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R **E** **p** **o** **r** **t**

2025-2026



Les membres apprécient, avant tout, le rôle rassembleur de la CTF/FCE, qui crée un espace collaborateur et de solidarité entre les organisations membres. Ceci renforce notre voix collective pour défendre l'éducation publique à l'échelle nationale.
Lillian Klausen, la Manitoba Teachers' Society
Membre du Bureau de direction de la CTF/FCE.

"Seeing the Board members turn out in force to support our "Beyond Quick Fixes" panel showed the strength in numbers that the CTF/FCE provides to Member Orgs across the country."
Clint Johnston - president, CTF/FCE

During these uncertain times, it is crucial for organizations to unite and support each other. It is by supporting each other that we can accomplish great things.



Public education opens doors for every child, in every community. So those speaking out and standing strong - know that your commitment is shaping a better future. We stand together.
- Heidi Ryder, New Brunswick Teachers Association, CTF/FCE Board

CTF/FCE continues to stand up for equity, inclusion, and opportunity for every student. Thank you for your leadership, solidarity, and unwavering commitment to the future of our communities.
Jill Swaan
Manitoba Teachers' Society

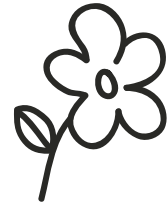


CTF/FCE is the essential national voice of teachers.
OTF/FEO is proud to be a part of the great work that CTF/FCE provides. Solidarity!
Chris Couley, OTF President

Grâce à la FCE et à son plaidoyer continue en faveur du Programme national d'alimentation scolaire financé par le gouvernement fédéral, le tout s'est concrétisé. Je suis fier de cette réalisation parmi d'autres de la FCE!
Anne Lavoie
Association des enseignantes et des enseignants franco-ontariens membre du CTF de la FCE



The foundation of a thriving, democratic and equitable society is high quality public education.



Being part of the CTF/FCE as ^{teacher} member organizations enables sharing of challenges and solutions while standing in solidarity to protect and strengthen publicly funded public education from coast to coast.
Connie Keating, NBTA, CTF/FCE VP

Les données du sondage Parachute nous appuient dans nos revendications et nous donnent un portrait réel de la situation au niveau de l'éducation financée par les fonds publics d'un bout à l'autre du pays. C'est une mine d'or!
- Gabrielle Lemieux, Association des enseignantes et enseignants franco-ontariens, membre du Conseil d'Administration de la CTF/FCE.

"It is purely about the cross-country relationships for me. I am a better educator, unionist, $\frac{1}{2}$ person as a result."

- Trent Langdon,
Newfoundland $\frac{1}{2}$ Labrador Teachers' Assoc.
CTF-FCE Board Member

Public education depends on the collective strength of teachers and education workers standing together to protect the conditions that make learning possible. When we are united and in solidarity, we are not only supporting each other - we're defending a strong, safe, and equitable public education system for all students. Amber Mitchell BCET

For a small teacher organization such as ours knowing that the CTF/FCE works to support and strengthen public education for all organizations across the country is very important to our members. We do not have to go it alone!

Andy Doran
PEITF
CTF/FCE Board Member

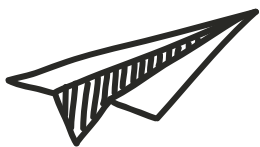


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Member Organizations



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



Yukon
Association
of Education
Professionals



Associate Organizations



New Brunswick
Teachers' Federation
Fédération des enseignants
du Nouveau-Brunswick



Ontario Teachers' Federation
Your Voice. Your Strength.

the CTF/FCE At a glance

The Canadian Teachers' Federation

The CTF/FCE is Canada's bilingual and largest alliance of teachers and education workers working collectively to strengthen public education.



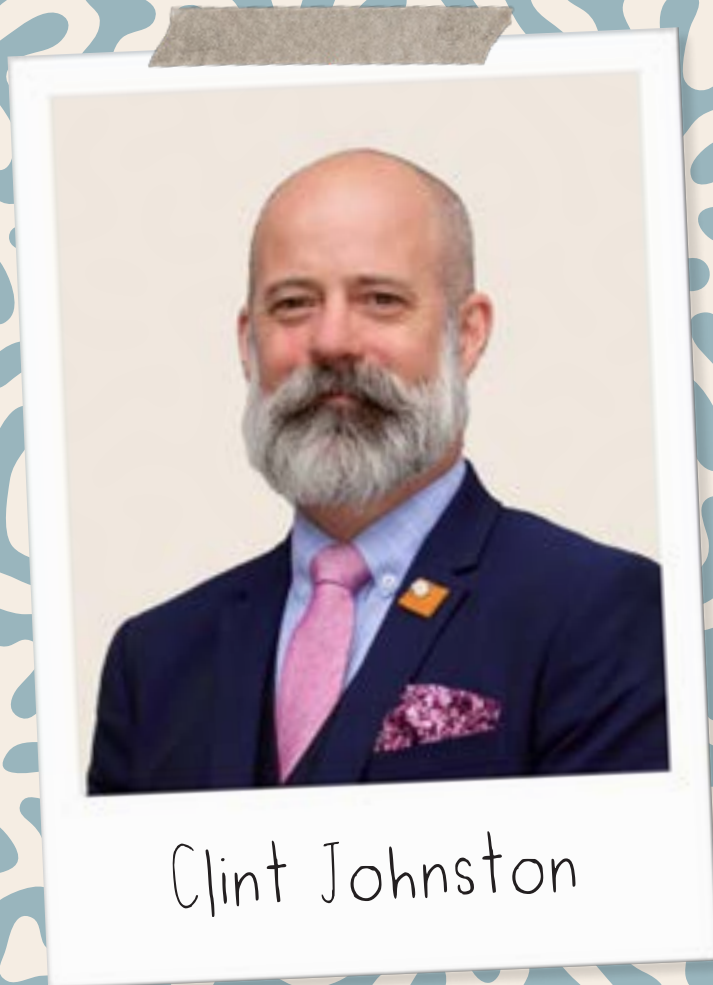
Our Vision

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 and defender of public education, labour rights, and social justice in the education sector.





Clint Johnston

President's Message

As I look back on my first year as CTF/FCE president, I keep coming back to a quote from Dieter Uchtdorf: “It is your reaction to adversity, not adversity itself that determines how your life’s story will develop.” This last year was another in which we collectively faced adversity in many forms, ranging from everyday individual adversities in our schools to collective adversities nationally and around the world. Not only does public education continue to sit at a precarious and critical juncture, but the very democratic fibre of our local, national, and global communities are under growing threat. Never has our daily work been more critical to protecting the rights and norms we have spent our lives taking for granted. We have spent our lives watching social progress march forward – slowly, imperfectly, inequitably, but always forward – and now we face the very real prospect of seeing that progress reversed. Against that sobering backdrop, and with Dieter’s words in mind, it has been a privilege to witness first-hand the reaction of our members across the country.

