

ANNUAL REPORT

2024-2025



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President's Message



Heidi Yetman
President



President's Message

Unity, in Light of Adversity

As I reflect on these last two years as CTF/FCE President, I am left in awe. As a Federation, we have achieved so much, both collaboratively and independently, all in the face of tremendous change and uncertainty. We have balanced so many countervailing social tides, forcing us to be resilient during political upheaval, optimistic in light of global unrest, and despite capriciously sown divisions, we remain united.

Unity in light of adversity is the true test of a movement. When we feel the most isolated, threatened, and unsure of the road ahead is precisely when we should strive for togetherness, and move forward with aplomb. I believe the years ahead will be a proving ground: a time when we, as a Federation, conjure our most unwavering determination, unleash our collective ambition, and mine the richest depths of our humanism.

Public education is foundational to our success not only as a country, but as a global society. Justly, teachers and education workers are both architects and engineers of our evolving society, and your value, autonomy, and safety should never be in question.

It has been an immeasurable honour to serve the Federation to these noble ends. With that, I'd like to now offer a few notes on some of the moments, gatherings, and initiatives that cemented my resolve and inspired my service to you all.

GLOBAL INSTABILITY: CAPRICIOUS FORCES

We are living through extraordinary times. The current US Administration has created fathomless divisions: attacks on public services, the elimination of the US Department of Education, restrictions on academic freedoms, and the dismantling of civil and human rights, to name a few. These fractures threaten the very fabric of democracy – not just in the United States, but around the world. This chaos is not accidental; it is strategic. It seeks to divide and isolate us.

So much is under threat – and so much depends on our unity.

Together, we must push back against the forces that seek to separate us. We must build coalitions, find common threads, and stand shoulder to shoulder in the fight for justice. Education is under attack precisely because it builds an engaged, informed, and critically thinking society.





LEADING WITH SOLIDARITY

As President of the CTF/FCE, my work is grounded in collaboration and solidarity. This past year was filled with powerful moments of collective action, from the **10th Education International World Congress in Argentina**, to the **69th session of the United Nations Commission on the Status of Women**, to the **announcement of Canada's first National School Food Program**, and numerous meetings with Members of Parliament and Senators regarding increasing violence in schools, artificial intelligence, official languages, and more.

Yet, the most meaningful moments were those spent connecting directly with CTF/FCE members across the country. Your voices are the heartbeat of our work.

2024 Education International (EI) World Congress

Just days after the CTF/FCE's 2024 Annual General Meeting, I travelled to Buenos Aires with our delegation to attend the **10th EI World Congress**. I was proud to lead our team and am deeply grateful to all who participated.

It was sobering to hear that across the globe, public education is at a crisis point:

- Recruitment and retention are critically low;
- The rights of queer and trans communities are under attack;
- Systemic underfunding and the commercialization of education are accelerating.

When education is under attack, democracy is in peril. As educational leaders, we must defend the profession and fight for resourcing, labour rights, and social justice – at home and around the world. Together, we can safeguard democracy.

ADVANCING GENDER EQUALITY

Alexa McDonough Lecture Series

“Women on the Frontlines: How Unions Improve Women’s Working Conditions” was the guiding theme for the 2024 Alexa McDonough Lecture series, presented by the Douglas Coldwell Layton Foundation. I was honoured to share the stage with Janet Hazelton, President of the Nova Scotia Nurses’ Union, Sandra Mullen, Vice-President at Nova Scotia Government and General Employees Union, and our moderator Claudia Chender, leader of the Nova Scotia NDP. The intersections between our professions made for powerful and timely discussion about collective action and equity within the labour movement. The atmosphere was made that much more electric as members of the NSTU were in the audience showing their solidarity.

69th session of the United Nations Commission on the Status of Women (UNCSW69)

In March, I was honoured to join 15 other women union leaders from 12 countries as part of EI’s delegation to the **UNCSW69**. We called for increased investment in public education as a vital step toward global gender equity.





UNCSW69 marked the 30th anniversary of the **Beijing Declaration and Platform for Action**, the most progressive framework for advancing women's rights in history. As many delegates warned, hard-won rights are being dismantled in mere weeks. The Baroness Harriet Harman of the UK put it bluntly:

"We did not fight for so long and so hard to see rights fall back."

Still, there were bright moments. On Day 1, UN member states adopted the **Beijing+30 Declaration**, which advances women's labour rights. Trade unions played a pivotal role in securing provisions for collective bargaining and pay equity.

Together, we marched through the streets of New York sending a clear message – a message of inclusion, perseverance, unity, and the continued upholding of women's rights.

2025 CTF/FCE Women's Symposium

Our largest ever – with 305 attendees across almost all of our member organizations – took place in Banff, Alberta, co-hosted by The Alberta Teachers' Association, was an uplifting and inspiring gathering. Becky Pringle, President of the National Education Association (NEA) in the United States, said it best:

"Activism propels us forward... Let's get into some good trouble together."



LISTENING TO MEMBERS ACROSS CANADA

Meeting with educators across the country is unequivocally the highlight of the last two years. Having visited all provinces and territories during my term, I've seen firsthand how teachers are grappling with exhaustion, political hostility, and increasing classroom violence.

As guardians of our profession, you, our Member and Associate Organizations, have shown unerring leadership, ingenuity, compassion, and fortitude in their work. The following are just a few highlights from our organizations' meetings I attended this year.

In Saskatchewan, the **Saskatchewan Teachers' Federation** (STF) celebrated a historic win: the inclusion of class complexity in their collective agreement. This legislative triumph would not have been possible without the diligence of the STF's leadership, bargainers, and the tremendous dedication of teachers/Council. Furthermore, they showed their prowess in legislative advocacy through their excellent "vote for public education" campaign. Congratulations Samantha Becotte on your re-election at the Annual Meeting of Council.

There was a feeling of irrefutable and palpable solidarity at The **Alberta Teachers' Association's** (ATA) Annual Representative Assembly. The energy in the room felt like a microcosm of our collective moment. The ATA's members have had few salary increases in the last 13 years,





and not kept up with inflation; furthermore, class sizes have exploded in recent years. When faced with underwhelming changes to their provincial agreement, the Assembly resolutely rejected the proposals.

The Association des enseignantes et des enseignants franco-ontariens has been working diligently to codify their vision and goals for the coming challenging years ahead. Their new 2025–2030 strategic plan was unveiled this year, highlighting a clear focus on strengthening the profession for Franco-Ontarian teachers, and systematically addressing the issues at the heart of poor working conditions.

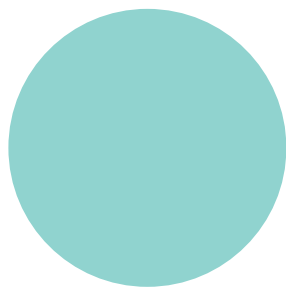


A significant show of solidarity was on display at the annual meeting of the **Council of Atlantic Provinces and Territory Teachers' Organizations** (CAPTTO). The teacher retention and recruitment crisis unites us all, and for CAPTTO, uniting to tackle the key issues fueling attrition is not only advantageous, but essential. Their atmosphere of collaboration in the face of shared struggle was beyond inspiring to behold.

A spirit of change and reflection permeated **The Manitoba Teachers' Society's** (MTS) 106th Annual General Meeting. I was pleased to be in attendance to congratulate MTS President, Lillian Klausen, on her election: the first female-identifying President at the MTS

in over a decade. Lastly, I was moved to see a unanimous decision passed ensuring that one Indigenous Member-at-Large position be created on their Provincial Executive. This inspiring change was paired with a successful resolution ensuring that four representatives from the Circle of Indigenous Educators, Elders, and Knowledge Keepers attend Provincial Council Meetings.

On a more sentimental note, I cannot express my gratitude for the warm welcome I received at the Biennial General Meeting of the **Newfoundland and Labrador Teachers' Association** (NLTA). Both my parents are from Newfoundland. My Mother, Thelma, was born in Lower Island Cove and my late father, Chesley, was born in St. John's. They met at Memorial University. I have innumerable memories of summers "going around the bay", going down to the docks, playing in the rock fences, and taking the ferry to Bell Island. Newfoundland has a foundational place in my heart and my spirit. With that, I felt honoured to witness a moving set of heartfelt testimonials in regard to the rise in aggression and violence among NLTA members. That meeting not only underscored the connection NLTA has to its members, but reiterated the commitment it has ensuring schools remain a safe and thriving place to teach, work, and learn.



ON THE GLOBAL STAGE: ISTP 2025 IN ICELAND

In March, I attended the **2025 International Summit on the Teaching Profession** (ISTP) in Reykjavík alongside CSQ Executive Director Marjolaine Perreault and CTF/FCE Executive Director Cassandra Hallett, as EI observers.

You can appreciate, observing is no substitute for being part of a country delegation with voice at the table; it did, however, give us the opportunity to hear the thematic presentations from the Organisation for Economic Co-operation and Development (OECD) and EI as well as many interventions from Ministers of Education and teacher union presidents from over 20 countries. It was helpful to hear a range of comments on the important topics of early childhood education; mental health and well-being; and artificial intelligence.

We were very disappointed by the **Council of Ministers of Education, Canada (CMEC)’s decision to opt out** of this year’s Summit. Canada’s absence was deeply felt.

This was widely regarded as the most impactful and well-moderated ISTP to date. Canada missed an opportunity to both contribute and learn.

ADVOCACY IN ACTION: NATIONAL SCHOOL FOOD POLICY

At the beginning of my term as CTF/FCE President in 2023, I met with **Debbie Field**, coordinator of

the Coalition for Healthy School Food. I was struck by her urgency and her strategy.

Debbie shared research from a Toronto school that saw a marked decrease in violence after implementing a food program. It was a revelation: food insecurity can contribute to student behaviour challenges, which are tied to teacher burnout and attrition. For me, recognizing this connection was a crucial step in advancing advocacy efforts toward safer, healthier schools.

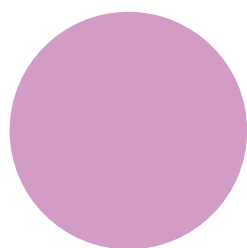
Fast forward to **April 1, 2024**, the federal government announced **\$1 billion over 5 years** for a National School Food Program – the **first of its kind in Canada**, and a major victory for all who have fought for it.

In November 2024, I had the honour of speaking **after Prime Minister Trudeau** at a press conference in Brampton, celebrating the Ontario-federal agreement to expand school food programs under the National School Food Program. I will never forget that moment.

OUR UNITED VOICE

The rise of far-right movements and increasing polarization around the world remind us: this is not the time to be silent.

If you are already in the fight, keep going. If you’re not yet involved, join us. We need each other. We can change the world, together.



I'll leave you with the words of Kamala Harris:

"This is not a time to throw up our hands. This is a time to roll up our sleeves... Organize, mobilize, and stay engaged – for the sake of freedom and justice and the future we all know we can build together."

