well-being continues and moves from research to action. Aided by a sizeable Public Health Agency of Canada grant, and with the collaboration of the Centre for Addiction and Mental Health (CAMH) and the University of Ottawa, as well as the Alberta Teachers' Association (ATA), the MTS, and the Newfoundland and Labrador Teachers' Association (NLTA), the CTF/FCE has begun work on a pilot project in three schools focused on mental health promotion and mental illness prevention



President Sam Hammond, PHAC announcement, Ottawa ON

services and programming to support and further frontline worker recovery in selected pilot schools. This project continues through April 2024.

At the same time, CTF/FCE international development cooperation has emerged from the COVID-19 pandemic stronger than ever. We have continued to focus on the following three core areas in partnership with National Teachers' Organizations (NTOs) who, like the CTF/FCE, are affiliates of EI:

- *Teachers' Action for Teaching*, focusing on professional development of educators, with major initiatives such as Project Overseas and many more collaborative projects;
- *Teachers' Action for Gender Equality*, fostering the empowerment of girls and women; and
- *Teachers' Action for Teaching Organizations*, helping to develop the organizational capacities of teacher unions and their leaders.

While the challenges in Canada are real, those faced by NTOs in many low and middle-income countries can be devastating, as – for example, union leaders are often jailed for their advocacy, too many teachers are paid infrequently and poorly, many schools lack adequate toilet facilities, and it is not uncommon for a teacher to have 100 students in a single class (albeit with far fewer desks and often negligible to no resources). The work of the CTF/FCE International and Social Justice staff team aims to improve the overall quality of education in partnership with

NTOs. While the CTF/FCE provides financial support to various partner organizations, we also encourage partner organizations to continue their efforts to advocate for adequate funding of public education in their countries. Some of our programs, such as the John Thompson program, teach advocacy strategies; women's networks highlight the importance of inclusion to empower women leaders; and projects like Teachers' Action for Girls and Simameni (made possible by a grant from Global Affairs Canada) work directly to promote access to education for all. With structural changes at the CTF/FCE to fully integrate this important international work into the core work of the Federation, we look forward to increasing the connections and collaborations with members to this work.

We are very pleased that Project Overseas (PO) is again possible after the pandemic disrupted it for not one but three consecutive years. PO spans the first three categories of goals in the strategic plan and is made possible by the generous contributions of Member Organizations, Canadian teacher volunteers, and partner organizations. This professional learning and development cooperation initiative, which began in 1962, relies upon the engagement of Canadian teachers who are supported as volunteers to connect and collaborate with NTOs throughout Africa and the Caribbean, raising the voice and visibility of the teaching profession. This year, 60 Canadian teachers, from all CTF/FCE Member Organizations, will work shoulder to shoulder with colleagues in two francophone and four anglophone countries in Africa and six Caribbean countries to co-deliver professional learning to under- and un-trained teachers based upon the needs identified by their teachers' union. The pandemic has reinforced our belief in the value of cooperation for trade union movements in the education sector.

On the national front, the CTF/FCE has collaborated on myriad relevant activities with partner organizations, to support our membership, including:

- The Association canadienne d'éducation de langue française (ACELF) Conference workshop



Simameni project, Uganda National Teachers' Union, Uganda

on the recruitment and retention of newly immigrated teachers;

- The Francophone Education Summit;
- The Harmony Movement's Educators Anti-Racism Conference;
- The National Advisory Council on Education (NACE) – see Voice and Visibility for more on the NACE;
- “Policy Breakfasts” – new this year, these morning meetings bring together representatives of over a dozen national trade union and civil society organizations several times each year to discuss areas of common concern;
- The Public Education Exchange Project – a Social Sciences and Humanities Research Council funded project to counter the privatization of publicly funded public education;
- The Observatoire sur l'éducation francophone;
- Plan International Canada's The Power Within;
- White Ribbon's PREVENT initiative which

engages men and boys in the prevention of gender-based violence by promoting equity and transforming social norms.

Lastly, after a long pandemic-created pause, the CTF/FCE enjoyed participating once again in regional gatherings of Member Organizations, including meetings of the Council of Atlantic Provinces and Territory Teachers' Organizations, alongside President Sam Hammond, and the Western Staff Conference, hosted in Vancouver by the BCTF. It was wonderful to connect, collaborate, and learn side-by-side with western and eastern Canadian colleagues.

The CTF/FCE is an increasingly sought-after partner both nationally and internationally. A list of the Federation's active partnerships is included in the partnerships section of this Annual Report.

## VOICE AND VISIBILITY

**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 solid investments in publicly funded public education, quality teaching and learning conditions, quality supports and resources for teachers and education workers, and social justice in our schools and communities.**

Instead of building back better post pandemic, too many governments from coast to coast to coast, and around the world, seem determined to devalue teachers and education workers and further erode quality inclusive publicly funded public education. In response, the CTF/FCE has raised our voice, reaching a wider public and member audience than ever before.

Our podcast channel [Source](#) featured topical themes to increase the Federation's voice and visibility among the membership including monitoring Parliament Hill, and developments related to





Source Podcast, featuring Michael Geist on fair dealing

Section 43, copyright and fair dealing in education, along with hybrid teaching and learning. With President Sam Hammond as spokesperson, the Public Affairs Team worked tirelessly throughout the year to amplify the CTF/FCE's core messages. The CTF/FCE advocated directly with the federal government to address advocacy priorities of national significance and federal jurisdiction such as ensuring the protection of teachers and students in the classroom; support for the mental health and well-being of educators; and truth and reconciliation, particularly related to unmarked graves at so called residential schools. At the provincial and territorial level, the CTF/FCE has ensured the Council of Ministers of Education Canada hears our voice on matters ranging from the need for equity scans of curricula, mandatory First Peoples courses in the education curricula across the country, and courses on climate change. At the same time, the CTF/FCE has supported Member and Associate Organizations to lobby at the provincial and territorial level on each of the topics named above, and more, in keeping with the CTF/FCE strategic plan. Lastly, our thanks to the many members of the Board of Directors who worked with the CTF/FCE Public Affairs team and

participated in the Constituency Days the CTF/FCE organized with federal members of Parliament.