As I attended annual meetings and assemblies, speaking with and listening to our members, it became clear that the response is consistently the same: to keep fighting for what we know is possible and right, both individually and collectively. The real stories of struggles, successes, and determination in the face of adversity are what I draw on when advocating on their behalf – those truths move those in power in a way that numbers alone never can.

It has been a privilege to work alongside our provincial and territorial organizations in defense of educators’ essential mission – work that sustains public education and the fundamental role it plays in our democracy. Together, we can use our collective strength and voice to ensure that public education fulfills its promise to the next generation of Canadians: a future that continues to move forward for everyone.

POLITICAL INSTABILITY

Wherever I spoke throughout this past year, I returned to a set of key themes marking our profession: the growing consolidation of political power, the erosion of democratic norms, increasing violations of human rights, and growing economic pressures facing working people. What was once a slow erosion of democratic norms and social civility has rapidly become a landslide – and our schools are not immune. Schools and their communities are inextricably linked: as goes the community, so goes the school. This means we are dealing increasingly with issues that are not solely education issues, but social issues manifesting within our schools.

Unfortunately, the violence associated with the increasingly toxic, angry, and aggressive social discourse is a model students have become inured to. We are more frequently adjacent to, or the focus of, violent behaviour in our workplaces – a working condition no one should ever have to tolerate. The physical and mental toll of this is only exacerbating the challenge of retaining and recruiting teachers – the people keeping a struggling system afloat. And this crisis deepens every day, as educators are forced to do more with less.

Investments in education are consistently failing to keep pace with increasing costs – let alone the social and emotional costs of our increasingly complex professional reality. In order to fulfill the promise of Canadian public education, governments at all levels need to recognize that tackling the issues straining our profession will require significantly more support.

Increasingly, and in solidarity, we are amplifying the call for change. Our combined voice – 370,000 strong – is compelling governments to act and holding them to account. Progress may feel incremental at times, but forward movement is inevitable.



SOLIDARITY

Speaking of moving forward, we continue to advocate for human rights, diversity, equity, and inclusion, particularly in the context of education, both nationally and internationally. In Saskatchewan, government policy targeting transgender youth continues to violate fundamental human rights. The CTF/FCE remains an intervenor alongside other labour organizations as the case moves toward the Supreme Court of Canada in 2027, where we will continue to fight for the protection of human rights against the inappropriate use of the Notwithstanding Clause. We cannot allow the rights of any Canadian to become subject to political whims.

Supporting the ATA and the Shameful Use of Notwithstanding Clause Across Canada

One of the most visible and shameful attacks on public education and teachers was the use of the Notwithstanding Clause by the Alberta government to pass Bill 2 – removing the right to strike from our colleagues in the Alberta Teachers' Association (ATA). The ability to collectively bargain is one of the most fundamental protections workers have against the power imbalance between employer and employee, especially when that employer is effectively the government itself. To strip workers of that right is to leave them fully exposed to the political whims of the government of the day – and that is something we will never accept. We will continue to support the ATA in every way we can as they fight this deeply troubling misuse of the Notwithstanding Clause.

LISTENING TO MEMBERS ACROSS CANADA

Perhaps the most rewarding part of this work is the opportunity to connect directly with members in every province and territory, particularly at annual meetings and assemblies. While keeping members informed on the work of the CTF/FCE matters, I believe the greater value of these visits lies in real conversation. Whether at AGMs or the social events that follow, these first-person interactions add a human texture that both deepens and strengthens our data-driven advocacy – and complements the

jurisdictional work of our Member and Associate Organizations. Ensuring that members see their everyday realities reflected in our national work is what makes this representation meaningful, and it is truly a privilege to do it.

ON THE GLOBAL STAGE

UNESCO World Summit on Teachers

In Santiago, we had the opportunity to help shape the [Santiago Consensus](#): a comprehensive framework that both demands and provides direction on sustainable investment in the teaching profession in order to address a worldwide shortage of roughly 45 million educators. Speaking on the AI in education panel was an opportunity to bring CTF/FCE research and real educator stories to a global audience. One of the Summit's most important outcomes was the formal recognition that the teacher-student relationship is part of our shared human heritage – affirming that AI and other technologies should only ever support the work of human teachers, never replace it.

Education International's Global Conference on Artificial Intelligence

Building on the World Summit, the December 2025 EI Global Conference on Artificial Intelligence was another opportunity to engage with and learn from international colleagues on AI's impacts on public education. Through both leadership and staff participation, the CTF/FCE contributed our perspectives while deepening our understanding of the rapidly evolving needs of members on the ground. The conference reinforced our standing as a leader in this work internationally – and generated new opportunities to ensure Canadian educators remain at the forefront of knowledge and practice on AI in education.

International Summit on the Teaching Profession

In March, I participated in the 2026 International Summit on the Teaching Profession (ISTP) in Tallinn, Estonia. The CTF/FCE was part of the Canadian delegation alongside our sister union, the Centrale des syndicats du Québec (CSQ), and



the Council of Ministers of Education, Canada (CMEC). Sitting alongside CSQ leadership was another valuable opportunity to strengthen our relationship with francophone colleagues in Quebec and continue building the solidarity that will carry us through the fights ahead.

We made the most of every thematic session, contributing multiple times to ensure the voice of Canadian teachers was heard throughout the Summit. At a table shared with internationally influential ministers and union leaders, it was important to bring both the successes and the very real challenges facing educators in Canada. The work of our members deserves to be recognized internationally – and so do the realities they continue to face in schools and communities across the country.

During the final session of each ISTP, participating country delegations are expected to present three commitments. This year, the CTF/FCE and the CSQ were disappointed that the Chair of the CMEC and Head of the Canadian delegation, Minister Lebel, chose not to present commitments, instead offering only “priorities/statements.”

ADVOCACY IN ACTION



18+

meetings with Parliamentarians and the federal government



43 meetings and events

representing Canadian educators across Canada and around the world

(including MOs/AOs annual meetings, rallies, conferences, etc.)



31+

speaking engagement

(including media interviews, podcast recordings, panelist, remarks, etc.)

(From August 2025 to June 2, 2026)

Expansion of the National Student Loan Forgiveness Program

There are few things more rewarding than achieving a concrete benefit for members across the country. One important success this past year was the inclusion of teachers and early childhood educators working in rural and remote communities in the Canada Student Loan Forgiveness program. This was a major advocacy priority that we raised at every opportunity with senators, members of Parliament, and government officials. Building those relationships takes time, but it is essential work that allows us to advance meaningful initiatives like this one.

Those relationships matter beyond any single win. We need to be more than just another meeting on a crowded schedule – we need to be trusted voices that governments are prepared to listen to and work with. Our connections within the broader labour movement have helped strengthen that standing, bringing educators’ concerns to the table early and ensuring they are taken seriously. We will keep building those relationships, because the issues facing our members demand nothing less.

I hope this year has reaffirmed for you, as much as it did for me, that our work goes far beyond teaching children – it goes to the heart of the kind of society we are building together. You are helping shape compassionate, empathetic, open-minded, and critically minded people who will define the future of our democracy. There is truly no more important work than that. So, when the weight gets very heavy and things seem difficult, I hope you remember that – and feel just a little bit lighter.