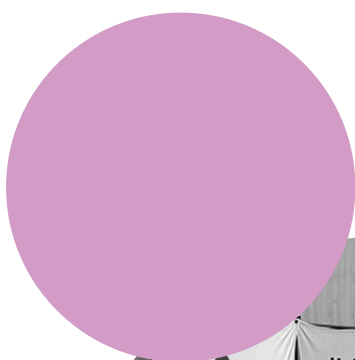
**Rise up. Stand your ground.
The voices of many outweigh
the echo of one.**

It has been an incredible honour to serve as your President. YOU are the foundation of public education – and education is the foundation of democracy.

In solidarity,



Heidi Yetman
President





Executive Director's Message





Executive Director's Message

شكرا, daalu, danke, gracias, merci, mèsi, mo dúpé, and thank you to the staff team of the Canadian Teachers' Federation (CTF/FCE), in the first languages of these exceptional colleagues! 2024–2025 has demanded a great deal from our team. In late July 2024, a major flood rendered the CTF/FCE office building unusable. For the entirety of this year, from temporary and somewhat cramped office space, the staff team has maintained an unequivocal focus on service to members. Additionally, we have balanced already demanding workloads with the added, and unforeseen, major capital projects the flood caused – relocation, repairs, restoration, and resale.

I am tremendously grateful to the 30 colleagues I work alongside, from Operations and Governance through each Program and Service Area. Their dedication to the membership has helped ensure this federation is, increasingly, a force for good to be reckoned with despite any challenges that may come our way.

The work we do is a collective commitment to each other and to our members. Working in education is only becoming more challenging, necessitating not only top-notch programs and services for Member

and Associate Organizations, but also our compassion and empathy for teachers and education workers.

Your staff team in Ottawa truly believes in the importance and vitality of public education, as a foundation of thriving communities and democracies. We are dedicated to upholding every child's right to quality inclusive public education and to advocating for teachers and education workers to be respected as the invaluable professionals they are.

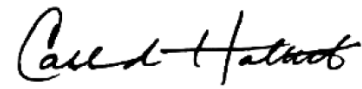
On behalf of the staff team, I also extend sincere thanks to YOU and to all representatives of Member and Associate Organizations! We appreciate the political direction provided this past year, whether through resolutions carried by the 2024 Annual General Meeting (AGM), motions and guidance from the Board of Directors or Executive (often based on input from Advisory and Board Committees), or the daily political leadership of our President Heidi Yetman. The insights you have brought from across this vast country, have helped to strengthen the effectiveness of your Federation's advocacy, programs, research, and services at home and abroad.



I believe the following pages will speak for themselves, demonstrating the passion, skill, and commitment your CTF/FCE staff team has for our collective work. The work is presented in alignment with the 2024–2029 Strategic Plan that delegates to last year’s AGM helped build. Although there is much more to be done to safeguard and strengthen public education, we are proud of this year’s accomplishments.

As we close the 2024-2025 chapter, we look forward to the AGM and to the progress we will make together in the coming year! Thank you for your engagement.

In solidarity,



Cassandra Hallett
Executive Director





CTF/FCE Governance



Executive

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

Established by a resolution carried at the 2024 AGM, one Vice-President position shall be only open to a person who identifies as First Nation, Métis, or Inuk; someone with a disability; two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, plus (2SLGBTQQIA+), or non-binary; racialized; or francophone. Additionally, since 2020, two Vice-President positions have been designated for members who identify as women.

Since April 2023, members of the Executive also serve as Trustees of the CTF/FCE Trust Fund. The Board of Trustees ensures that funds, grants, and monies received by the CTF/FCE Trust are administered and accounted for in line with the Trust Fund's charitable purpose.

From top to bottom:

Heidi Yetman, President
Clint Johnston, President-Designate
Connie Keating, Vice-President
Karen Littlewood, Vice-President
Justin Matchett, Vice-President
Jenny Regal, Vice-President
Anne Vinet-Roy, Vice-President
Cassandra Hallett, Executive Director



Board of Directors

The Board of Directors guides the work of the CTF/FCE, between Annual General Meetings (AGM). Throughout the year, the Board provides strategic direction and oversight to ensure the fulfillment of the Objects of the Federation and the resolutions carried by the AGM, along with the achievement of the organization's strategic goals, ensuring excellent service to Members while directing political decisions. The Board meets in November, February, April, and briefly in July (in advance of the AGM).

The Board is composed of:

The Executive (or Officers):

- the President
- five Vice-Presidents
- the President-Designate (in alternate years)
- the Executive Director (non-voting)

Representatives of Member and Associate Organizations:

- 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 of the Executive's mandate.



Board Members

MEMBER ORGANIZATIONS

Newfoundland and Labrador Teachers' Association

- Trent Langdon, President
- Stefanie Tuff, Executive Director

Prince Edward Island Teachers' Federation

- Andy Doran, President
- Patrick MacFadyen, General Secretary

Nova Scotia Teachers Union

- Peter Day, President
- Steve Brooks, Executive Director
(until June 2025)

New Brunswick Teachers' Association

- Peter Lagacy, President
- Ardith Shirley, Executive Director

Quebec Provincial Association of Teachers

- Steven Le Sueur, President
- Sébastien Joly, Executive Director

Association des enseignantes et des enseignants franco-ontariens

- Gabrielle Lemieux, 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

- René Jansen in de Wal, President
- David Church, General Secretary

Ontario Secondary School Teachers' Federation

- Malini Leahy, Vice-President
- Chris Goodsir, General Secretary

The Manitoba Teachers' Society

- Nathan Martindale, President
- Glen Anderson, Interim Executive Director

Saskatchewan Teachers' Federation

- Samantha Becotte, President
- Bobbi Taillefer, Executive Director
(through January 2025)
- Angela Banda, Executive Director
(from February 3, 2025, onward)

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

- Rita Mueller, President
- Matthew Miller, Executive Director

Nunavut Teachers' Association

- Shawna Thomson, Vice-President
(until October 22, 2024)
- Elizabeth Ryan, Vice-President
(from February 2025 onward)
- John Fanjoy, Executive Director

ASSOCIATE ORGANIZATIONS

Ontario Teachers' Federation

- Michael Foulds, President
- Ian Pettigrew, Secretary-Treasurer

New Brunswick Teachers' Federation

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



Board Committees

The Executive conducts the business of the CTF/FCE 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, and the Executive Director in matters of finance and financial policy.

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 (CAB) serves in an advisory capacity to the Executive in matters of Constitution, Bylaws, and Procedure changes. Further, effective March 2024, the CAB Committee is responsible for reviewing the resolutions submitted by Member Organizations for the Annual General Meeting.

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



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 (EI)



Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternationale

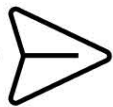
Our Vision

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

Our Purpose

To unite Canada's provincial and territorial teachers' organizations, as the strong national advocate for and defender of public education, labour rights, and social justice in the education sector.





Strategic Plan (2024–2029)



Support Member and Associate Organizations

and – by extension – make a positive difference for the over 370,000 teachers and other education workers the CTF/FCE represents.



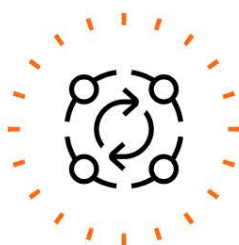
Be a strong and recognized voice

for quality inclusive public education, including the teaching profession, the rights of teachers and other education workers, and social justice.



Strengthen and defend public education

in Canada and globally.



Foster connections and collaborations

with and among Member and Associate Organizations to advance the Objects of the Federation.

Membership Overview



Member Organizations

 Newfoundland and Labrador Teachers' Association	 Prince Edward Island Teachers' Federation	 Nova Scotia Teachers Union	 NBTA
		 OSSTF/FEESO PROTECTING AND ENHANCING PUBLIC EDUCATION	 ETFO FEEO
 ONTARIO ENGLISH Catholic Teachers ASSOCIATION	 THE MANITOBA TEACHERS' SOCIETY	 SASKATCHEWAN TEACHERS' FEDERATION	 The Alberta Teachers' Association
 BCTF	 Yukon Association of Education Professionals	 NWTTA	

Associate Organizations

 NBTF FNTS New Brunswick Teachers' Federation Fédération des enseignants du Nouveau-Brunswick	 OTF Ontario Teachers' Federation Your Voice. Your Strength.
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Progress Towards Strategic Plan 2024–2029



Staff Progress Report

Year in Review



coming soon



Goal 1: To support Member and Associate Organizations

and – by extension – to make a positive difference for the over 370,000 teachers and other education workers the CTF/FCE represents.

LOBBYING THE FEDERAL GOVERNMENT

As part of our ongoing advocacy to advance public education, the CTF/FCE included two key priorities in our [October 2024 Pre-Budget Submission](#) to the federal government:

- **Increased funding for English-as-an-Additional-Language (EAL) and French-as-an-Additional-Language (FAL) programming**, with a strong emphasis on dedicated support for immigrant and refugee students, as well as broader investments to help newcomer students succeed in the K–12 education system.
- **Reimbursement for travel expenses for casual teachers**, to help remove financial barriers and ensure greater equity and accessibility within the education workforce.

These priorities were reinforced during the CTF/FCE’s appearance before the House of Commons Standing Committee on Finance as part of the federal Pre-Budget Consultations on October 10, 2024.

Teachers in Canada will be eligible for the National Student Loan Forgiveness Program

Following CTF/FCE advocacy, the federal government is expanding its student loan forgiveness program to include teachers and some education workers in rural and remote communities. Starting in the fall of 2025, qualifying teachers can receive up to \$30,000 in federal student loan forgiveness over five years, with amounts increasing annually from \$4,000 in the first year to \$8,000 in the fifth. This policy change marks a significant step towards addressing teacher shortages and supporting historically underserved communities.

“The CTF/FCE is our platform to effect change, lobby federal legislation, and champion initiatives to improve the well-being of students, moving the profession forward, together.”

– René Jansen in de Wal (OECTA), Board member



ENGAGEMENT WITH MEMBER AND ASSOCIATE ORGANIZATIONS

CTF/FCE leadership and staff participated in multiple Member Organizations (MOs) and Associate Organizations add (AOs) events and meetings to provide reports and tailored presentations:

- Participation in the Council of Atlantic Provinces and Territory Teachers' Organizations (CAPTTO) meetings, including their Board and Annual General Meeting, as well as Communications, Professional Development, and Teacher Welfare group meetings;
- 2025 Western Staff Conference, which gathers staff colleagues from the six CTF/FCE Member Organizations in Western Canada (ATA, BCTF, MTS, NWTTA, STF, and YAEF) – CTF/FCE staff provided presentations on various topics of interest;
- The Teacher Bargaining Network (TBN) is another vital arm of the CTF/FCE's work – ensuring information, best practices, and model clauses are shared and analyzed across all provinces and territories. The TBN helps MOs and AOs strengthen the language of their collective agreements and uphold the rights of teachers and education workers, as enshrined in their collective agreements to continue improving working conditions across Canada. The TBN meets regularly to provide MOs and AOs with a platform to exchange updates on negotiations and

discuss broader labour movement issues. The TBN is fortunate to have recruited Jim Stanford from the Centre for Future Work as a standing guest, offering tailored economic outlooks, particularly valuable for provinces and territories actively engaged in bargaining, mediation, conciliation, or arbitration. This year, the BCTF hosted the TBN's first in-person meeting from March 3 to 4;

- The Conference of Francophone Education Associations (CAFÉ) was founded by the ÉFM, the AEFO, the AEFNB, and the FSE-CSQ. The purpose of CAFÉ is to bring together the Francophone leaders of the country's teaching associations to share successful practices, discuss current issues, develop common priorities for action, and promote the advancement of the Francophonie. The CTF/FCE participates as an observer. This year, the four presidents of the founding member organizations signed a declaration and published a press release on the teacher shortage crisis in francophone schools in Canada, asking provincial governments to improve working conditions, assure quality teacher training, collaborate with teacher unions, and implement concrete measures to attract the next generation of teachers.