The CTF/FCE's work with EI, through World Teachers' Day celebrations, representation on the EI Executive Board, and participation in the International Summit on the Teaching Profession, continues to raise the profile of teachers' unions and their members in Canada and around the world. We continue to work with EI, with our partner organizations, and with our membership towards recovery and the rebuilding of communities, teacher unions, and education systems around the world. Despite the enormous challenges that have faced us all recently, our collective commitment to international solidarity remains steadfast.

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

- Table nationale du français langue première (lead by the Fédération nationale des conseils scolaires francophones (FNCSF));
- Table nationale du français langue seconde (lead by the Association canadienne des professionnels de l'immersion);
- Comité tripartite (lead by the FNCSF);
- 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);
- Comité d'orientation de la formation (lead by ACELF);
- Groupe de travail sur la sécurité linguistique (lead by the Fédération de la jeunesse canadienne-française).

Notably, in the fall of 2022, the Francophonie team was instrumental in creating the first women's group at the Comité syndical francophone de l'éducation

et de la formation's annual meeting. This group now meets virtually on a regular basis to talk about girls' education in the Francophonie world.

When the pandemic brought the world to a halt more than three years ago, that sudden stop also brought to light the immense cracks existing not only in public education, but in society at large. Beginning with the CTF/FCE's efforts through the Safe Kids initiative carried out with the federal government and national partners to address food security, gender-based violence, and student connectivity, it was obvious that public education was not limited to provincial and territorial jurisdictions. Now, after nearly two years of collaboration, the NACE is a reality. Together, with other national education stakeholders, from Deans of Education to representatives of French and English School Boards as well as Principals and System Administrators we now have a body to address issues affecting and involving public education at the federal level that may have formerly been overlooked. Learn about the NACE partners in the partnerships section of this Annual Report.

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

**To continue internal and operational improvements, growing the strength while highlighting and celebrating the success of the CTF/FCE.**

Thanks to sound decision making by delegates to previous AGMs and the Board of Directors in recent years, the CTF/FCE has been able to adapt both various structures and staff roles to better meet member needs. As noted elsewhere in this report, effective April 2023, the significant international development cooperation work of the CTF/FCE is now governed by the Executive, Board of Directors,



ESROD Report, April 2023

and the AGM (rather than the prior structure that saw a Trust Fund Board operate in independent parallel to the CTF/FCE).

Additionally, operational refinements continue. Significant work is underway to improve the members' site, and the Personnel Committee has had a productive year, with negotiations of collective agreements and some hiring. We have also successfully aligned the budget setting process with the strategic plan to ensure greater operational clarity and coherence going forward.

The work to eliminate systemic racism, oppression, and discrimination continues to be a significant priority for the CTF/FCE. As reported elsewhere in the Annual Report, the CTF/FCE Advisory Group on Eliminating Systemic Racism, Oppression, and Discrimination has concluded 18-months of important work to increase diversity, equity, and inclusion at the CTF/FCE and – in so doing – established a pathway forward to ensure the

CTF/FCE practices its values. A draft report was presented to the Board in April 2023 and a series of recommendations have been forwarded to the AGM for adoption. The staff team, Advisory Group, Executive, and Board of Directors are wholly committed to eliminating racism, oppression, and discrimination in all their forms throughout the CTF/FCE. Learn more about the work to Eliminate Systemic Racism, Oppression, and Discrimination on page 42.

With a strong history advocating for quality inclusive publicly funded public education, supporting Member and Associate Organizations, and lifting up educators, the CTF/FCE is well positioned to continue making a positive difference for years to come.

A handwritten signature in black ink, reading "Cassandra Hallett". The signature is fluid and cursive, with the first name "Cassandra" written in a larger, more prominent script than the last name "Hallett".

Cassandra Hallett  
Executive Director





Eliminating Systemic  
Racism, Oppression,  
and Discrimination

“THE AIM OF THIS WORK IS TRUTH – SEEING IT,  
OWNING IT, AND FIGURING OUT WHAT TO DO WITH IT.  
THIS IS LIFELONG WORK.”  
– LAYLA F. SAAD

**P**ublicly funded public education in Canada is the foundation for fostering a richly diverse, equitable, and accessible society. Classrooms are microcosms of ever-evolving communities in which children and youth grow up and one day contribute through their experiences and education.

Cultivating openness and understanding is crucial to a child’s development and central to improving and strengthening democracy. As a national organization, it is very important that the CTF/FCE, including its Member and Associate Organizations, elected leaders, and staff, reflects and celebrates the diversity that lives within public schools, makes up the teaching profession, and is seen throughout Canada’s communities.

This is why the work and process focused on the Elimination of Systemic Racism, Oppression, and Discrimination (ESROD) marks a significant step forward in helping the CTF/FCE to better recognize and act upon initiatives aimed at ensuring equity and inclusion are central to the Federation’s values, practices, and policies. To eliminate systemic racism, oppression, and discrimination in Canada, the work must begin with and extend throughout education.



This process represents a major step forward in making that a reality.

Although organizational change can be arduous at times, it is so important that we face the difficult and uncomfortable work head-on to bring about change that has the potential to benefit everyone throughout the Federation.

Of course, this work, including the untold hours of meetings and additional contributions would not have been possible without the dedication of the members of the Advisory Group and Subgroups focused on ESROD throughout the CTF/FCE.

The CTF/FCE thanks everyone who volunteered their time to collaborate on and contribute ideas to this important work—a tangible path forward for the Federation. And to the staff, thank you for your tireless dedication to helping make the CTF/FCE a welcoming and inclusive place for all.

### **The CTF/FCE Journey of ESROD**

July 2020 – AGM delegates adopted two resolutions related to improving diversity, equity, and inclusion within the CTF/FCE:

THAT the CTF/FCE reaffirm its commitment to addressing issues of discrimination, oppression, and racism by developing a plan of advocacy and research, for approval by its Board, that considers its own internal policies and practices and supports Member Organizations in their effort to eliminate systemic racism, oppression, and discrimination in education systems and society as a whole.