In solidarity,

Clint Johnston
President







Cassandra Hallett

Outgoing Executive Director's Message

Dear colleagues,

This has been another challenging year for public education. However, in classrooms across the country, you have continued to support the increasingly complex needs of students. Beyond that complexity, you have faced a shortage of colleagues with whom to share responsibilities; increasing school violence; the unregulated proliferation of artificial intelligence (AI); attacks on collective bargaining and human rights; the effects of climate change in classrooms and communities; government overreach and/or negligence; and more.

Despite this, teachers, education workers, Member and Associate Organizations were, again, beacons of hope. Collectively, as the CTF/FCE, that hope translated into solidarity and progress.

I am grateful to CTF/FCE staff colleagues for their efforts to ensure our work is increasingly relevant to the membership. From enhancing the efficacy of our federal advocacy and alliances to safeguarding the best principles of international solidarity in our approach to development cooperation, we have been dedicated in service to you.

This annual report describes many examples of concrete actions that address the challenges named above. Reflecting on much of this year, I invite you to celebrate:

- another impactful National Staff Conference;
- exceptional preparation and support for 46 teachers from across the country participating in Teaching Together;
- our first parliamentary petition;

- customized reporting, presentations, and input for collective bargaining;
- the implementation of federal student loan forgiveness for educators working in rural and remote communities;
- our initiative to address the shortage of French first language teachers;
- the permanence of the National School Food Program;
- timely educator insights through the Parachute Surveys;
- excellent briefs and reports on AI, education governance, privatization, supports for K-12 educators with disabilities, and more;
- securing intervenor status at the Supreme Court of Canada in coalition with the Canadian Union of Public Employees and the Saskatchewan Federation of Labour in defence of 2SLGBTQQIA+ rights;
- our strong presence at the Progress Summit;
- an engaging livestreamed advocacy event with parliamentarians, partners, the public, and the Board of Directors;
- solidarity with colleagues and their unions in Iran, Palestine, Ukraine and many countries affected by conflict or natural disaster;
- another sold-out Women's Symposium (thank you Ontario affiliates); and more.

None of this would have happened without committed colleagues fulfilling the direction set by the Annual General Meeting, the Board, and the Executive. Please thank the staff team; they deserve it!

Lastly, as many of you know, I moved from the CTF/FCE to Education International this spring. As a teacher and unionist, working with



Members and colleagues to strengthen the Federation so that we could, in turn, strengthen public education was a tremendous honour. Sadly, the current context for public education, democracy, and the planet is troubling. Teachers, education workers, and their students in the K-12 public systems need their pan-Canadian federation more than ever. United and together, as Member and Associate Organizations, political leaders and staff, there is much the CTF/FCE can and will accomplish. I wish you every success and look forward to supporting the Federation for years to come, in solidarity.

Thank you,

Cassandra Hallett

Cassandra Hallett
Executive Director,
January 2015–April 2026



GOVERNANCE

As a member-driven organization, the CTF/FCE is shaped by 18 provincial and territorial teachers' organizations that represents teachers and education workers across Canada.

- **370.000+ teachers and education workers**
The largest and bilingual alliance of educators in Canada.
- **18 Member and Associate Organizations**
Representing every province and territory in Canada.
- **Annual General Meeting (AGM)**
(Meets in July)
Inclusive of the Board of Directors, the AGM is composed of delegates representing the CTF/FCE Member Organizations based on their membership. In addition, each CTF/FCE Associate Organization may appoint one non-voting member to participate in the AGM, as well as observers.
- **Board of Directors** ←
(Meets in November, February, April, and July)
→ **Board Committees**
- **Executive** ←
(Conducts the business of the CTF/FCE between meetings of the Board of Directors)
- **President**
The spokesperson of the Federation, representing the collective voice of Canadian educators, both nationally and internationally.
The liaison between staff and elected bodies, guiding the overall affairs of the Federation.

Directors

- o Executive Officers
- o Two voting Directors from each Member Organization (typically the President and the Executive Director/General Secretary)
- o One non-voting Director and one standing Observer from each Associate Organization



Executive Officers

- o President (two-year term).
- o Five Vice-Presidents (two-year term).
 - o Since 2025, one Vice-President position is open only to a person who identifies as First Nation, Metis, or Inuk; someone with a disability; two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, plus (2SLGBTQQIA+), or non binary; racialized; or francophone.
 - o Since 2020, two Vice-President positions are open to persons who identify as women.
- o President-Designate (one-year term, in alternate years).
- o Executive Director (non-voting member).

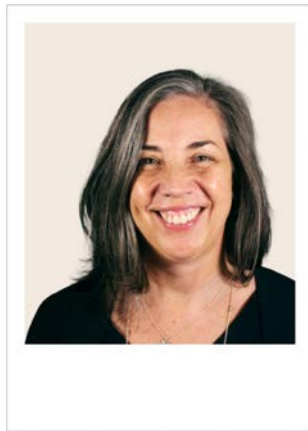
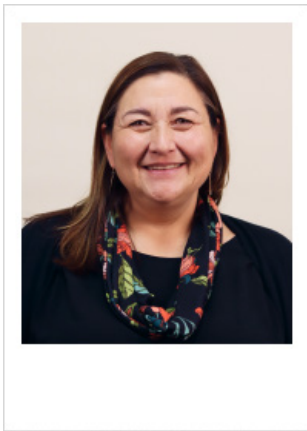
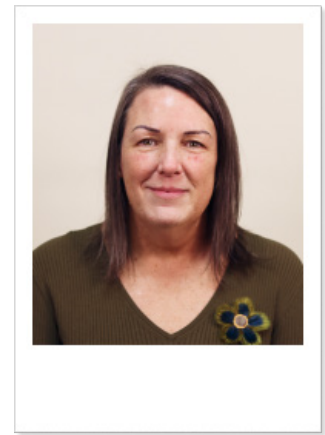
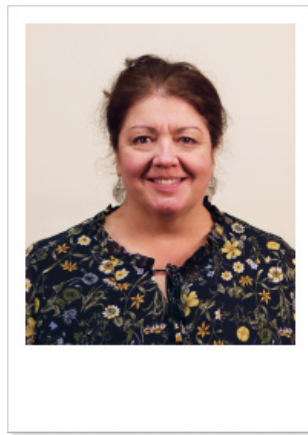
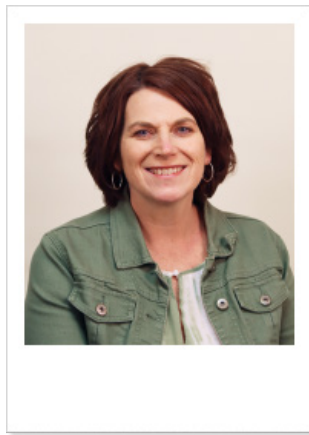
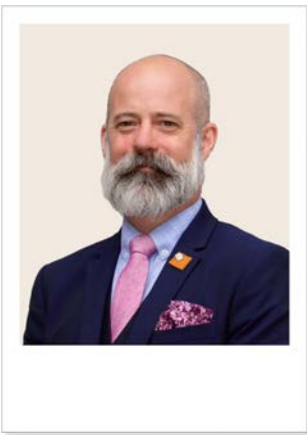
Advisory Committees
and Work Group

Executive Director

Serves as the Federation's chief staff leader, reporting to the Board of Directors and working closely with the President and elected Executive.