The CTF/FCE collective bargaining and research staff are a great support for NLTA in advocacy and negotiating on behalf of members.

*– Stefanie Tuff (NLTA),
Board member*



ENGAGEMENT WITH MEMBERS OF MEMBER ORGANIZATIONS

The CTF/FCE connects with members on the ground through various initiatives. Examples include the Parachute educator survey series, the Teaching Together program, and advisory committees. More details on these initiatives can be found throughout this report.

On the Road – CTF/FCE Exhibit Booth at Annual Meetings

Throughout the year, CTF/FCE staff attended and hosted information booths at 14 MO Annual General Meetings across the country. These booths provided important opportunities to engage directly with teachers and educators, share national initiatives, highlight advocacy work, and listen to the experiences and priorities of educators. Through such participation in MO and AO events, the Federation reinforced our commitment to staying connected with members on the ground and amplifying their voices at the national level.

BCTF Representative Assembly

Upon request, the CTF/FCE Teacher Welfare and Collective Bargaining team presented a pan-Canadian bargaining overview to BCTF members in advance of their Annual Meeting.

INFORMING AND SUPPORTING EDUCATORS THROUGH PUBLICATIONS AND RESOURCES

Member Resources

This year, the CTF/FCE expanded our catalogue of teaching materials to support educators across Canada. Recent additions include:

- **The Speak Truth to Power: Youth Defenders for Human Rights**
series empowers students to engage in human rights advocacy. Each booklet spotlights a youth defender from anywhere in Canada and addresses topics ranging from gender diversity, environmental activism, French language in a minority setting, racial justice, and more;
- **The International Decade of People of African Descent**
student voice booklet lesson plans guide recognizing and supporting education on the contributions and experiences of people of African descent in Canada.

To ensure Member and Associate Organizations' awareness of CTF/FCE services and support, the CTF/FCE also contributes to and publishes articles in Member publications, highlighting key issues, research, and stories that matter to Canadian educators. These articles provide insights into advocacy efforts and the evolving landscape of public education in Canada.



I value working with the CTF/FCE to gain a pan-Canadian view on issues impacting teachers nationwide. This is meaningful, reciprocal work between the local, the BCTF, and the CTF/FCE.

– Lena Palermo (BCTF),
Advisory Committee on
the Teaching Profession



INITIATIVES AND PROJECTS

Pilot Project for Professional Integration of Teachers from Recent Immigration Background

The CTF/FCE is leading a significant pilot project, funded by Canadian Heritage (PCH), entitled *Enseigner: mille parcours, une passion!* The two-year project started in April 2024 and will continue through March 2026. This pilot project has three components: mentoring, training, and research. Participants, their mentors, and school principals will receive coaching and training. Intercultural training will also be offered to all teachers in the schools involved in the project. Training tools are currently being

developed by the Global Center for Pluralism. The research component aims to assess the impact of the measures deployed and is being led by the Université du Québec à Rimouski (UQAR). The project draws on the results of a survey, funded by PCH, that the CTF/FCE conducted in 2023–2024 with the support of UQAR. This project is in response to the needs identified by Member Organizations to support the retention of teachers working in French-language schools in a minority context.



Goal 2: To be a strong and recognized voice

for quality, inclusive public education, including the teaching profession, the rights of teachers and other education workers, and social justice.

PUBLIC OPINION POLLING TO INFORM ADVOCACY

The CTF/FCE partners with [Abacus Data](#) to conduct national public opinion polls aimed at understanding public sentiment regarding key education issues. These polls provide timely and strategic insights that directly inform our advocacy efforts with federal decision-makers, partners, and the public. This year, polls were conducted in October 2024 and February 2025.

Topics explored included public support for investments in public education, teacher workload and well-being, and the impacts of privatization and emerging technologies, such as AI, in education. The findings enhanced our ability to speak with data-driven authority, align our messaging with public sentiment, and advocate effectively for the needs of educators and students across Canada.

NATIONAL ADVISORY COUNCIL ON EDUCATION

The CTF/FCE leads the National Advisory Council on Education (NACE) – an advisory table involving the Canadian Association of Principals and the Canadian

Association of School System Administrators with the Association of Canadian Deans of Education currently sitting as an observer. Members of the NACE collaborate on key issues affecting public education, with a particular focus on matters that are of broad national concern where the federal government can have an influence, such as the national school food program, policies related to artificial intelligence, and resourcing to support mental health and well-being.

BROADBENT INSTITUTE PROGRESS SUMMIT 2025

On April 10, at the Broadbent Institute's 2025 Progress Summit, the CTF/FCE led a panel discussion about the crises in public education.

Moderated by CTF/FCE President Heidi Yetman, the "[Public Education at the Tipping Point](#)" panel featured Haldis Holst, Deputy General Secretary of Education International, Carol Sarich, President of the Canadian Association of Principals, and Dr. Ken Montgomery, Executive Member-at-Large at the Association of Canadian Deans of Education.

The work with the CTF/FCE is meaningful, collaborative, and aligned with our values – and we're proud to support efforts that strengthen public education across the country.

– Abacus Data





As a racialized OSSTF member, I've seen firsthand how the CTF/FCE's initiatives empower marginalized voices and address systemic barriers.

– Robert Deonarine (OSSTF/FEESO), Advisory Committee on Diversity and Human Rights

MEDIA TRAINING WITH SPARK*ADVOCACY

In November 2024, the CTF/FCE partnered with spark*advocacy to deliver tailored media training for Board members. This annual session equips leaders with the skills and confidence needed to communicate effectively.

E-PUBLICATIONS

The CTF/FCE provides MOs and their members with timely and insightful e-publications direct to their inbox to keep them informed on key issues in education, advocacy, and policy:

- *The Parliamentary Update* – Weekly updates when the House is in session;
- *In the Know* – A bi-monthly briefing on key education and union topics;
- *The Front Page* – A weekly news digest;
- *The Research Review* – Published three times a year, highlighting key research relevant to the education sector;

- *Perspective Blog* – This year, we were happy to revive [our blog with fresh new content](#) on issues that matter to educators. Articles focused on topics ranging from artificial intelligence in public education, educator mental health and well-being, school-based violence, and international development cooperation.

PODCAST SERIES

To amplify the voice of teachers on issues of concern, in addition to various messages on social media platforms, campaigns, and advocacy initiatives, SOURCE, the CTF/FCE's podcast, is a host for impactful podcast episodes. This year, SOURCE released a [Special Edition Federal Election episode](#), along with an event replay from the panel at the Progress Summit. In addition, the ABSENT series released an episode entirely in French on [the teacher shortage in Francophone schools and in French as a Second Language programs](#).



SOCIAL MEDIA

Time Period: May 1, 2024 –
April 30, 2025
(Data collected May 14, 2025)

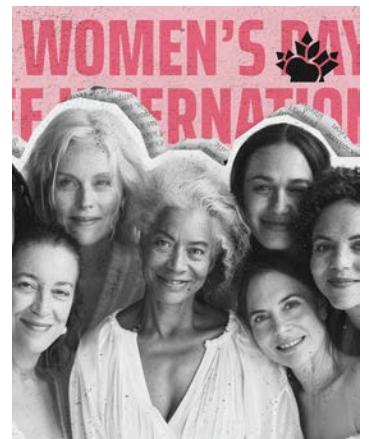
By reaching a variety of target audiences – including classroom teachers, parents, and elected leaders – social media enables the CTF/FCE to be a strong and recognized voice for quality inclusive public education. To expand our reach beyond our existing followers, this year we've leveraged paid advertisements (also known as boosted or promoted posts) to increase our visibility.

The CTF/FCE has established a significant and strong online presence, achieving over

1.2 million organic impressions and **4.6 K mentions** across Facebook, Instagram, X (Twitter), and LinkedIn through more than **1,700 posts**.

However, the social media landscape is ever evolving. With a shift in user preference moving away from X (formerly Twitter) and towards **Bluesky** – an open-source and decentralized microblogging platform – the CTF/FCE has expanded its online presence by creating a Bluesky account ([@ctffce.bsky.social](https://bsky.social/ctffce)). We encourage members to join the growing community of approximately 35 million users on Bluesky.

OBSERVANCES



Goal 3: To strengthen and defend public education

in Canada and globally.

STANDING UP FOR HUMAN RIGHTS

As a federation, the CTF/FCE regularly advocates for human rights, diversity, equity, and inclusion, particularly in the context of education, both nationally and internationally. Just one recent example is our engagement in the UR Pride versus the Government of Saskatchewan Court of Appeal case. Standing up for the rights of the 2SLGBTQQIA+ community, particularly students and teachers, the CTF/FCE was part of a coalition with the Canadian Union of Public Employees (CUPE) and the Saskatchewan Federation of Labour in the Saskatchewan Court of Appeal case [UR Pride versus the Government of Saskatchewan](#). Our position was heard in the Court in September 2024; we await the Court's decision.

ARTIFICIAL INTELLIGENCE IN PUBLIC EDUCATION

The unregulated and rapid rise of artificial intelligence (AI) in public education presents both opportunities and a host of challenges for educators and students. Our goal is to ensure that AI, if used in public education, is used ethically, equitably, and in a way that enhances – not undermines –

teachers' professional autonomy, and the quality of student outcomes. In response, the CTF/FCE has developed various [related resources](#), including an [AI policy brief](#), a scan of the [AI legislative and policy landscape in Canada](#), and a detailed report of MOs' collective agreement clauses related to AI and EdTech. These resources highlight the need for explicit bargaining language and a comprehensive multi-level AI governance framework to protect educators and students.

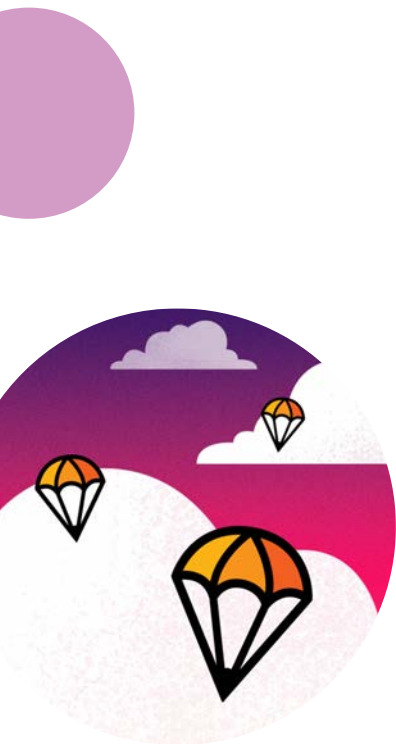
The CTF/FCE continues to lobby the federal government and the Council of Ministers of Education Canada (CMEC) to adopt a comprehensive AI governance framework and develop model policies to preserve student and school personnel safety and privacy, and protect against commercial exploitation, unauthorized appropriation of information, bias, discrimination, and other potential harm. In the spring, the CTF/FCE met with over 15 Senators to advocate for our position in advance of any legislation that comes through the 45th Parliament.