THAT the CTF/FCE develop a strategy and concrete actions to recognize the International Decade for People of African Descent, 2015–2024, as proclaimed by the United Nations as part of its commitment to social justice.

Fall/Winter 2021-2022 – the CTF/FCE Board of Directors appointed representatives to the ESROD Advisory Group, and the first meeting was held in December 2021.

The ESROD Advisory Group volunteers recruited from Member Organizations across Canada were assigned to one of three subgroups based upon their strengths and interests:

1. **Governance** (increase diversity and awareness throughout the organization)
2. **Human Resources** (improve hiring practices)
3. **International Decade for People of African Descent** (recognize the history and influence People of African Descent have and continue to make on Canadian society)

April 2023 – the Board of Directors received 15 recommendations from the three subgroups and engaged in extensive discussions on their implementation, ultimately approving 10 to move forward and referring five others to the Executive Director for further study.

The 10 recommendations include a wide range of initiatives, including processes to increase diversity and inclusion at CTF/FCE events; building and enhancing relationships across a variety of organizations and communities; changes to human resources practices and documents; revising the rules of order used by the CTF/FCE; and acknowledging the Decade for People of African Descent at upcoming CTF/FCE events.

Looking forward – the process continues to eliminate systemic racism, oppression, and discrimination within and throughout the CTF/FCE.



## Governance

Caroline Chikore, OECTA  
Karla Roy, NBTA  
Kirstianna Merasty, STF  
Lillian Klausen, MTS/ÉFM  
Lindsay Brown, MTS



## Human Resources

Candice Behrendt, MTS  
Cheryl Ermine, STF  
Jessica Burnie, OSSTF/FEESO  
Patrick Tomczyk, ATA