Provides values-based leadership to a committed team of approximately 35 staff and works collaboratively with provincial and territorial Member and Associate Organizations to advance shared priorities.

Executive Officers: Class of 2025-2026



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.

Since April 2023, the Executive also acts as the Board of Trustees for the CTF/FCE by ensuring that funds, grants, and monies received by the CTF/FCE Trust are properly administered and accounted for.

Clint Johnston, President
Connie Keating, Vice-President
Lillian Klausen, Vice-President
Rita Mueller, Vice-President
Tesa Fiddler, Vice-President
Trent Langdon, Vice-President
Cassandra Hallett, Executive Director
(until April 2026)
Annette Bouzi, Executive Director
(from June 22, 2026, onward)





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.



Board Members: Class of 2025-2026

MEMBER ORGANIZATIONS

British Columbia Teachers' Federation

- Carole Gordon, President
- Amber Mitchell, Executive Director

The Alberta Teachers' Association

- Jason Schilling, President
- Dennis Theobald, Executive Secretary

Saskatchewan Teachers' Federation

- Samantha Becotte, President
- Angela Banda, Executive Director

The Manitoba Teachers' Society

- Joel Swaan, Vice-President
- Arlyn Filewich, 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

- David Mastin, 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

- Martha Hradowy, President
- Chris Goodsir, General Secretary (until December 2025)
- Vaino Poysa, General Secretary (from January 2026 onward)

Quebec Provincial Association of Teachers

- Heidi Yetman, President
- Sébastien Joly, Executive Director

New Brunswick Teachers' Association

- Heidi Ryder, President
- Ardith Shirley, Executive Director

Nova Scotia Teachers Union

- Peter Day, President
- Bethany MacLeod, Executive Director

Prince Edward Island Teachers' Federation

- Andy Doran, President
- Patrick MacFadyen, Executive Director

Newfoundland and Labrador Teachers' Association

- Dale Lambe, President
- Ian Crewe, Executive Director

Yukon Association of Education Professionals

- Ted Hupé, President (until June 2026)
- Ruth Burridge, President (from July 2026 onward)
- Ethan Emery, Executive Director

Northwest Territories Teachers' Association

- Colin Pybus, Vice-President
- Matthew Miller, Executive Director

Nunavut Teachers' Association

- Justin Matchett, President
- John Fanjoy, Executive Director

ASSOCIATE ORGANIZATIONS

Ontario Teachers' Federation

- Chris Cowley, President
- Ian Pettigrew, Secretary-Treasurer

New Brunswick Teachers' Federation

- Kerry Leopkey, Executive Director (until June 2026)
- Caroline Foisy, Deputy Executive Director



Board Committees

represent the Board of Directors, provide oversight, and serve in the various advisory capacities.

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, since 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.

Advisory Committees and Work Group

provide recommendations and report to the Executive.

The Advisory Committee on Diversity and Human Rights provides advice on long-term directions, strategies and policy related to diversity and human rights issues.



Shideh Houshmandi, ETFO, Chair, 2024–2026
Anisley Bravo, NSTU, 2025–2027
Darcy Pelkey, NBTA, 2025–2027
Fitz Sherman, ATA, 2024–2026
Jolene Smith, STF, 2025–2027
Robert Deonarine, OSSTF/FEESO, 2024–2026
Trent Langdon, Vice-President, Executive Liaison
Iyanuoluwa Akinrinola, CTF/FCE Staff Liaison
Rolf-Carlos Klausener, CTF/FCE Staff Liaison

The Advisory Committee on French as a First Language provides advice to address Members' needs and concerns in French-language services and educational development related to French as a first language.

Mona-Élise Sévigny*, MTS, Chair, 2024–2026
Daniel Dion, STF, 2024–2026
Gabrielle Lemieux*, AEFO, 2024–2026
Isabelle Barre, ATA, 2025–2027
Maria Stinchcombe*, BCTF, 2024–2026
Sue Larivière-Jenkins, NSTU, 2024–2026
Lillian Klausen, Vice-President, Executive Liaison
Josianne Beaumont, CTF/FCE Staff Liaison

* *Designated organizational seat*



Advisory Committees and Work Group

The Advisory Committee on Indigenous Education provides advice on long-term directions and strategies with respect to Indigenous education in Canada.



Anika Guthrie, ETFO, Chair, 2024–2026
Candice Behrendt, MTS, 2024–2026
Denise Hendry, BCTF, 2025–2027
Elizabeth Ryan, NTA, 2024–2026
Jessica Madiratta, STF, 2025–2027
Advisory Committee Member, AEFO, 2025–2027
Tesa Fiddler, Vice-President, Executive Liaison
Mark Garcia, CTF/FCE Staff Liaison

The Advisory Committee on the Status of Women provides advice on long-term directions, strategies, policies, and regulations that relate to the status of women in education.

Kristen Fallis, MTS, Chair, 2024–2026
Betty Fu, ATA, 2025–2027
Karlee Perry, NSTU, 2024–2026
Kate LaFrance, NBTA, 2025–2027
Advisory Committee Member, OECTA, 2025–2027
Regie Plana-Alcuaz, BCTF, 2025–2027
Connie Keating, Vice-President, Executive Liaison
Nicole Boissonneault, CTF/FCE Staff Liaison



Advisory Committees and Work Group

The Advisory Committee on the Teaching Profession provides advice on important issues and concerns that impact the identity and reputation of public education teachers, ways to enhance professionalism through the work of the CTF/FCE, and relevant specific questions of practice and policy, documents, dialogue and/or events.

Mario Spagnuolo, ETFO, Chair, 2025–2027
Adam Morton Shaw Binet, NBTA, 2024–2026
Adrienne McEwen, OSSTF/FEESO, 2024–2026
Émilie Brochu, AEFO, 2024–2026
Joshua Laffeur, ATA, 2025–2027
Michael Carrigan, NSTU, 2025–2027
Rita Mueller, Vice-President, Executive Liaison
Mia Travers-Hayward, CTF/FCE Staff Liaison



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. It was established by a resolution carried at the 2024 AGM and its mandate has been extended for an additional two-year term. This extension will support ongoing work and campaigns, as well as the planning of future initiatives aligned with CTF/FCE priorities.