To support MOs' and AOs' advocacy at the provincial/territorial level, the CTF/FCE developed an [AI webpage on the "Take Action"](#) section of the

Advocacy must lead to action and the CTF/FCE is leading the way to a progressive and just future for all.

– Shideh Houshmandi (ETFO), Advisory Committee on Diversity and Human Rights





"I still love the students and want to make a difference in their lives. It's the other noise (politics, budget, complexities) that take away from it."

– Kintergarden
Teacher from ATA

website. It provides insights into the need for policies, strategies, and legislation to support teachers, education workers, and students as they navigate the integration of AI in schools and clearly outlines the CTF/FCE recommendations for the federal government, Education International, and CMEC.

PAN-CANADIAN STRATEGY REGARDING RETENTION AND RECRUITMENT

The CTF/FCE continues to action its three-phase strategy to address Canada's teacher retention and recruitment crisis. The strategy includes initiatives to analyze the crisis, to raise public and legislative awareness to it, and to contribute to significant policy changes with public education legislation provincially, territorially, and federally. A major component of this strategy is to gather detailed pan-Canadian understanding through empirical research to guide advocacy and actions.

Parachute Survey Series

Understanding the issues that contribute to the retention and recruitment crisis, and how every province and territory is affected and interconnected, is at the heart of our work at the CTF/FCE.

The CTF/FCE has developed a [pan-Canadian survey series](#) in collaboration and consultation with the CTF/FCE National Teacher Research Network, the CTF/FCE

National Strategic Communications Network, and the CTF/FCE Advisory Committee on the Teaching Profession. The series includes biannual thematic short surveys over three years (2024–2027) open to currently employed K-12 public education teachers, education workers, principals, and vice-principals from our MOs and AOs.

Launched in fall 2024, the Parachute first edition focussed on educator working conditions and gathered invaluable data on the realities facing teachers, education workers, and students alike. Almost 5,000 educators participated in our first edition, which painted a vivid yet stark picture of the teaching profession: Ministers of education are failing to address violence. They are failing to make meaningful provisions for smaller classroom sizes. They are failing to grasp a key facet of our country's continued prosperity: that student outcomes are directly tied to teacher working conditions. The CTF/FCE developed a public [At-a-Glance report](#) along with segment reports available to support MOs' and AOs' advocacy on the CTF/FCE Members' site.

The second edition of Parachute ran in the spring of 2025 and garnered over 5,000 responses. This edition focused on contexts and factors linked to attrition, revealing the top challenges of educator retention and possible solutions for improving staff retention in public education.





Across various digital media channels, Parachute content from both editions (paid and organic) garnered **over 1.2 million views**, with over **24 K people taking action**, resulting in a total of nearly **10 K responses**. Of note, organic (unpaid) Parachute content reached over 70 K people on social media, which was made possible through the simple yet powerful act of sharing to further amplify visibility.

Information is updated throughout the year and public-facing materials are added to the [CTF/FCE “Take Action” webpage](#). All this data, and the stories they tell, are essential to making resourcing public education in Canada an issue that no government can ignore.

RESEARCH COLLABORATIONS

The CTF/FCE conducts significant educational research, often in collaboration with partner organizations including Education International, the University of Ottawa, York University (through the Public Education Exchange), and the University of Western Ontario. Further, we have a Social Sciences and Humanities Research Council

(SSHRC)-funded partnership (Partnership Engage Grants) with researchers at York University and University of Toronto to examine school board level procurement contracts and practices for learning management systems. Staff also pursued a partnership with the University of Saskatchewan and others following the implementation of the national school food program and with the Ontario Tech University and others in support of establishing a pan-Canadian anti-colonial education collective.



GLOBAL SOLIDARITY

The CTF/FCE is a leading organization within Education International (EI); with representation on the Executive Board, unparalleled contributions to development cooperation across many regions, engagement in and extraordinary support for major EI Campaigns, including Go Public, generous support for Urgent Action Appeals, leadership in EI's research network, and more.

CTF/FCE Responses to Urgent Action Appeals

As a proud and active affiliate of Education International (EI), the CTF/FCE contributed to EI's urgent action appeals and invited Member and Associate Organizations to contribute what they could, in solidarity with teacher unions around the world.

PALESTINE – SEPTEMBER 2024

The CTF/FCE joined EI's renewed call for solidarity in support of Palestinian colleagues in the Gaza Strip and the West Bank, the General Union of Palestinian Teachers (GUPT), the General Union of Workers in Kindergartens and Private Schools (GUWKPS) and the Palestinian Federation of Unions of University Professors and Employees (PFUUEP).

In addition to the moral and physical sufferings, teachers in Gaza and the West Bank have not received their salaries since November 2023, due to the withholding of tax funds by the Israeli Government.

The needs remain immense, as emphasized during the 2024 EI World Congress, where the Resolution "[Starvation in Gaza escalates after the Rafah ground invasion: Call for Immediate Action](#)" was adopted. EI formally addressed a request to the Secretary-General of the United Nations, urging the international community, under the UN leadership, to take immediate

and decisive actions to:

- Secure a sustained ceasefire;
- Expedite investigations into allegations of crimes against humanity;
- Facilitate the release of all hostages;
- Enforce the implementation of international law and recent UN resolutions;
- Protect education, recognizing schools as safe zones;
- Rebuild Gaza's education infrastructure;
- Establish a global fund for teachers' salaries in crisis-affected regions; and
- Recognize Palestine as a state to implement the "two-state solution" for lasting peaceful coexistence in the region.

The CTF/FCE is also coordinating with EI and The Global Coalition to Protect Education from Attack to ensure The [Safe Schools Declaration](#) (adopted in 2015) is inclusive of members' concerns and effectively implemented.



Since October 2023, thanks to the generous donations from 40 EI member organizations worldwide, EI provided essential and direct support to teacher unionists and children, as well as [socio-emotional training for teachers](#) in Gaza and the West Bank. Since January 2024 – the date of the initial urgent action appeal – a financial donation of \$36,500 from the CTF/FCE as well as Member and Associate Organizations was made in support for the Palestinians educators in the Gaza Strip and the West Bank.

LEBANON – OCTOBER 2024

As the conflict expanded beyond Israel and the Palestinian territories, EI called for solidarity to support member organizations in Lebanon. These organizations include the League of Public Technical and Vocational Teachers, the Ligue des professeurs de l'enseignement secondaire public du Liban, the Ligue des professeurs de l'Université Libanaise, the Public Primary Schools Teachers League in Lebanon, and the Teachers Syndicate of Lebanon. They are working to assist teachers and students in need.

The escalating violence continues to inflict widespread casualties, mass displacement, and the destruction of critical civilian infrastructure, including health and educational facilities. Schools, students, and educators are being directly affected by the ongoing conflict with educational institutions coming under attack. Public education has

shut down and hundreds of school facilities are operating as shelters, leaving educators scrambling to find basic supplies such as water, blankets, and mats for displaced communities.

In response to this tragedy, EI made an initial transfer of funds from the Solidarity Fund to member organizations in Lebanon. This donation complements the ongoing humanitarian efforts by the United Nations, ensuring that teacher unions in Lebanon can continue to communicate with and provide essential support to their members. EI has also [reaffirmed its longstanding commitment](#) to advocating for the cessation of all hostilities, security, and the protection of human rights in the Middle East.

The CTF/FCE contributed \$3,000 to EI's Solidarity Fund to assist sister organizations in Lebanon that are helping teachers and students affected by the conflict.

TÜRKİYE – APRIL 2025

In March, a wave of repression targeted educators, students, and independent trade unionists in Türkiye, including the politically motivated house arrest of the Executive Board of Eğitim Sen, an affiliate of EI. This marked a severe escalation in the ongoing campaign to undermine unions, academic freedom, and democratic space in Türkiye.



The CTF/FCE joined EI's call for solidarity with teachers and education union members in Türkiye amid the worsening repression of union leaders, educators, students, and citizens exercising their democratic rights.

On April 24, 2025, the Federation sent a letter of protest to the Minister for National Education, the Minister of Justice, the Minister of Labour and Social Security of the Republic of Türkiye. The letter urged these officials to end the repression and restore the union rights of teachers in Türkiye. It was also sent to Canada's Minister of Justice and Minister of Jobs and Families. The CTF/FCE Member and Associate Organizations were invited to support this effort by signing a [petition](#) in favor of education unionists and democracy in Türkiye.

MYANMAR – APRIL 2025

On March 28, a series of devastating earthquakes struck Myanmar, with some reaching magnitudes of 7.7. Tremors were felt as far away as Thailand and China. However, the most severe destruction occurred within Myanmar's borders, particularly in the Mandalay and Sagaing regions. These areas, already ravaged by ongoing armed conflict, healthcare collapse, and authoritarian repression, faced an escalating humanitarian catastrophe. The military junta, which seized power by force in February 2021, weaponized the natural disaster for political and military gain while obstructing aid delivery to areas held by democratic forces.

On April 24, the CTF/FCE responded to a call for solidarity from EI and the Myanmar Teachers' Federation to support Myanmar's educators and democratic forces. They demanded peace, safe education delivery, and ensured that life-saving aid reached the most affected regions. The CTF/FCE sent a protest letter to the military junta, the Prime Minister of Canada, and the Canadian Minister of Foreign Affairs, urgently calling for a comprehensive ceasefire and the free, safe movement of humanitarian assistance to the earthquake-affected regions.

ARGENTINA – MAY 2025

On May 21, 2025, the Government of Argentina issued the Decree 340/25, which limits the right to strike for teachers and other public sectors. The decree declares education as an "essential service," but only for the specific purpose of restricting industrial action. Teacher unions have univocally denounced this decree as unconstitutional and unfair, as well as a grotesque violation of their right to strike. Teacher unions are also opposing a proposed amendment to Article 10 of the Law 26.075 on education funding, which would end the government's participation in the negotiations on minimum teacher salary.

These decisions represent a serious setback for teachers' labour rights in Argentina and severely undermine social cohesion and justice in the country. The Argentinian government





Some of the best professional development I have received was through Teaching Together [...]. I gained further insight about the importance of global education which continues to shape my approach to teaching today.

– Sandra Morassutti (OECA), Teaching Together participant



is jeopardizing public education and the rights of those who support it.

The CTF/FCE joined EI's call for solidarity with Argentinian teachers and education unionists in defence of labour rights, social justice, and public education – including the Confederación de Educadores Argentinos (CEA), the Confederación de Trabajadores de la Educación de la República Argentina (CTERA), the Federación Nacional de Docentes Universitarios (CONADU), and the

Sindicato Argentino de Docentes Privados (SADOP).