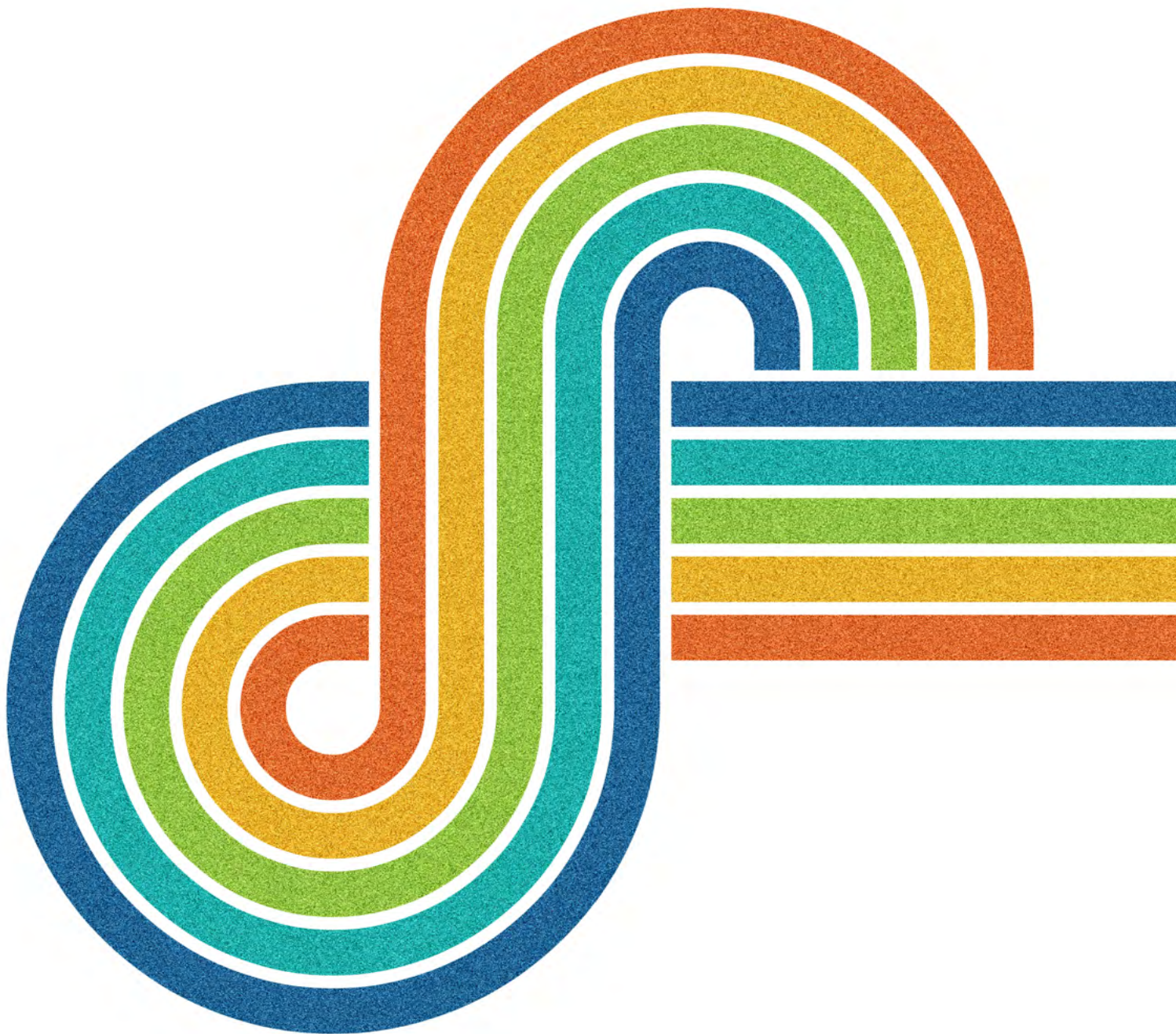


## International Decade for People of African Descent

Dawn Samuel-Prescod, ETFO  
Gary Stewart, ETFO  
Yousra Badr, ATA



# PARTNERSHIPS



**T**o raise of 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:

- African Women in Education Network (AWEN)
- ‘A New Social Contract for Education’ Social Sciences and Humanities Research Council (SSHRC) Insight Grant, with the CTF/FCE as collaborating organization
- All India Primary Teachers’ Association (AIPTF)
- Association canadienne d’éducation de langue française (ACELF)
- Association of Canadian Deans of Education
- Belize National Teachers’ Union (BNTU)
- Canadian Association of Principals
- Canadian Association of School System Administrators
- Canadian Centre for Policy Alternatives
- Canadian Education Press Association, alongside communications colleagues from Member and Associate Organizations and the press
- 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
- Caribbean Union of Teachers (CUT)
- CBC Kids News Editorial Committee
- Centre for Addiction and Mental Health (CAMH)
- CIHR-SSHRC Healthy Professional Workers Insight grant, with the University of Ottawa and the CTF/FCE as a community partner and education advisor
- Commission nationale des parents francophones
- Dominica Association of Teachers (DAT)
- Education Coalition
- Education International (EI)
  - AdHoc Advisory Group on Research Policy
  - Climate Network
  - Communications Network
  - Development Cooperation Network
  - EI Africa Regional Office (EIRAF)
  - EI Asia-Pacific Regional office (EIAP)
  - EI Latin-America Regional Office (EILA)
  - Research Institute and Research Network
  - Research Institute Board
- Educator Well-Being during Pandemic Recovery project, with the Public Health Agency of Canada (PHAC), the Centre for Addiction and Mental Health (CAMH), and the University of Ottawa
- eQuality Project, with the University of Ottawa, Social Sciences and Humanities Research Council (SSHRC) Insight grant, with the CTF/FCE as a community partner
- Fédération de la jeunesse canadienne-française (FJCF)
- Fédération nationale des conseils scolaires

- francophones (FNCSF)
- Fédération des Syndicats de l'Éducation Nationale (FESEN)
  - First Nations Education Administrators Association
  - Gambia Teachers' Union (GTU)
  - Ghana National Association of Teachers (GNAT)
  - Global Affairs Canada
  - Grenada Union of Teachers (GUT)
  - Guyana Teachers' Union (GTU)
  - Harmony Movement
  - Internship Steering Committee of ACELF
  - Learning for a Sustainable Future
  - Manitoba Council for International Cooperation
  - MediaSmarts
  - National Indigenous Education and Reconciliation Network
  - National Teachers' Union of South Sudan (NTUSS)
  - Network of teacher unions across the Francophonie internationale, as treasurer of the Comité syndical francophone de l'éducation et de la formation
  - Public Education Exchange (PEX) Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant, with CTF/FCE as partner organization
  - Prime Minister's Awards for Teaching Excellence
  - Regroupement national des directions générales de l'éducation (RNDGE)
  - Saint Lucia Teachers' Union (SLTU)
  - Sierra Leone Teachers' Union (SLTU)
  - Spur Change program
  - St. Vincent and the Grenadines Teachers' Union (SVGTU)
  - Syndicat national de l'enseignement primaire public du Bénin (SNEP-Bénin)
  - Syndicat national des enseignants des écoles maternelles du Bénin (SYNAEM-Bénin)
  - Syndicat national des enseignants africains du Burkina (SNEA-B) – Burkina Faso
  - Syndicat national des enseignants du secondaire et du supérieur (SNESS) – Burkina Faso
  - Table nationale du français langue première
  - Table nationale du français langue seconde
  - Tripartite Committee, led by FNCSF
  - Uganda National Teachers' Union (UNATU)
  - University of Ottawa
  - Wisdom2Action
  - White Ribbon
  - Zambia National Union of Teachers (ZNUT)



# 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.*

## PALESTINE – DECEMBER 2022

On November 23, 2022, the United Nations (UN) Office for the Coordination of Humanitarian Affairs reported that the Israel authorities demolished the Isfey al Fauqa donor-funded school in Masafer Yatta southern Hebron, after the Israeli High Court of Justice cancelled a temporary injunction prohibiting demolition. The school served 21 students from three different communities. Israel has also issued demolition orders for the school in Khirbet al-Fakhit and for the schools in the neighbouring communities of Khirbet Jenbah, Khirbet al-Majaz and Khamlet a-Dabe', in which 44 teachers teach a total of 172 children.

The CTF/FCE strongly condemns the disruption of education and defends the right of all children to quality and safe education which is key to building a future of peace, social justice, dignity, and prosperity. That is why on December 12, 2022, the Federation sent a letter to the Israeli government urging it to immediately halt all school demolitions, provide protection for Palestinian children against violence and ensure their right to education with education institutions that are safe havens for Palestinian children and their teachers. CTF/FCE Member and Associate Organizations and its Board of Directors were invited to follow suit. Similar letters were also sent to the Ambassador of Canada to the UN, the Ambassador of Israel to Canada, the Ambassador of Israel to the UN, and the Prime Minister of Canada.

## TURKEY AND SYRIA – FEBRUARY 2023

On February 6, 2023, teacher organizations in Turkey and Syria contacted EI following the devastation of a 7.8 magnitude earthquake, the most severe earthquake the region has experienced in over 100 years. As rescue missions were underway, hundreds of strong aftershocks followed. Hundreds of thousands of people were directly impacted and lost their homes, including many teachers. Over 20,000 people lost their lives.

The EI Syrian affiliate organization reported that 28 schools and five branch union offices had been destroyed. Humanitarian needs in the region, which hosts many people displaced by the 12-year conflict in Syria, were already high before these earthquakes deepened the existing crisis. The Turkish unions set up emergency crisis desks in the affected zones and they coordinated efforts with their local union platforms. In the regions affected by the earthquakes, branch buildings collapsed, burying union members and relatives beneath the rubble. The need for help continues following the frigid temperatures of winter as teacher unions and students work to rebuild lives, communities, and public education.

A financial donation was made to EI's fund for members and communities in Syria and Turkey affected by the earthquake. CTF/FCE Member and Associate Organizations were also invited to make additional financial contributions to the EI Earthquake Solidarity Fund through the CTF/FCE.