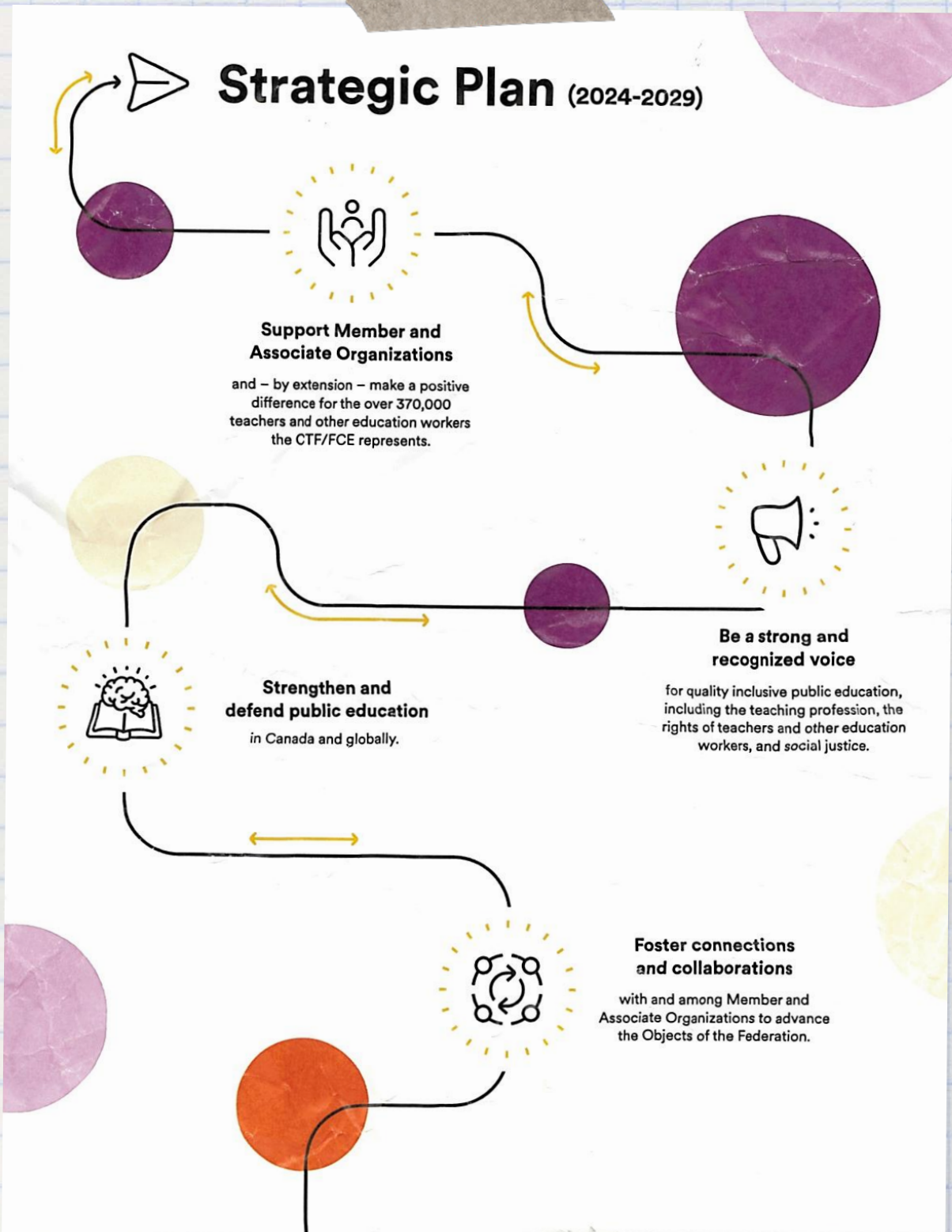


Sarah Lowes, ETFO, Co-Chair, 2024–2026
Sharon Giroux, OECTA, Co-Chair, 2024–2026
Rick Cremp, ATA, 2024–2026
Sarah Newton, BCTF, 2024–2026
Advisory Committee Member, STF, 2024–2026
Lillian Klausen, Vice-President, Executive Liaison
Trent Langdon, Vice-President, Executive Liaison
Cheryl Sheffield, CTF/FCE Staff Liaison
Mischa Terzyk, CTF/FCE Staff Liaison



Staff Progress Report: Year in Review

This interactive report provides an overview of the CTF/FCE's work throughout the 2025-2026 school year. The digital version includes links to related resources to learn more.



Support Member and Associate Organizations

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

LOBBYING THE FEDERAL GOVERNMENT

As part of our ongoing advocacy to advance public education, the CTF/FCE engages directly with the federal government and Parliamentarians of varying levels (Ministers, Senators, Parliamentary Secretaries, and Members of Parliament). In support of members’ priorities, our advocacy efforts are directed at shaping federal legislation and ensuring the allocation of necessary resources across key issues, including:

- Advocating for guidelines related to safe and appropriate use of artificial intelligence (AI) in education and the support educators need to navigate its presence.
- Lobbying for the inclusion and safety of 2SLGBTQIA+ students and educators.
- Ensuring that children in Canada have access to K-12 education regardless of citizenship status.
- Lobbying for funding to support English-as-an-Additional-Language or French-as-an-Additional-Language.
- Lobbying for legal protections for public school teachers and education workers through a Safe Schools Amendment to the Criminal Code of Canada.
- Advocating for a Secretary of State for Public Education at the federal level.
- Asking for schools and educational institutions to be designated as sanctuary spaces, and Canada’s role as a signatory to [The Safe Schools Declaration](#) to be defined.
- Lobbying for continued investments in overseas development assistance for education.

- Influencing the budget process through a Pre-Budget Submission that called for the creation of the Canada Mental Health Transfer, investments in AI in education oversight, closing the gap between Indigenous and non-Indigenous educational funding and outcomes, and supporting climate resilient education infrastructure.

The CTF/FCE continues to raise concerns with the Council of Ministers of Education, Canada (CMEC). The CTF/FCE has requested a meeting between the CMEC and the CTF/FCE Board of Directors to discuss growing issues at the national level.

Petition to End Notwithstanding Clause Use to Override Rights

In light of recent provincial legislation that has sought to erode the **bargaining rights of**



workers and the human rights of gender-diverse Canadians, the CTF/FCE launched [a petition](#), in collaboration with NDP MP Leah Gazan, calling on the Prime Minister to “annul or repeal any future provincial legislation that restricts workers’ rights to strike and collectively bargain through the use of the Notwithstanding Clause and to affirm the



federal government’s responsibility to uphold Charter rights across Canada.”

The petition closes on July 24, 2026. Visit our website to add your name to the petition and to learn more: <https://www.ctf-fce.ca/take-action/notwithstanding-clause-petition/>

Mental Health Advocacy, Programming, and Research



The CTF/FCE has continued to document and advocate for the mental health and wellbeing of educators, particularly since the COVID pandemic. Most recently, the CTF/FCE collaborated with the Centre for Addictions and Mental Health (CAMH), the University of Ottawa, and Member Organizations in Alberta, Manitoba, and Newfoundland and Labrador on a pilot study supporting collaborative in-school mental health awareness and skills training. This work is described in the report, *“It’s not just me”: Educator Mental Health Pilot Study*, that provides a detailed description of the study and its outcomes, including recommendations to further mental health professional learning and supports in schools. This evidence-based report strengthens the CTF/FCE federal advocacy for continued mental health and wellness supports for educators (and their students) in schools. This advocacy includes calling on the federal government to invest in transformative mental health support for Canadians with a particular focus on school-based resources, through the Canada Mental Health Transfer.