The Federation sent a letter of protest to Argentina's Minister of Human Capital and Secretary of Education, asking them to revert these anti-union measures and to respect the labour and collective bargaining rights of teachers. The letter was also sent to the Ambassador of the Argentine Republic and Canada's Minister of Foreign Affairs.

We thank all Member and Associate Organizations that responded to urgent action appeals in support of our international colleagues. Within EI, the CTF/FCE, together with our Members, continue to be recognized as a leader in global solidarity and support.

Schools as Sanctuary Spaces

The CTF/FCE is coordinating with Education International and the Global Coalition to Protect Education from Attack to ensure The Safe Schools Declaration is inclusive of members' concerns and effectively implemented.

International Development Cooperation

The very basis of unionism is solidarity. We cannot and should not forget that while we are Canadian citizens, we are also members of the global community. We not only have to be aware of what is going on in the world, we have the responsibility to do our part to mitigate the damage being done to our fellow citizens, whether that be an erosion of rights, a loss of dignity, or an injury to humanity. That is why we do this important work.

With the support of Member and Associate Organizations, the CTF/FCE's International

Cooperation Program provides financial and technical support in three core areas:

1. **Teachers' Action for Teaching**, focusing on the professional development of educators;
 - The newly renamed **Teaching Together** program, formerly known as Project Overseas, has been a keystone international professional learning and development initiative since 1962. Canadian teachers collaborate with colleagues in developing countries to improve teaching





and learning, and to promote equitable, high-quality public education for all. This year's program includes 15 projects in 11 countries, supported by the generous contributions of our Member Organizations. Canadian teachers from 9 provinces and 3 territories collaborated with teachers from 12 partner unions in Africa and the Caribbean. A total of 55 Canadian teachers have volunteered their expertise to offer valuable professional learning opportunities to their colleagues in low- and middle-income countries.

2. **Teachers' Action for Gender Equality**, fostering the empowerment of girls and women;

- Ongoing meetings and financial and technical support for activities with Women's networks in Africa, Asia and Latin America, supported by the EI Regional Offices and in collaboration with European partners who are part of the funding consortium.
- The CTF/FCE was proud to be a part of the EI delegation to the United Nations Commission on the Status of Women (UNCSW). As the principal global intergovernmental body, UNCSW is exclusively dedicated to the promotion of gender equality and the empowerment of women.
- "**Simameni** – Stand Together for Girls' Secondary Education in Uganda", funded by the Government of Canada, is led

by the CTF/FCE and long-time partner, the Uganda National Teachers' Union. This year, the project focused on sustainability and data collection for final reporting at the end of June this year as the project comes to an end. Much progress has been made towards project outcomes and targets are being realized.

- As part of the Simameni programming, in February, a volunteer teacher from the Saskatchewan Teachers' Federation was part of workshop delivery in one of the project regions. The sessions explored topics such as mentorship and gender-responsive education.

3. **Teachers' Action for Teaching Organizations**, helping to develop the organizational capacities of teacher unions and their leaders.

- The CTF/FCE is proud to co-sponsor the **John Thompson union capacity building program** in the South Asia region, along with financial and technical support for recruitment campaigns, training, and other projects proposed by partners to strengthen their unions.

The Norm Goble Award

acknowledges the CTF/FCE's international partner organizations for their exceptional efforts in celebrating World Teachers' Day (WTD) and promoting the importance of public education. This year, the award

was presented to three remarkable



organizations that have shown innovation, impact, and commitment in their WTD activities: the Teachers' and Educational Workers' Union of Ghana (TEWU), the National Teachers' Union of South Sudan (NTUSS), and the Zambia National Union of Teachers (ZNUT).

Partner Unions

In collaboration with EI Africa, EI Asia-Pacific, and EI Latin America, and with the Caribbean Union of Teachers, this year, the CTF/FCE has active partnerships and provides ongoing support to the following teacher unions:

- Belize National Teachers' Union
- Kenya Union of Post Primary Education Teachers
- Syndicat des enseignants et autres personnels de l'éducation, Rwanda
- Fédération des syndicats de l'éducation nationale – Togo
- Gambia Teachers' Union
- Grenada Union of Teachers
- National Teachers' Union of South Sudan
- Saint Lucia Teachers' Union
- Sierra Leone Teachers' Union

- St. Vincent and the Grenadines Teachers' Union
- Syndicat national de l'enseignement primaire public du Bénin
- Syndicat national des enseignants des écoles maternelles du Bénin
- Syndicat national des enseignants africains du Burkina – Burkina Faso
- Syndicat national des enseignants du secondaire et du supérieur – Burkina Faso
- Uganda National Teachers' Union

While there continues to be ongoing support for other partner unions, including the National Teachers Elected Council in Afghanistan and Union Nationale des Normaliens/nes et Éducateurs/trices d'Haïti, certain socio-political conditions make it unsafe for the unions there to operate. In the case of the All India Primary Teachers' Federation, government restrictions make it impossible to transfer funds into the country.



CAMPAIGNS

Advocacy for the Implementation of the Federally Funded Pan-Canadian School Food Program

In the spring of 2024, the CTF/FCE worked with the Government of Canada to secure funding for a pan-Canadian school food program, which was finally included in the 2024 Federal Budget.

By the fall of 2024, many provincial and territorial governments had not entered agreements with the federal government to adopt the National School Food Program in their jurisdiction.

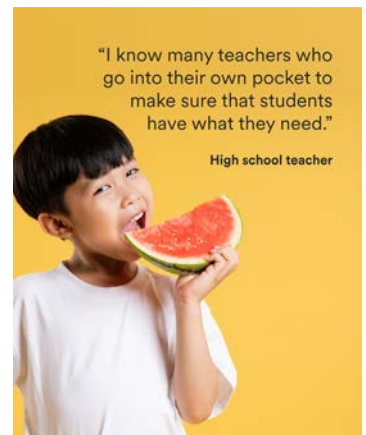
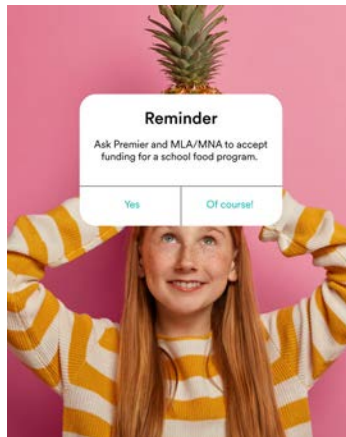
The CTF/FCE coordinated a public awareness campaign to encourage the public to contact their provincial and territorial governments to sign

on to the Program. To that end, our public awareness campaign reached our target audiences **93 K times** and successfully engaged audiences across multiple social media channels. This resulted in a **2.55% engagement rate**, which is consistent with industry benchmarks.

With the help of a model letter-writing tool on our “Take Action” webpage, hundreds of supporters sent more than **450 letters to over 100 provincial/territorial elected officials across Canada**. As of March 10, all provinces and territories had signed agreements with the federal government.

The CTF/FCE and President Heidi Yetman played a crucial role in the creation of the National School Food Program. Millions of children will now benefit from improved food access during their school day.

– Debbie Field, Coalition for Healthy School Food



2025 Federal Election – Our kids. Canada's future.

Despite a snap election call, the CTF/FCE carried out an extensive public campaign, focusing on Canada's future – kids. In partnership with the NOW Group and spark*advocacy, the campaign put families and children at the centre of our advocacy, calling on voters to consider the future prosperity of Canada.

The campaign consisted of an in-depth webpage on the “Take Action” section of our website and included a communications toolkit, fact sheets on key priorities, calls to action highlighting key policies, a letter writing tool, and a special edition podcast episode.

Messages and ads targeted parents, political decision makers, and educators. Our communications were distributed through email,

social media (Instagram, LinkedIn, Facebook, Bluesky, X), Google Search Ads, and National Newswatch.

All channels directed users to visit our election landing page to learn more about our election priorities and policy asks. Across various digital media channels, our election campaign was viewed over 9.1 million times, which includes paid and organic content. Notably, email subscribers showed high engagement, with an open rate of 54% and a click-through rate of 4.5%. We mobilized engaged voters by urging them to ask their candidates to invest in Canada's future. In under 3 weeks, over 230 letters reached 43 candidates, including leaders of the main federal political parties and local candidates (based on the voters' postal code).

I enjoy being a part of the CTF/FCE Advisory Committee on Indigenous Education because my voice and lived experience as an Indigenous educator are heard and honoured.

– Jessica Madiratta (STF), Advisory Committee on Indigenous Education





Goal 4: Foster connections and collaborations

With and among Member and Associate Organizations to advance the Objects of the Federation.

ADVISORY COMMITTEES

The CTF/FCE has five Advisory Committees. Each Committee is composed of teachers/educators, nominated by their Member Organization, who have lived experience related to the Committee's focus.

- **The Advisory Committee on Diversity and Human Rights**
- **The Advisory Committee on French as a First Language**
- **The Advisory Committee on Indigenous Education**
- **The Advisory Committee on the Status of Women**
- **The Advisory Committee on the Teaching Profession**
- **The Work Group on the International Decade for People of African Descent** – Advises and guides the development of the resource booklet to honour the International Decade for People of African Descent.
- **The Work Group on Climate Change** – Studies the impact of climate change on public education and the role of public schools and teachers' unions in addressing climate change. Established by a resolution carried at the 2024 AGM, it is comprised of five representatives of Member Organizations and two Executive members.

Advisory Committees provide invaluable input to the Executive throughout the year, bringing forward issues that matter most to teachers, ensuring that teachers and educators' voices remain central to the Federation's work. The Committees guide the CTF/FCE's actions and advocacy related to various AGM resolutions and Board motions, as well as on CTF/FCE programming and events, and emerging issues.

Through regular meetings and ongoing communications, the CTF/FCE supports committee members to share perspectives, resources, and strategies. Some notable contributions include, but are not limited to the following:

- The Advisory Committee on Indigenous Education provided recommendations related to self-identification data and verification processes;
- The Advisory Committee on the Teaching Profession supported the development of the Parachute survey series by sharing insights on the current conditions for Canadian educators.



The JEDDII Network is an avenue to collaborate with colleagues from every part of the country on priorities that can have a positive impact on the experiences of teachers and students who have been historically harmed in school systems.

– Member of the JEDDII network



The National Teacher Research Network (NTRN) provides an opportunity to exchange ideas and strategies for research with colleagues from across the country.