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



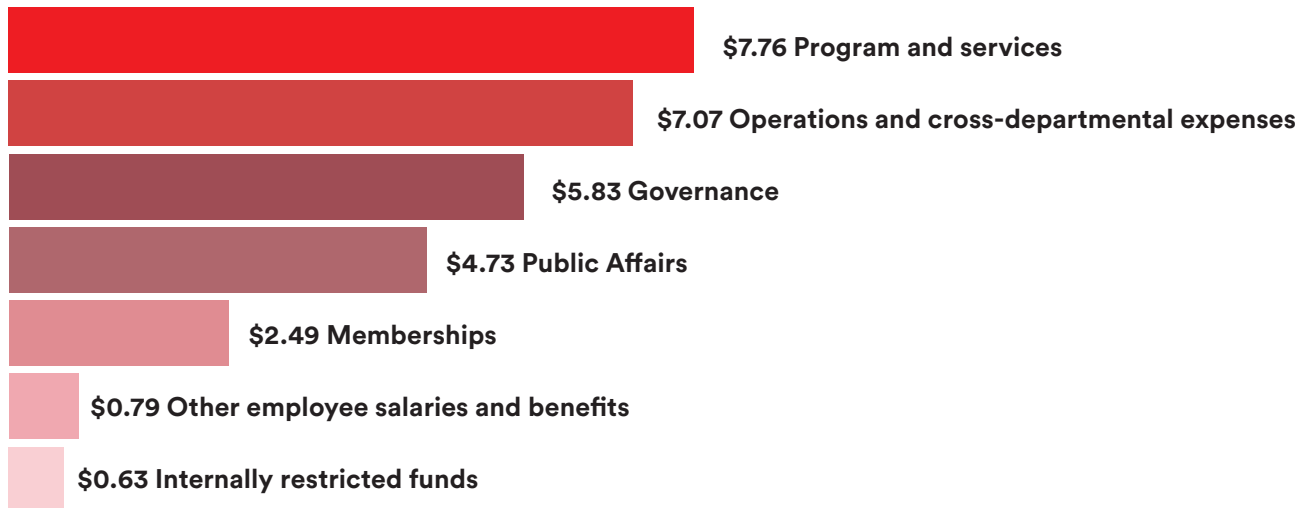
# FINANCE REPORT





# FEES

Each teacher pays \$29.30 per year. Where does it go? [Budgeted 2022-2023]



# BUDGET

September 1, 2022–August 31, 2023 [As approved by the 2022 AGM]

REVENUE	APPROVED BUDGET
Fees from Member Organizations	7,376,000
Associate Organizations	32,000
Investment income	100,000
Externally funded projects	168,000
Canadian Teachers' Defence Fund	-
CTF/FCE event fees	192,000
Sundry	100,000
Office recovery	45,000
<b>TOTAL REVENUE</b>	<b>8,013,000</b>
EXPENSES	
Governance	1,595,000
Public Affairs	1,294,000
Programs and services	2,123,000
Operations and cross-departmental expenses	1,933,000
Memberships	680,500
Canadian Teachers' Defence Fund	-
Other employee salaries and benefits	215,000
Internally restricted funds	172,500
<b>TOTAL EXPENSES</b>	<b>8,013,000</b>
Excess of revenue over expenses	\$(0)

## SOURCE OF REVENUE

[2022-2023 Budget]

Annual fees 91.9%

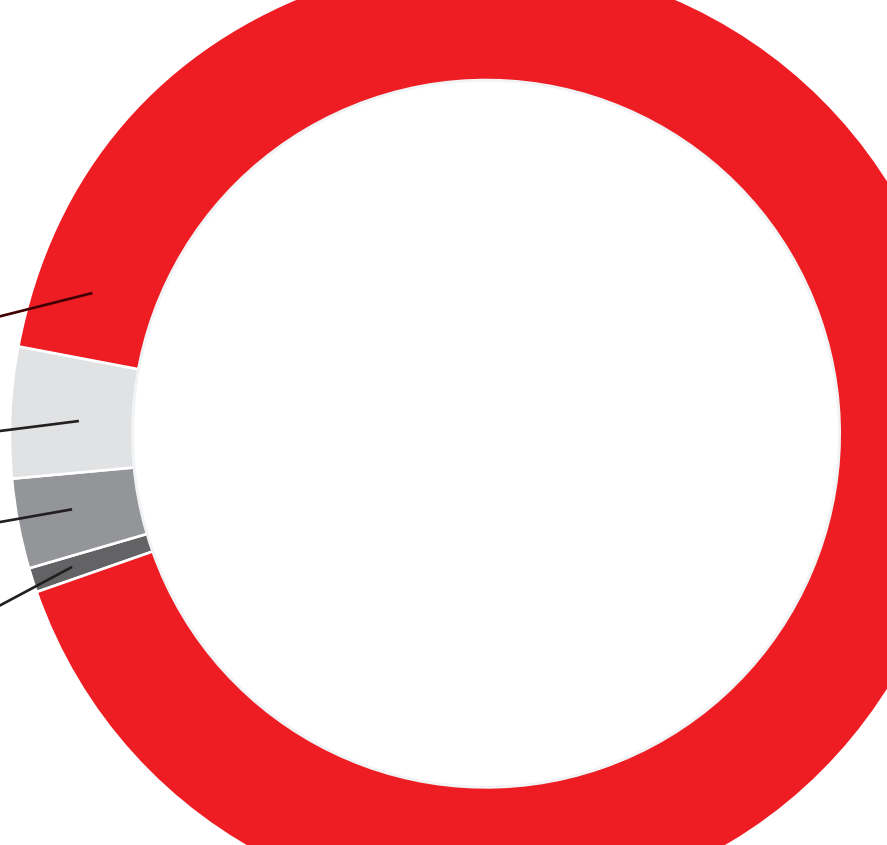
Contributions for other projects 4.4%

Sundry 3.0%

Recovery of administrative expenses 0.7%

Investment income 0.0%

Canadian Teachers' Defence Fund 0.0%



## STATEMENT OF REVENUE AND EXPENSES

[For the year ended August 31, 2022]