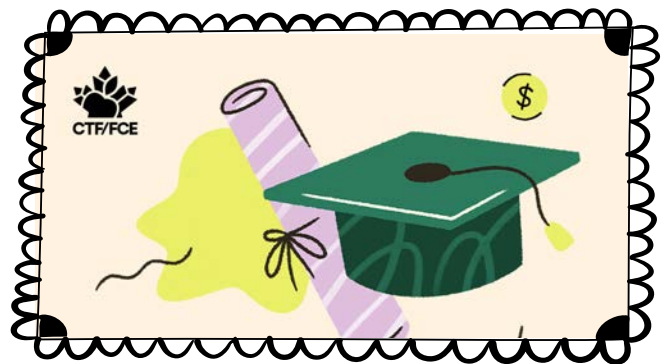
Shaping Federal Budget Priorities: Progress and Outcomes

Each year, the CTF/FCE submits a Pre-Budget

Submission to the Standing Committee on Finance. This process enables an organization to highlight priority areas for the Government of Canada investment. Through the [Pre-Budget Submission](#), the CTF/FCE has advanced two key initiatives, both of which were recently implemented:

Expansion of the National Student Loan Forgiveness Program

After years of tireless advocacy efforts by the CTF/FCE and its membership, the federal government expanded the Canada Student Loan Forgiveness program to include **teachers and early childhood educators working in rural and remote communities**. We commend the federal government for listening to a direct CTF/FCE ask and for taking this step to help alleviate the retention and recruitment crisis in Canada’s public education system. **Applications are open from July to the end of September 2026** for eligible educators who’ve worked during the 2025-2026 school year. Visit our webpage for details about eligibility requirements and the application process: <https://www.ctf-fce.ca/take-action/loan-forgiveness/>.



The Permanence of the Federally Funded National School Food Program

The CTF/FCE rightly celebrated the introduction of the National School Food Program back in April 2024 with a federal investment of \$1 billion over five years. However, our work continued well beyond this, advocating for the permanence of the program. In [October 2025](#), the federal government announced that the program will receive **permanent funding of \$216.6 million**



per year, starting in 2029-2030. In March 2026, the legislation that makes the National School Food Program permanent ([Bill C-15](#)) achieved Royal Assent. The CTF/FCE is continuing to work closely with the Coalition for Healthy School Food and our Member and Associate Organizations to ensure that the program benefits every school and community in the country.

SUPPORT FOR TEACHER COLLECTIVE BARGAINING

The CTF/FCE provides upon request custom collective bargaining data and presentations for Member and Associate Organizations and often offers timely pan-Canadian insights and information for organizations to assist with bargaining. Recent examples include:

- **Support for the Alberta Teachers' Association (ATA) and defence of collective bargaining:** The CTF/FCE, along with our Teacher Bargaining Network (TBN), provided extensive pan-Canadian research, advocacy, and coordination to support the ATA during challenging bargaining negotiations and also in response to Alberta's Bill 2. This support included leadership presence at rallies, rapid bargaining assistance, outreach to federal and labour movements, and amplification through national and international partners. Additionally, the CTF/FCE contributed \$100,000 to the ATA from the Canadian Teachers' Defence Fund. The CTF/FCE also [sent a letter to the Prime Minister](#) and other federal government officials to raise concerns, and liaised with Education International and the Canadian Labour Congress for further support.
- **National engagement on bargaining and teacher welfare:** Mischa Terzyk, Director of the Teacher Welfare and Collective Bargaining (TWCB) department at the CTF/FCE, led and contributed to multiple bargaining focused meetings and conferences across the country, delivering presentations, keynotes, and consultations on collective bargaining trends, salary developments, and teacher working conditions. These engagements included

collaborations with the Manitoba Teachers' Society, the Northwest Territories Teachers' Association, the Nova Scotia Teachers Union, and the Economic Welfare group from the Council of Atlantic Provinces and Territory Teachers' Organizations (CAPTTO). A key focus of these discussions was the situation in Alberta and its potential consequences on Canada's labour movement, as well as the need for support from the broader CTF/FCE membership.

Furthermore, TWCB Researcher Richard Riel developed key economic indicator briefs for CTF/FCE Member Organizations entering into bargaining. This year, such overviews have been provided to the New Brunswick Teachers' Federation, the Manitoba Teachers' Society, the Nova Scotia Teachers Union, the Ontario Secondary School Teachers' Federation, the Ontario English Catholic Teachers' Association, the Saskatchewan Teachers' Federation, and the Newfoundland and Labrador Teachers' Association.

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, the [CTF/FCE's interactive exhibit booth](#) travelled to over 10 Annual Meetings hosted by our Member Organizations across Canada. These booths provide important opportunities to engage directly with teachers and educators and listen to their experiences and priorities, share national initiatives, and highlight advocacy work. Through such participation in Member events, the Federation reinforces our commitment to staying connected with members on the ground and amplifying their voices at the national level.



BEST PRACTICES FOR SUPPORTING DISABLED WORKERS IN THEIR WORKPLACES

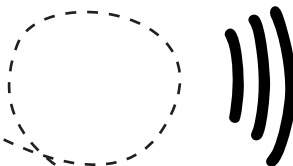
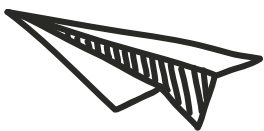
In fulfillment of the following resolution carried at the 2025 Annual General Meeting:



THAT the CTF/FCE collaborate with national organizations specializing in accessibility to develop a set of best practices or guidelines aimed at ensuring disabled education workers receive reasonable support in their workplaces. These resources should be made available to Member and Associate Organizations for use in their own advocacy efforts or for internal policy development.



The CTF/FCE Research team developed a guidance report with research-informed recommendations to support K-12 educators with disabilities. The report outlines key barriers and best practices across the employment life cycle is available on the CTF/FCE members site.



INDIGENOUS SELF-IDENTIFICATION AND VERIFICATION

As part of our ongoing commitment to diversity, equity, and inclusion, the CTF/FCE research team, in collaboration with the Advisory Committee on Indigenous Education (ACIE), developed the report Indigenous Self-Identification and Verification: Scan of Policy Guidance and Considerations framed by the following resolution:



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 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.



The report outlines current approaches to Indigenous self-identification and verification and serves as a living guidance document. It will inform CTF/FCE practices related to Indigenous appointments, nominations, and recognitions within the federation, and will be reviewed by the ACIE every two years to ensure continued relevance. The report is available on the CTF/FCE Members site for further reference.