– Member of the NTRN

NETWORKS

As a highly collaborative organization committed to connecting colleagues and partners to contribute to strengthening public education, the CTF/FCE is proud to convene the following networks:

- The Justice, Equity, Diversity, Decolonization, Indigenization, and Inclusion (JEDDII) Network
- The Network of Francophone Liaison Officers (NFLO)
- The National Strategic Communications Network (NSCN)
- The National Teacher Research Network (NTRN)
- The Teacher Bargaining Network (TBN)

The CTF/FCE is also proud to contribute significantly to the following international educator networks:

International Networks

- Comité syndical francophone de l'éducation et de la formation (CSFEF)
- Canadian International Education Policy Working Group (CIEPWG)
- United Nations Commission on the Status of Women (UNCSCW)
- Education International (EI)
 - AdHoc Advisory Group on Research Policy
 - Development Cooperation Network
 - Communicators' Network
 - Climate Network
 - Executive Board
 - Research Institute and Research Network

PARTNERSHIPS

To foster connections and collaborations to raise the profile of the CTF/FCE in service to Member and Associate Organizations, the CTF/FCE has collaborated with partner organizations in various areas, to support our membership, including:

• National trade union coalition and labour solidarity

Whether it be joining a picket line to unite for better working conditions or working in coalition with various national unions and non-governmental organizations, the CTF/FCE is proud to collaborate with civil society and labour leaders including:

- The Canadian Association of University Teachers
- The Canadian Centre for Policy Alternatives
- The Canadian Labour Congress
- The Canadian Union of Public Employees
- The Canadian Union of Postal Workers
- The Public Service Alliance of Canada

• Social justice partnerships

The CTF/FCE continues to be a sought-after partner for many non-governmental organizations working to advance social justice. We are currently working in partnership with:

- Harmony Movement
- Momentum Canada
- White Ribbon





• **Francophone partners**

- Association canadienne d'éducation de langue française (ACELF)
- Commission nationale des parents francophones
- Fédération des communautés francophones et acadienne du Canada (FCFA)
- Fédération de la jeunesse canadienne-française
- Fédération nationale des conseils scolaires francophones (FNCSF)
- Global Centre for Pluralism
- Regroupement national des directions générales de l'éducation
- University of Quebec in Rimouski
- Centrale des syndicats du Québec

The CTF/FCE also sits on various committees and working groups in the Francophonie within Canada and internationally:

- Tripartite Committee (coordinated by the FNCSF)
- Leaders' Forum (avec la FCFA)
- National Round Table on Education (for French as a First Language)/Table nationale sur l'éducation (its activities are

overseen by the FNCSF)

- National French as a Second Language Table (funded by Canadian Heritage)
 - Comité d'orientation de la formation en construction identitaire (led by ACELF)
- Other ongoing partnerships include the following organizations:
- Assembly of First Nations
 - Association of Canadian Deans of Education
 - Canadian Association of Principals
 - Canadian Association of School System Administrators
 - Canadian Education Press Association (alongside communications colleagues from Member and Associate Organizations)
 - Canadian Organization for the Development through Education
 - Canadian School Boards Association
 - Carleton University
 - CBC Kids News Editorial Committee
 - Council of Ministers of Education, Canada
 - MediaSmarts
 - National Indigenous Education and Reconciliation Network



EVENTS

I appreciate that the CTF/FCE and Member Organizations are asking our governments the tough questions and lobbying for better working conditions and funding.

Participant, 2024 World Teachers' Day Celebration

2024 World Teachers' Day Celebration

The 2024 World Teachers' Day celebration took place at the Arts Court Theatre in downtown Ottawa on October 3. Hosted by journalist Rachel Gilmore, this event combined inspiring panel discussions with influential teachers (including OECTA and STF members) and Dr. Chris Bruckert from the University of Ottawa, reflecting on the triumphs and challenges of Canada's publicly funded education system. CTF/FCE President Heidi Yetman also facilitated a conversation with Chandra Pasma, Ontario NDP MPP for Ottawa-West—Nepean.

2024 National Staff Conference

The 2024 CTF/FCE National Staff Conference was held in Ottawa from November 14 to 16, 2024. Under the theme, "United in Action: Building, Connecting, and Protecting Public Education", participants from every province and territory in Canada, had the opportunity to learn, engage in discussions, share innovative ideas, and create meaningful connections. A highlight of the event was the exceptional lineup of speakers and presenters – staff from Member and Associate Organizations led five breakout sessions and one plenary session.

Speakers included Domenic Bellissimo on building stronger union solidarity and Gregg Brown on being future ready through uniting others to take action.

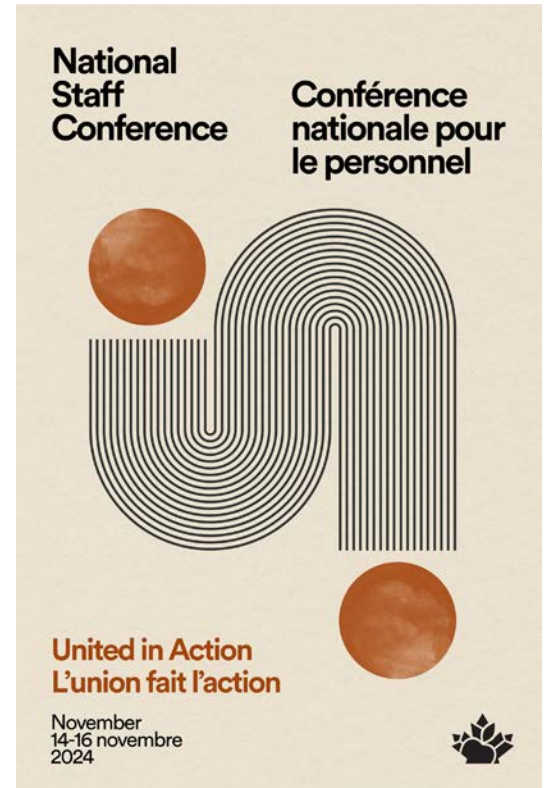
2025 Women's Symposium

The 2025 CTF/FCE Women's Symposium, co-hosted by The Alberta Teachers' Association, took place on May 8-10 in Banff. With a record-breaking 300+ attendees, this year's event was a call to action that empowered members who identify as women to "stand in your power". Keynote speakers, including Becky Pringle and Dr. Lisa Belanger, ignited a fire within attendees to fiercely advocate for the rights of every student, while also prioritizing their own well-being. Presenters from Member Organizations offered a total of nine breakout sessions throughout the event. The atmosphere throughout the Symposium was electric, leaving participants feeling not just energized but deeply inspired. Beyond the formal sessions, meaningful connections were forged, and attendees departed with a practical toolkit of strategies, ready to confidently navigate the complexities and challenges they encounter in their professional and personal lives.

Networking with colleagues from across the country remains one of the greatest joys and best professional development.

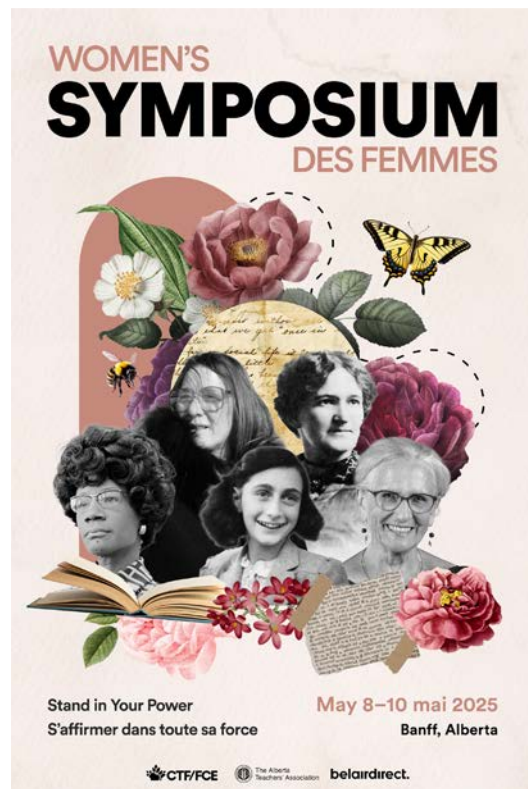
Participant, 2024 National Staff Conference





*This was a beautiful
 event. I feel empowered,
 validated, and can now
 see myself in positions
 of leadership.*

– Participant, 2025
 Women's Symposium



CTF/FCE STAFF

The CTF/FCE team is comprised of 31 permanent, full-time staff. With the dedication of staff and the direction of the Board, the CTF/FCE fulfills its mandate in service to Member and Associate Organizations.

GOVERNANCE AND PUBLIC AFFAIRS

Governance

- Cassandra Hallett, Executive Director
- Claudia Guidolin, Associate Executive Director
- Johanne Deschamps, Executive Assistant
- Cheryl Dourian, Executive Assistant, Governance and Human Resources

Public Affairs

- Nika Quintao, Director
- Rolf-Carlos Klausener, Strategic Communications Coordinator
- Mark Garcia, Advocacy and Government Relations Coordinator
- Julieanna Mawko, Public Affairs Associate
- Julie Nyenkamp, Graphic Designer
- Obianuju Harbor, Meeting and Event Planner
- Lynne Parisien, Public Affairs Assistant (through January 2025)
- Gasline Deslouches, Public Affairs Assistant (as of February 2025)

MEMBER SERVICES

Francophonie Program

- Brigitte Bergeron, Director (through May 2025)
- Josianne Beaumont, Program Officer (Director as of June 2025)

International Cooperation Program

- Beverley Park, Director
- Salwa Maadarani, Administrative Assistant
- Cheryl Sheffield, Program Officer
- Nicole Boissonneault, Program Officer

Research

- Nichole Grant, Director
- Mia Travers-Hayward, Researcher and Policy Analyst (on leave)
- Iyanuoluwa Akinrinola, Researcher and Policy Analyst (contract)



Teacher Welfare and Collective Bargaining

- Mischa Terzyk, Director
- Richard Riel, Researcher

OPERATIONS

Finance

- Samantha Perrin, Chief Financial Officer
- Jo-Ann Gallant, Finance Assistant – Payroll
- Jamil Zahoor, Finance and Office Clerk

Information Technology, Building, and Documentation Services

- Jean-Louis Lauriol, Network and Computer Systems Administrator
- Alain Monette, Building and Documentation Administrator
- Megan Edwards, Operations Assistant

Linguistic Services

- Marie-Caroline Uhel, Head
- Marie-Hélène Larrue, Translator
- Aurore Alessandra, Translator


2024-2025 COOP STUDENTS


- Onsum Woo, University of Ottawa – Fall Term
- Evert Alasdair Lindquist, Carleton University – Fall Term
- Ijeoma Francisca Ukazu, Carleton University – Fall Term
- Dieynaba Sow, University of Ottawa – Winter and Summer Terms







Action Resolutions

Resolutions carried by the AGM become the mandate of the CTF/FCE. Below is an overview of resolutions from the 2024 AGM, as well as ongoing resolutions from past years, and their status:

 Completed work

 Ongoing work

Related Initiatives and Resolution	Status
Strategic Goal 1: To support Member and Associate Organizations, and – by extension – to make a positive difference for the over 370,000 teachers and educators the CTF/FCE represents.	
Funding to support English-as-an-Additional-Language or French-as-an-Additional-Language BE IT RESOLVED THAT the Canadian Teachers’ Federation lobby the federal government for dedicated funding to support English-as-an-additional-language (EAL) or French-as-an-additional-language (FAL) students and programs to support students new to Canada proportional to the number of immigrants who will be eligible for EAL or FAL, and dedicated programming for immigrant and refugee students. (AGM 2024, II-F)	
Guidance and Support for Internationally Educated Teachers BE IT RESOLVED THAT the Canadian Teachers’ Federation create and maintain a repository of information from each province and territory that provides guidance and support for internationally educated teachers on obtaining certification and employment in the Canadian jurisdiction in which they are seeking to work. (AGM 2024, II-G)	
Reimbursement of Travel Expenses for Casual Teachers THAT the Canadian Teachers’ Federation increase its lobbying efforts with the Canadian government to enable teachers who work on a casual daily basis and are not reimbursed for travel expenses, to deduct these costs from their annual taxes. (AGM 2024, II-H)	
Work Group on Climate Change THAT the CTF/FCE establish a Work Group on Climate Change comprised of five representatives of Member Organizations and two Executive members to study the impact of climate change on public education and the role of public schools and teachers’ unions in addressing climate change. (AGM 2024, II-I)	 The Work Group is established. See report to the 2025 AGM for an update.