REVENUE	2022	2021
Annual fees	7,236,171	7,008,956
Investment income	141,165	262,413
Recovery of administrative expenses	52,800	52,800
Contributions for other projects	349,059	912,643
Canadian Teachers' Defence Fund	-	-
Sundry	237,120	296,529
<b>TOTAL REVENUE</b>	<b>7,733,985</b>	<b>8,533,341</b>
EXPENSES		
Governance	1,740,172	1,399,145
Programs and services	2,605,143	3,004,932
Operational and cross-departmental expenses	1,959,368	1,923,314
Memberships	672,996	645,249
Amortization of capital assets	136,895	115,100
Loss on disposal of tangible capital assets	11,503	-
Other employee salaries and benefits	26,212	152,069
<b>TOTAL EXPENSES</b>	<b>7,152,259</b>	<b>7,239,809</b>
Excess of revenue over expenses	581,726	1,293,532







# SOCIAL MEDIA

TIME PERIOD:  
JULY 1, 2022, TO APRIL 30, 2023




## Note

All tiles marked with  contain aggregated values across social media networks.

# Social Media Activity Overview

Social Media Networks:  CTFFCE  CCTF - FCE  ctffce

<div><div><div><div></div></div><div>Fans &amp; Followers</div></div></div> <div><div>22K</div><div>fans &amp; followers</div></div>	<div><div><div><div></div></div><div>Fans &amp; Followers &gt; Social network</div></div></div> <div><div>Twitter</div><div>18K</div></div> <div><div>Facebook Page</div><div>3.3K</div></div> <div><div>Instagram Business</div><div>612</div></div>		<div><div><div><div></div></div><div>Page &amp; Profile reach</div></div></div> <div><div>124K</div><div>users</div></div>
<div><div><div><div></div></div><div>Posts</div></div></div> <div><div>876</div><div>posts</div></div>	<div><div><div><div></div></div><div>Posts &gt; Social network</div></div></div> <div><div>Twitter</div><div>459</div></div> <div><div>Facebook Page</div><div>373</div></div> <div><div>Instagram Business</div><div>44</div></div>	<div><div><div><div></div></div><div>Post impressions</div></div></div> <div><div>631K</div><div>impressions</div></div>	<div><div><div><div></div></div><div>Post impressions &gt; Social...</div></div></div> <div><div>Twitter</div><div>489K</div></div> <div><div>Facebook Page</div><div>136K</div></div> <div><div>Instagram Business</div><div>5.5K</div></div>
<div><div><div><div></div></div><div>Page engagement &gt; Type</div></div></div> <div><div>Reactions</div><div>3.6K</div></div> <div><div>Shares</div><div>584</div></div> <div><div>Comments</div><div>233</div></div>	<div><div><div><div></div></div><div>Post key interactions &gt; Type</div></div></div> <div><div>Likes</div><div>3.4K</div></div> <div><div>Retweets</div><div>2K</div></div> <div><div>Quote tweets</div><div>109</div></div> <div><div>Replies</div><div>92</div></div>	<div><div><div><div></div></div><div>Post reach &gt; Post type</div></div></div> <div><div>Carousel album</div><div>1.9K</div></div> <div><div>Photo</div><div>1.6K</div></div> <div><div>Story</div><div>1.2K</div></div> <div><div>Reel</div><div>326</div></div>	<div><div><div><div></div></div><div>Post link clicks</div></div></div> <div><div>1.7K</div><div>clicks</div></div>
<div><div><div><div></div></div><div>A Word on <i>Engagement Rate</i></div></div></div> <div><div><div><div></div></div><div><i>Engagement rate</i> means the total engagements (or user interactions) a post received divided by the total number of impressions on that post, expressed as a percentage. According to industry experts, a good engagement rate is <b>between 1% and 5%</b>.</div></div></div>			<div><div><div><div></div></div><div>Average post engagement</div></div></div> <div><div>5.59%</div><div>engagement rate</div></div>

 Post engagement rate  <b>3.4%</b> engagement rate	 Page engagement rate  <b>3.8%</b> engagement rate	 Post engagement rate  <b>13.5%</b> engagement rate	<b>Platform engagement rate benchmarks:</b> <ul style="list-style-type: none"> <li>• Twitter: 1%</li> <li>• Facebook: 2%</li> <li>• Instagram: 3%</li> </ul>
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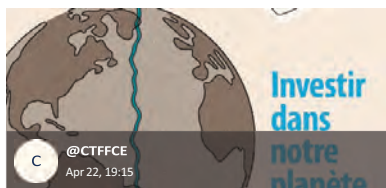


## Top tweets



En prévision du #JourdeLaTerre, @LSF\_LST vous propose des plans de leçon et des ressources pédagogiques. #Investirdansnotreplanète 🌍👉  
<https://bit.ly/3GGmlZi>  
<https://bit.ly/3H45Trx>  
<https://bit.ly/404P9Xt>

**61.5%** engagement rate



#Lesaviez-vous? 67 % des Canadien-nes pensent que les écoles devraient faire de l'enseignement des changements climatiques une priorité. Pour en savoir plus, lisez les résultats du sondage de @LSF\_LST sur les perspectives des Canadien-nes à ce sujet ↓  
<https://bit.ly/3MB9ssF>

**56.3%** engagement rate



#DYK? 67% of 🇨🇦 surveyed think schools need to give climate change education a high priority. To learn more, check out the findings from @LSF\_LST's recent survey on Canadians' Perspectives on Climate Change & Education ↓  
<https://bit.ly/3K61k1y>

**55.6%** engagement rate

## Top posts



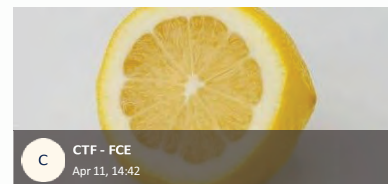
Le #Droitàl'éducation est un droit universel fondamental qu'il faut reconnaître. Le 10 décembre, appuyons #L'éducationpubliqueenpremier!  
<https://bit.ly/3i9hDiQ>

**400%** engagement rate



.@jessewente closes the 2022 #CTFFCE National Staff Conference with his message about right relations. @jessewente clôt la Conférence nationale pour le personnel de la #CTFFCE de 2022 avec un puissant message qui appelle aux relations justes.