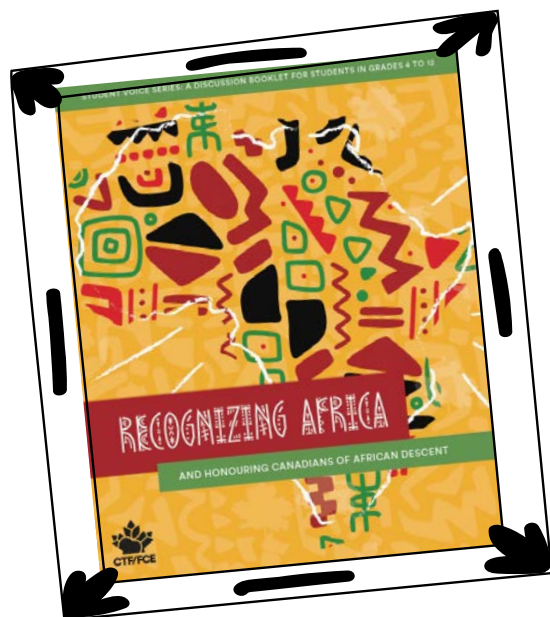
INITIATIVES AND PROJECTS

“Enseigner : mille parcours, une passion” 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), called “*Enseigner: mille parcours, une passion!*”.

This pilot project consists of three components: mentoring, training, and research to support participants, their mentors, and school principals through targeted coaching. All participants are members of a provincial or territorial union affiliated with the CTF/FCE. Intercultural training for school teams was developed by the Global Centre for Pluralism, while the research component, led by the Université du Québec à Rimouski (UQAR), evaluates the initiative’s impact, building on a 2023-2024 CTF/FCE survey funded by PCH.

Launched in April 2024, the project has been extended to December 31, 2026, to allow for additional activities. A preliminary research report was released in June 2026, and further training opportunities will be offered in the fall of 2026.



Informing and Supporting Educators through Publications and Resources

The CTF/FCE’s [Publications Catalogue](#) includes free teaching materials to support educators across Canada. Recent additions include:

- [Recognizing Africa and Honouring Canadians of African Descent](#): To support conversations that shine a light on African Heritage, celebrate the contributions of people of African Descent, and address anti-Black racism through an asset-based approach, this student voice booklet and educators’ guide honour the International Decade for People of African Descent.
- [Handling Conflict: Turning Tension into Growth](#): Developed at the recommendation of the Advisory Committee on Diversity and Human Rights, this information sheet supports educators in countering extreme activism in schools and other public education spaces.





Be a strong and recognized voice

for quality inclusive public education, including the teaching profession, the rights of teachers and 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 partnership makes telling our story to Canadians and politicians easier – something we greatly appreciate.

This year, polls were conducted in October 2025 and March 2026, and for the first time, in January 2026, we polled parents and youth on the impacts of class size and complexity. During this year’s surveys, we asked questions on topics such as the number of parents paying out of pocket for educational supports, support for a national limit on classroom temperatures, concerns regarding AI in education, [violence in schools](#), and much more. 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.

STANDING UP FOR HUMAN RIGHTS AT THE SUPREME COURT OF CANADA

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. The CTF/FCE is presently in a union coalition with the Canadian Union of Public Employees (CUPE) and the Saskatchewan Federation of Labour that will intervene in the upcoming Supreme Court of

Canada case involving the University of Regina *UR Pride v. the Government of Saskatchewan* concerning Bill 137, “Parents’ Bill of Rights,” and invoking the notwithstanding clause.

BROADBENT INSTITUTE’S PROGRESS SUMMIT

The CTF/FCE had a strong presence again this year at the Progress Summit, from May 4 to 6, 2026 in Ottawa. As an equity sponsor, the CTF/FCE participated in two sessions and had an information booth. One CTF/FCE-led panel, entitled “[Public Education, Union Rights, and the Fight Against the Centralization of Power](#)”, featured QPAT President Heidi Yetman, CUPE Alberta President Raj Uppal, and NDP MPP Chandra Pasma (Education Critic), with CTF/FCE’s Strategic Communications Coordinator Rolf-Carlos Klausener as the moderator. The other panel discussion, “[Building Real Canadian Digital Sovereignty and Democratic AI](#)” tackled the impacts of AI with links to public services, education, and democracy. Mia Travers-Hayward, CTF/FCE Researcher and Policy Analyst, spoke on this panel. Both sessions had great attendance and engagement and can be viewed on YouTube (see links above).



E-PUBLICATIONS

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

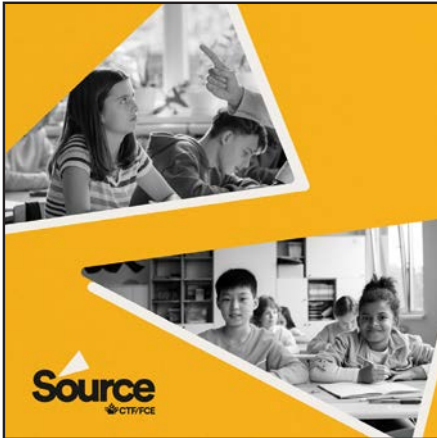
- **The Federation Tribune:** This new triannual publication aims to inform members of the work of the CTF/FCE Board of Directors, through showcasing the active engagement of MOs and AOs in addressing issues that affect educators.
- **JEDDII Periodical:** Published three times a year, this Justice, Equity, Diversity, Decolonization, Indigeneity and Inclusion (JEDDII) Periodical is an avenue to foster collaborative work, share ideas, and continue to support the advancement of social justice in K-12 Canadian public education.
- **The Parliamentary Update:** When the House of Commons is in session, this publication provides an overview of Parliamentary highlights, ministerial office meetings, and Bills the CTF/FCE is monitoring.
- **In the Know:** A bi-monthly briefing on CTF/FCE initiatives and news.
- **The Front Page:** A weekly news digest.
- **The Research Review:** Highlights key research relevant to the education sector.
- **Public Education Journal:** The CTF/FCE's rebranded blog connects you to the stories, insights, and ideas shaping classrooms and communities across Canada.

[Subscribe to stay connected!](#)



PODCAST SERIES

To amplify the voice of teachers on issues of concern, the CTF/FCE hosts an impactful podcast with an increasingly large audience. Our flagship podcast, [Source](#), is your guide to the key issues affecting public education in Canada. The podcast delves into the stories that shape our public education system and explores ideas to strengthen it for the future. **Episodes from Season 4 are featured below:**



Safe and Inclusive Schools with Harmony Movement



In Conversation with Jason Schilling, the Alberta Teachers' Association



From Climate Awareness to Collective Action



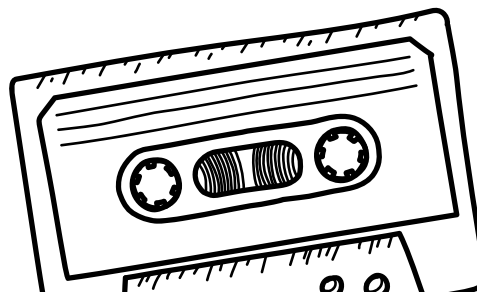
Parliamentary Update, March 2026



EVENT REPLAY: Violence in Schools: Beyond Quick Fixes



Parachute Digs into Why Teachers Feel Undervalued



Strengthen and defend public education

in Canada and globally.