Implementation of the Democratic Rules of Order



THAT the CTF/FCE adopt the Democratic Rules of Order effective September 2024 for the Executive, the Board of Directors, and the Annual General Meeting (AGM), with Robert's Rules operating as a secondary authority to fill potential gaps. (AGM 2024, I-F)

And, THAT Item 18.2, Parliamentary Procedures, of Bylaws Article 18 be amended as follows:

BYLAWS ARTICLE 18 – MISCELLANEOUS

18.2 Parliamentary Procedures

Except as stated to the contrary, the official authority for the conduct of any CTF/FCE business shall be the Democratic Rules of Order, with Robert's Rules operating as a secondary authority to fill potential gaps.

Strategic Goal 2: To be a strong and recognized voice for quality inclusive public education – the teaching profession, the rights of teachers and education workers, and social justice in education.

Pilot Project for Professional Integration of Immigrant Teachers, funded by Canadian Heritage



Training sessions for teachers and mentors in August 2025.

Section 43 of the *Criminal Code*

THAT the CTF/FCE advocate to **ensure the *Criminal Code* of Canada provides clear and adequate protection for teachers who intervene physically to protect a student from self-harm or harm to others**, in Section 43 or other sections. (AGM 2020)







The dissolution of Parliament in March 2025, terminated related Bills. The CTF/FCE is meeting with the new government.

Advocate for the implementation of the federally funded National School Food Program






As of March 10, all provinces and territories have signed agreements with the federal government.



<p>Creation of a CTF/FCE Award for Contribution to Advancing Labour Rights</p> <p>THAT the CTF/FCE explore the creation of an award to recognize and celebrate individuals who have made significant contributions to advancing the labour rights of teachers, educators, and/or their unions, as part of the CTF/FCE's re-examination of awards and tributes, and report back to the Board of Directors at their November 2024 meeting.</p>	 <p>The Board of Directors amended the existing Special Recognition Award, such that, whenever possible, one of the up to three annual awards recognizes a member for meritorious service advancing labour rights.</p> <p>Ongoing review for 2025-2026 for Indigenous Tributes.</p>
<p>Combatting and Halting the Privatization of Education</p> <p>THAT the CTF/FCE prioritize combatting and rolling back the privatization of education by implementing a plan for research and advocacy, developed in consultation with the National Teacher Research Network and the National Strategic Communications Network. (AGM 2024, I-G)</p>	 <p>See Phase 1 Report to the 2025 AGM.</p>
<p>Policy Regarding Students' Right to Read and Opposition to Book Banning</p> <p>BE IT RESOLVED THAT Policy 1.2.5 be amended by the addition of a subsection to read:</p> <p>1.2.5.X that all students have the freedom to read and be exposed to diverse perspectives, and therefore, all campaigns and efforts to ban or restrict books should be opposed.</p> <p>(AGM 2024, NR-2)</p>	
<p>Strategic Goal 3: To strengthen and defend public education in Canada and globally.</p>	
<p>Artificial Intelligence</p> <p>BE IT RESOLVED THAT the Canadian Teachers' Federation lobby Education International, the Government of Canada, and the Council of Ministers of Education Canada to develop model strategies, policies, and legislation to ensure that artificial intelligence tools used in education settings are evaluated before implementation to preserve student and school personnel safety and privacy, and protect against commercial exploitation, unauthorized appropriation of information, bias, discrimination, and other potential harm, and that the Federation support Member Organizations in similar efforts at the provincial and territorial levels. (AGM 2023, II-B.1)</p>	 <p>See Take Action webpage</p>



<p>BE IT RESOLVED THAT the Canadian Teachers' Federation lobby the Council of Ministers of Education Canada to develop model policies to ensure that consideration of the nature, benefits, and dangers of artificial intelligence (AI), including underlying algorithms and related data collection/use, is integral to implementation of and instruction relating to the use of AI technology in school settings, and that the Federation support Member Organizations in similar efforts at the provincial and territorial levels. (AGM 2023, II-B.2)</p>	
<p>Federally Funded Schools</p> <p>BE IT RESOLVED THAT the Canadian Teachers' Federation investigate the feasibility of organizing federally funded schools. (AGM 2024, II-K)</p>	 Feasibility Study to 2025 AGM
<p>Confronting and Preventing Hate in Canadian Schools</p> <p>Support the Canadian Anti-Hate Network's Toolkit</p> <p>THAT the CTF/FCE support the Canadian Anti-Hate Network's Confronting and Preventing Hate in Canadian Schools toolkit, including sharing it with Member Organizations and encouraging them to distribute it amongst their members. (AGM 2024, II-A)</p>	 The CTF/FCE will share this resource in September once the Network has revised the toolkit and finalized the French language version.
<p>Strategic Goal 4: To foster connections and collaborations with and among Member and Associate Organizations to advance the Objects of the Federation.</p>	
<p>Participation on the CTF/FCE Executive</p> <p>THAT the CTF/FCE investigate barriers to participation on the CTF/FCE Executive and report their findings to the CTF/FCE Board of Directors by February 2025. (AGM 2024, II-D)</p>	 Stems from Board April 2024 resolution on implementation of the strategy to increase diversity on the Executive
<p>Designated Seats on the CTF/FCE Executive</p> <p>THAT Bylaws Article 10, Officers, be amended to read:</p> <p>One Vice-President position shall be only open to a person who identifies as First Nation, Métis, or Inuk; someone with a disability; two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, plus (2SLGBTQQIA+), or non-binary; racialized; or francophone.</p>	



Designation of Schools and Educational Institutions as Sanctuary Spaces



BE IT RESOLVED THAT the Canadian Teachers’ Federation, through Education International, advocate with responsible international bodies to designate schools and educational institutions as sanctuary spaces, making their occupation, conversion to military purposes, or destruction by military forces (including irregular military forces) a crime under international humanitarian law.

Ongoing Board Resolutions

Retention and Recruitment Strategy (Board, July 2023)

Pan-Canadian Strategy Regarding Retention and Recruitment

THAT the CTF/FCE develop and coordinate a pan-Canadian strategy to address teacher retention and recruitment, in consultation with the Board of Directors, as a priority in 2023-2024, to build and launch a national response to this crisis.



Parachute editions 1 and 2 complete

July 2025 AGM pan-Canadian survey report

Policy Review (AGM 2023)

BE IT RESOLVED that the Executive of the Canadian Teachers’ Federation consider a review of CTF/FCE policies and procedures that support inclusion and diversity of membership at all areas of governance and decision making with a goal of increasing diversity in delegates as part of their ongoing work related to Eliminating System Racism, Oppression, and Discrimination (ESROD), specifically recommendation ESROD 10.



Fall 2025 – Phase I Context of the Guiding Principles and Policies

Winter 2026 – Phase II Guiding Principles

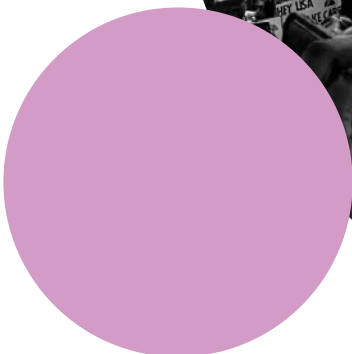
Self-Identification Data (Board, April 2023)

THAT the CTF/FCE stay current and up to date on how Canadian universities and other public bodies are developing policies and practices aimed at eliminating Indigenous identity fraud and on how they will work to verify self-identification. It is recommended that the CTF/FCE keep this at the forefront and adjust as needed in the future as this work and policy development unfold in Canada.



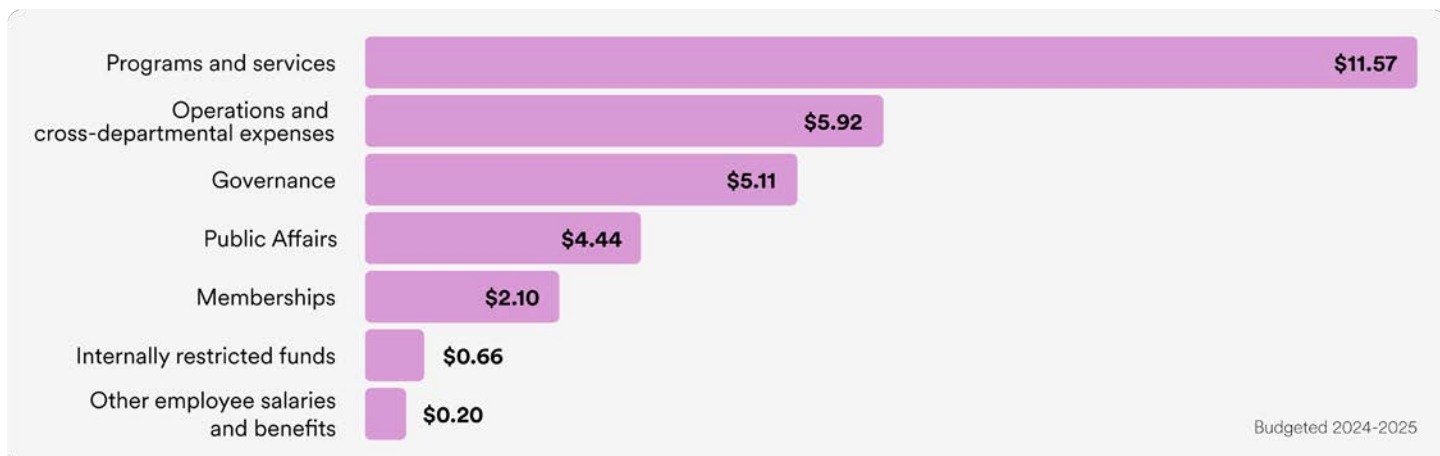
Compendium Report, as a living document, to 2025 AGM





Fees

Each teacher pays \$30.00 per year. Where does it go?