**400%** engagement rate



#StopTheSqueeze

**250%** engagement rate

## Top posts



@ctffce's Executive and staff stand united to acknowledge the importance of #NationalDayforTruthandReconciliation. Because #TruthandReconciliation is a priority all throughout the year. 🤝 Le Bureau de direction et le personnel de la @ctffce reconnaissent l'importance de la #Journée nationale de la vérité et de la réconciliation. La #vérité et réconciliation = priorité toute l'année.

**22.6%** engagement rate



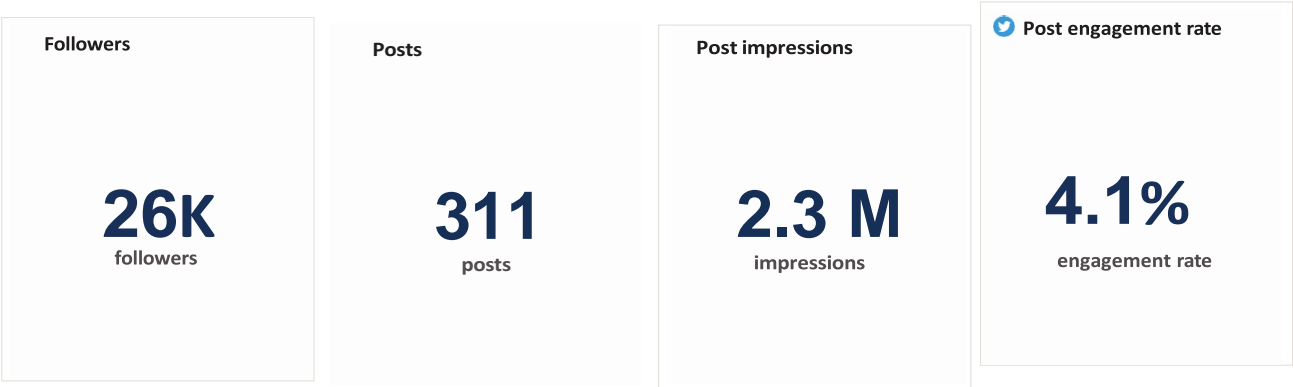
We had such a great time at the NWT Educators' Conference in Yellowknife with educators from across the Northwest Territories! @ctffceprez and @ctffce's Wes Delve enjoyed the Conference. Thank you NWTTA for having us! Nous avons eu beaucoup de plaisir à la Conférence des éducateurs et éducatrices des T. N.-O., à Yellowknife! Le @ctffceprez et Wes Delve, de la @ctffce, profitent du moment. Merci à la NWTTA de nous avoir reçus!

**22.4%** engagement rate



It was great to be at #NLTABGM23 over the past couple of days! Thank you @nlteachersassoc for having us! Merci beaucoup! 🙏

**22.1%** engagement rate



# OBSERVANCES



World Teachers' Day



National Day of Remembrance and Action on Violence Against Women



Gender Equality Week



Mental Health Week



Canadian Indigenous History Month



Canadian Environment Week



Pink Shirt Day



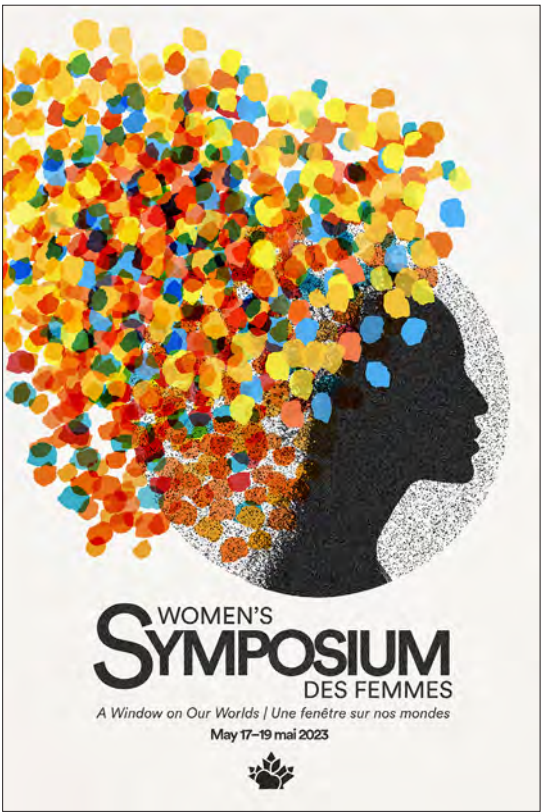
National Day for Truth and Reconciliation



Public Education First



# EVENTS





# AWARDS AND TRIBUTES



## Public Education Advocacy Award

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

### **Colleen MacPherson**

*Nominated by the Saskatchewan Teachers' Federation (STF)*

Colleen MacPherson is an award-winning freelance writer and editor. As an elected School Board Trustee since 2009, she advocates for a stronger commitment from the government to appropriately fund education in Saskatchewan. As Board Chair for the Saskatoon Public School Division since 2019, she has been providing leadership through the challenges of a pandemic, drastic enrolment increases, severe inflationary pressures, and lack of government support. As a Trustee, Colleen has served four terms as Vice-Chair and sat on the Governance Committee, the Pension Trustee Committee, and the Human Resources Committee. She is also Chair of the Public Section of the Saskatchewan School Boards Association. Using her platform to effect change, Colleen has written op-eds that help the public to understand the dire situation public schools are facing and the importance of investing in public education. "Do we want education funding to be limited to a collective agreement and little more, or do we want to commit to education as the 'single best investment' we can make for everyone?" Colleen argues (Saskatoon *Star Phoenix*, May 29, 2022). Colleen's advocacy has stayed true to the message that chronic underfunding lies at the root of education's woes and has been a supportive voice for teachers throughout.