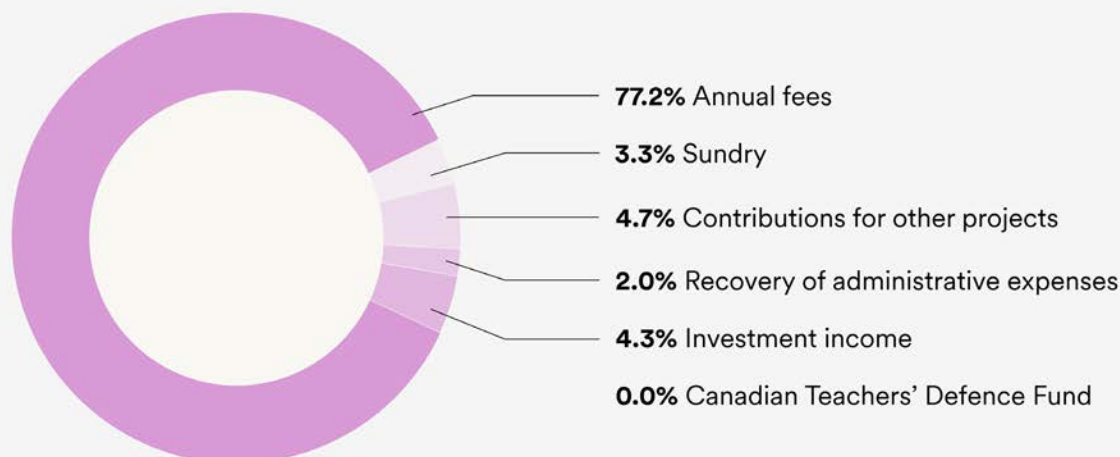


Budget

Revenue	Approved budget
Fees from Member Organizations	8,020,500
Fees from Associate Organizations	11,000
Member and Associate Organizations – Voluntary contributions	1,090,500
CTF/FCE events	192,000
Endowment fund	23,000
Externally funded projects	926,000
Sundry revenue	110,000
Investment income	125,000
Total revenue	10,498,000

Expenses	
Governance	1,783,500
Public Affairs	1,547,500
Programs and services	4,036,000
Operations and cross-departmental expenses	2,065,500
Memberships	733,500
Other employee salaries and benefits	70,000
Internally restricted funds	230,000
Total expenses	10,466,000
Excess of revenue over expenses	\$32,000

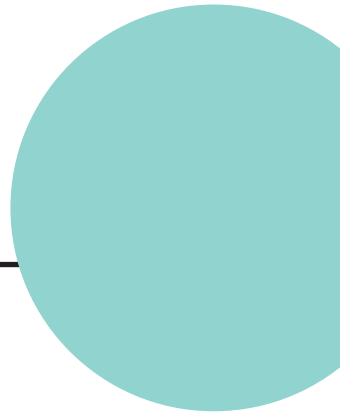
Source of Revenue



Statement of Revenue and Expenses

Revenue	2024	2023
Annual fees	7,760,595	7,455,141
Voluntary contributions from Member Organizations	859,907	
Investment income	429,055	341,785
Recovery of administrative expenses	199,996	52,800
Contributions for other projects	469,106	258,020
Sundry	331,521	329,409
Total revenue	10,050,180	8,437,155

Expenses		
Governance	1,760,776	1,592,696
Public Affairs	1,326,251	1,297,860
Programs and services	3,415,349	1,976,680
Operational and cross-departmental expenses	1,944,561	1,755,760
Memberships	724,084	660,521
Amortization of capital assets	161,876	158,681
Loss on disposal of tangible capital assets	819	2,726
Other employee salaries and benefits	173,640	78,688
Total expenses	9,507,356	7,523,612
Excess (deficiency) of revenue over expenses	542,824	913,543



Awards





PUBLIC EDUCATION ADVOCACY AWARD

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

Brandi Rai

Nominated by The Alberta Teachers' Association (ATA)

Brandi Rai is a remarkable champion of publicly funded education in Canada. Her exceptional dedication to public education sets her apart as a tireless advocate and leader. With her experiences as a parent of five children in Edmonton's public schools, Brandi's commitment is evident in her active involvement in school councils, fundraising efforts, and volunteer work.

Elected as a Board Director of the Alberta School Councils' Association (ASCA) in 2016, Brandi quickly demonstrated her leadership qualities, becoming Vice-President in 2018 followed by President in 2020. Her steadfast service has been instrumental in strengthening public education, as she guided ASCA to become a powerful advocate for parents, students, and the broader community.

In 2022, Brandi Rai and ASCA collaborated with the ATA to launch the Stand for Public Education campaign, urging Albertans to actively support public education. This joint initiative underscored the unity of the two Associations, representing parents and teachers in advocating for a strong public education system.

Brandi challenges the provincial government to invest in public education, emphasizing that parents should not bear the burden of fundraising for essential school resources. Her dedication to equitable quality public education, unwavering commitment, and leadership within ASCA have strengthened the bonds between parents, teachers, and the broader community in the pursuit of an exceptional public education system.





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.

Following the 2024 CTF/FCE AGM adoption of a resolution to explore the creation of an award to honour contributions to advance labour rights, the Board of Directors amended the existing Special Recognition Award, such that, whenever possible, one of the up to three annual awards recognizes a member for meritorious service advancing labour rights.

Monica Rusnak

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

Monica Rusnak began her teaching career with the Ontario North East District School Board in 1988, teaching across all divisions. She held numerous leadership roles in her local, including Vice-President, Chief Negotiator, Collective Bargaining Representative, and Chair of Political Action, Status of Women, and Social Justice and Equity Committees. From 2006 to 2017, Monica served as President of the Ontario North East local.

At the provincial level, Monica has been a member of several ETFO task forces, chaired the Pension Committee, and served on the Ontario Teachers' Pension Plan Benefits Adjudication Committee. She joined the ETFO's Provincial Executive in 2010 and became a governor of the Ontario Teachers' Federation in 2013. In 2015, she

attended the Governor General's Canadian Leadership Conference, which gathers Canada's emerging leaders.

In 2017, Monica was elected Vice-President of the ETFO. Since then, she has liaised with 13 ETFO Standing Committees and served on the ETFO Humanity Fund board. Additionally, she held the position of Vice-President of the Ontario Federation of Labour and was a member of its Women's Advisory Committee.

Monica is recognized as a principled and positive leader, as well as a passionate role model for women in both the union and the teaching profession.





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.

James Ryan (posthumous)

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

For over 30 years, James Ryan was known to many across Canada's education sector. He was a teacher with OECTA's Toronto Elementary Catholic Teachers unit, where he taught at both the elementary and secondary levels, and served as a special education resource teacher. From 1997 to 2000, James served as an Ontario Teachers' Federation Governor, and in 2002, he was elected as a Councillor on the OECTA Provincial Executive. James went on to hold every position on the Provincial Executive, except Treasurer. James served his inaugural two-year terms as OECTA President, first from 2009 to 2011 and then from 2013 to 2015. During these terms, he was also a member of the CTF/FCE Board of Directors.

Through each of his roles, James demonstrated his passion for marginalized individuals and communities. He dedicated his time and energy to many labour

and social justice initiatives and served on numerous committees, including the CTF/FCE Human Rights and Diversity Committee. He co-chaired the Ontario Coalition for Social Justice and was instrumental in OECTA's participation in the 2010 World Pride Parade in Toronto. Additionally, he supported the building of a school in Haiti and played a key role in OECTA's commitment to the Onigaming Summer Literacy Camp in partnership with First Nations, Métis, and Inuit communities – a cause that OECTA continues to support to this day.

On January 2, 2025, James passed away peacefully following a long illness. He will be remembered for his infectious humour and humble leadership, as not only a leader but a friend to many. James' dedication to justice, equity, and community will continue to inspire many.





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.

Steve Brooks

Nominated by the Nova Scotia Teachers Union (NSTU)

Steve Brooks' career in education and union leadership spans decades of dedication, advocacy, and remarkable achievements. A proud graduate of Memorial University with a Bachelor of Arts, Bachelor of Education, and Master of Education, Steve has continuously pursued professional growth through further studies at Queen's University and the University of Windsor.

He began his teaching career in Newfoundland and Labrador before advancing to roles as Principal, Senior Education Officer, and Associate Assistant Director of Education. His commitment to supporting educators led him to the Newfoundland and Labrador Teachers' Association, where he served as Administrative Staff Officer, Assistant Executive Director, and Executive Director. He was then elected as Executive Director of the Nova Scotia Teachers Union (NSTU).

Steve's leadership tenure has been characterized by a strategic vision and unwavering dedication to public

education, member advocacy, and organizational growth. Under his guidance, the NSTU developed a comprehensive mobilization and strategic plan, ensuring the union remains proactive and responsive to its members' needs.

A tireless advocate for teachers, Steve played a crucial role in negotiating landmark agreements in both provinces, resulting in improved working conditions, better school counselor allocations, additional non-contact days, and the highest salary increases in Atlantic Canada. He also significantly contributed to protecting the professional status of School Psychologists and Speech-Language Pathologists by resisting government efforts to remove them from union membership. Steve's incredible contributions and unwavering dedication have strengthened teacher pensions and reinforced the collective strength of educators.





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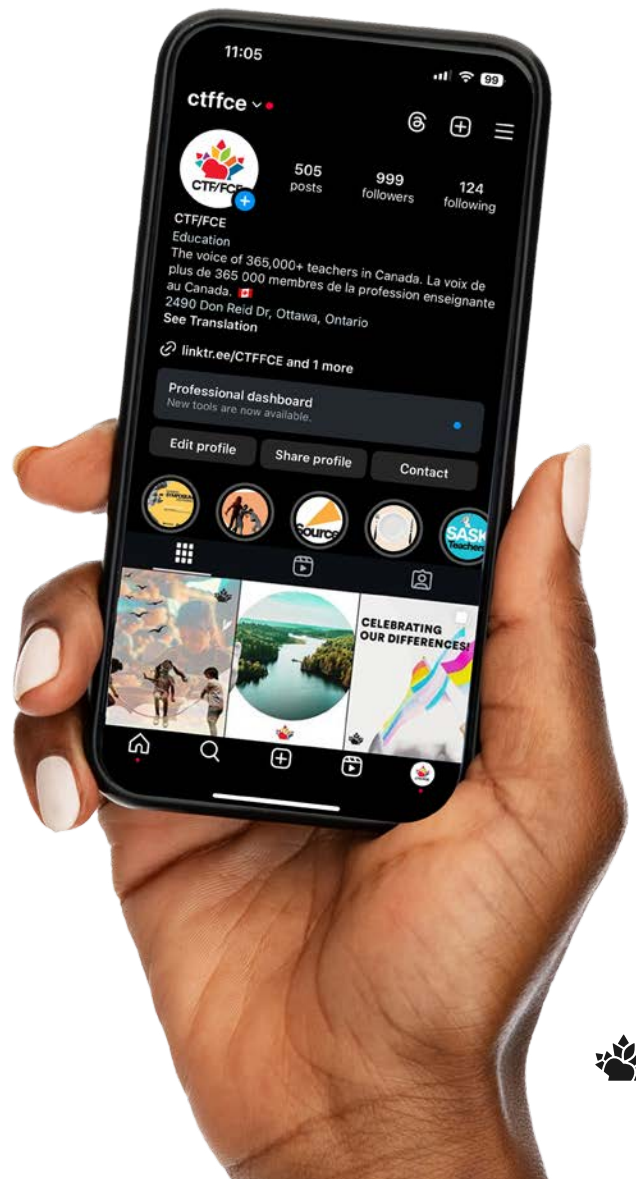
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Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants

300 Sparks Street, #200
Ottawa, Ontario K1A 0J6 Canada
www.ctf-fce.ca

New office effective September 1, 2025

Phone: 613-232-1505
Toll-free: 1-866-283-1505
Fax: 613-232-1886

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