## 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.

### **Pierre Côté**

*Nominated by the Ontario Secondary School Teachers' Association (OSSTF/FEESO)*

Pierre Côté has represented the interests of teachers and education workers in Ontario with numerous provincial governments, the Ontario Teachers' Insurance Plan, the Ontario Teachers' Pension Plan, and the Ontario Municipal Employees Retirement System, to name a few. He came to the OSSTF/FEESO Provincial Office from the Ottawa area where he was a psychologist for the Conseil des écoles publiques d'Ottawa-Carleton and the Ottawa Board of Education. In 1997, Pierre was hired to work in the Communications and Political Action Department and was later promoted to Director. He became the Associate General Secretary in 2007, and then held the position of General Secretary from 2010 until his retirement in 2021. Known for his leadership, professionalism, and for providing sage advice to the Provincial Executive and affiliate colleagues, Pierre has navigated the Federation through challenging times and milestones. Playing a significant role in OSSTF/FEESO's reengagement with the CTF/FCE, he led the Federation to renew its ties with affiliates across the country. Pierre also supported the Federation's involvement in fighting for public education and for the rights of teachers and education workers internationally. For almost a quarter of a century, Pierre has been an unwavering proponent for teachers, education workers, and public education in Ontario and around the world.



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### **Sam Hammond**

*Nominated by the Elementary Teachers' Federation of Ontario (ETFO)*

Across Canada and in his home province of Ontario, Sam Hammond is a fierce social, political, union activist and a leader who defends publicly funded education with relentless enthusiasm and passion. Teaching all grade levels from Junior Kindergarten to Grade 8, Sam has extensive elementary teaching experience and involvement in labour organizations. In 2003, Sam was first elected to the ETFO Provincial Executive. He then served as Vice-President and First Vice-President before becoming President in 2009 until 2021. He was also a member of the Ontario Teachers' Federation Executive and Board of Governors. At the national level, Sam influences and promotes publicly funded education with the CTF/FCE as a member of the Board of Directors since 2009, Vice-President, President-Designate, chair of numerous CTF/FCE Committees, and President from 2021 to 2023. Throughout his career, Sam served on the Canadian Labour Congress Canadian Council, the Labour College of Canada Board, the Centre for Labour Management Relations Advisory Committee at Toronto Metropolitan University, and the Ontario Federation of Labour's Executive Board. A recipient of the Queen Elizabeth Diamond Jubilee Medal and Toronto Pflag's Ally Award, he has spent his life fighting for social justice and continually advocating for the right of every educator and every student to have safe working and learning conditions.



## 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.

### **Dianne Woloschuk**

*Nominated by the Saskatchewan Teachers' Federation (STF)*

Beginning her teaching career in 1977, Dianne Woloschuk has been a shining example of leadership for the teaching profession. Her involvement spans the grassroots local association level, through to teacher organizations at the provincial, national, and international levels. Before joining the STF Executive, Dianne served as secretary, communications chair, vice-president, and councillor with her local association. She then served as a STF Executive member from 2004 to 2007, followed by STF President from 2007 to 2011. From 2007 to 2022, Dianne was a member of the CTF/FCE Board of Directors. During that time, she served as Vice-President (2009-2013), President (2013-2015), member and chair of the Advisory Committee on French as a First Language, and member of the CTF/FCE Trust Fund Board of Directors. Dianne continues to take an active role in Education International (EI), having served on their Executive Board since 2015, as well as on the EI Constitution and Bylaws Committee, chair of the EI Status of Women Committee, and an EI delegate to the United Nations Commission on the Status of Women. Teachers in Saskatchewan, across Canada, and around the globe have benefitted from Dianne's knowledge, advocacy, and dedication to the teaching profession.





## 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.

### Anika Guthrie

*Nominated by the Elementary Teachers' Federation of Ontario (ETFO)*

Anika Guthrie is Anishinaabe kwe, a member of the Beaver Clan and the Wikwemikong Unceded Indian Reserve on Manitoulin Island. As a wife, mother and life-long learner committed to improving educational experiences for Indigenous children, youth, and families, Anika and her family have shared their home with First Nations youth, from across Nishnaabe Aski Nation who must leave their families and communities to attend high school in Thunder Bay. Anika is the First Nations, Métis, and Inuit Education Coordinator at the Lakehead District School Board. As part of this role, she leads the *Mino Bimaadiziwin: Aboriginal Youth Leadership Program*, which has been nationally recognized as an Indspire Best Practice. She also works as a contract lecturer at Lakehead University teaching the Aboriginal Education course to BEd students. As a lead writer on a collaborative project with the National Film Board of Canada, Anika is developing a digital classroom resource that shares Indigenous voices and perspectives. Her contributions focus on Indigenous ways of teaching and learning, health, the processes of anti-racism and decolonial love in schools, and what it really means to teach Indigenous truths. Anika is ETFO's representative on the CTF/FCE Advisory Committee on Indigenous Education and a board member for the Mazinaajim Children's Foundation in Thunder Bay.



## Recognition of an Indigenous Elder

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

### **Anyàłashâsh Sam Johnston**

*Nominated by the Yukon Association of Education Professionals (YAEP)*

Anyàłashâsh Sam Johnston is a well-respected Teslin Tlingit Elder with an impressive political history. He served as Chief of the Teslin Tlingit Council for more than a decade and was also a speaker of the Yukon Legislative Assembly. He holds the distinction of being the first Aboriginal speaker in Canada. As Chief of the Teslin Tlingit Council, he played an important role in crafting a document that laid out a new vision of land claims and Yukon Aboriginal self-government. In 1973, Anyàłashâsh Sam and all the Chiefs from the Yukon presented a historical document, entitled *Together Today for our Children Tomorrow*, to the Liberal government, which led to the creation of the Umbrella Final Agreement. Above all, he promotes *aduwané* (respect) among students, staff, and community members as he believes this is the path to learning. He travels from Teslin to Whitehorse to help teach the Tlingit language and share stories that are both traditional and personal. Anyàłashâsh Sam is an integral part of the language and culture program at Khàtinash Community School and the embodiment of Hà Khùstiyí, the Tlingit way of life. His knowledge of the language and local Tlingit culture is deeply rooted in this community and the school culture.





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