ARTIFICIAL INTELLIGENCE IN PUBLIC EDUCATION

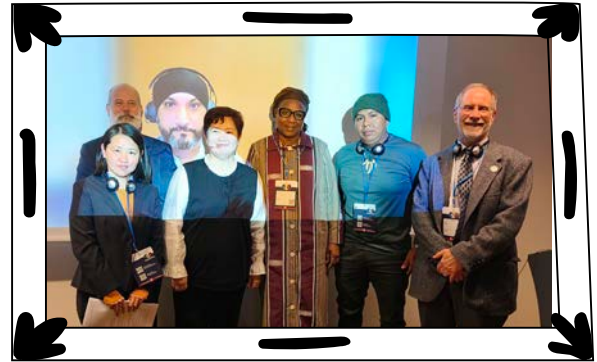
The state of artificial intelligence in public education is complex and urgent. The CTF/FCE has been proactive in establishing a multi-strand research strategy to:

- Address ongoing legislative and policy gaps;
- Understand potential risks and harms of AI use for teaching and learning;
- Advocate for supportive competencies or literacies for educators; and
- Develop resources to support collective bargaining to protect the teaching profession from AI-related threats.



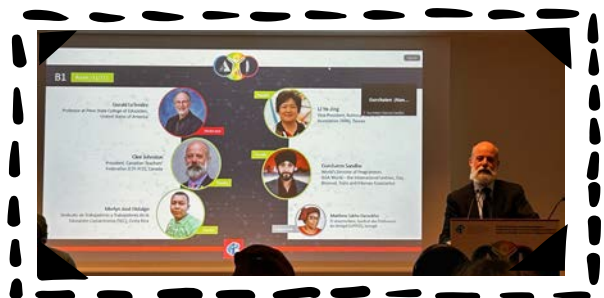
In tackling these areas, the CTF/FCE has been active in connecting with policymakers, researchers, and organizations to collaborate, share, and build supportive, evidence-based resources and capacity. Some significant highlights include:

- President Clint Johnston and Researcher and Policy Analyst Mia Travers-Hayward attended Education International’s (EI) Global Conference on Artificial Intelligence in Brussels, Belgium in December 2025, working with and learning from colleagues across the



globe to ensure AI’s potential opportunities are critically engaged and its risks honestly attended to in education settings. President Clint Johnston and Mia Travers-Hayward also attended the first meeting of EI’s AI and Technology Network in Madrid in June 2026.

- Several meetings with Federal MPs to communicate the CTF/FCE’s concern about the lack of guardrails to ensure that AI tools deployed in K-12 public education are safe, secure, and human-centred.
- Updated policy brief, Protecting Students, Educators, and Public Education in the AI Age to support continued advocacy and articulate federal legislative and policy recommendations.
- New research partnerships (see Section below) to ensure the CTF/FCE can continue to influence policy development and build capacity to support educators, students, and public education in the AI era.

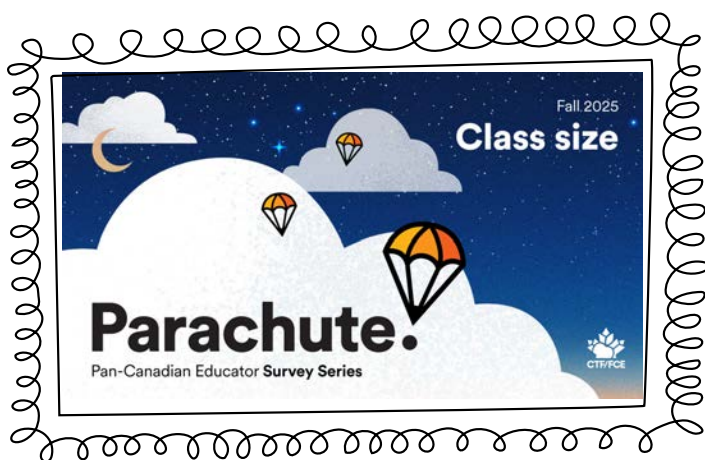


PAN-CANADIAN STRATEGY REGARDING RETENTION AND RECRUITMENT

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 of it, and to contribute to significant policy changes in 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 campaign 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. Launched in the fall of 2024, **Parachute** is a pan-Canadian survey series documenting current issues and concerns within the profession impacting educator retention and recruitment. Open to currently employed K-12 public education teachers, education workers, principals, and vice principals from our MOs and AOs, participation provides vital evidence, ensuring educator support and advocacy land where they are needed most.



The **third edition** took place in the fall of 2025 and highlighted that class sizes are rising; complexity is escalating; and the time teachers have to teach is shrinking.

The **spring 2026 edition** focused on deprofessionalization. Both editions garnered over 6,000 responses each. Following Board approval, the Parachute Survey Series will now continue as an annual survey, starting in 2027.

The findings from this year’s surveys, as well as the previous editions, are available on the [CTF/FCE website](#). The CTF/FCE has also developed disaggregated Member Organization-specific reports that show their provincial/territorial results in comparison to the national picture. Overall, the findings reveal pain points and key factors contributing to continued crises across the profession, and vitally, what systemic changes educators say would be the most impactful to working and learning conditions.

Public Education Campaign: National Civic Engagement Project

Leveraging the insights from the Parachute Survey Series, the CTF/FCE is developing a national public-facing campaign to address educator retention and recruitment.

Launching in the fall of 2026, this project aims to align educator and public sentiment while positioning the Federation as the leading voice on public education. It will introduce a media-friendly framework to raise awareness of the retention and recruitment crisis, spotlight ministerial accountability, and guide the public from awareness to action through a tiered engagement approach.

Cost of Loss Study: The Economics of Attrition

In consultation with the Advisory Committee on the Teaching Profession, the CTF/FCE is commissioning an economic impact analysis of the cost to public education systems when educators leave teaching after the first five years of their career. Through a request for proposals process, the CTF/FCE is pleased to be working with Dr. Karen Robson and Dr. Alexandra Pulchny on this economic case study analysis towards a fall 2026 report of findings.



RESEARCH COLLABORATIONS

The CTF/FCE conducts significant educational research, often in collaboration with partner organizations, including Education International, and several academics at Canadian universities. These include ongoing collaborations with the University of Ottawa, York University (through the Public Education Exchange), and the University of Western Ontario. Further, we have new partnerships with Simon Fraser University and Metropolitan University to collaborate on AI in education research. We also have a developing partnership with the University of Saskatchewan and others following the implementation of the National School Food Program.

Staff are also collaborative partners on a Social Sciences and Humanities Research Council (SSHRC)-funded (PEG) research engagement with researchers at York University and the University of Toronto to examine school board level procurement contracts and practices around learning management systems. Moreover, in collaboration with Education International and MGEN, the CTF/FCE participated in the 3rd edition of the biennial International Barometer of Education Staff (I-BEST) study this year, collecting 2,337 responses from teachers and education workers throughout the country on their well-being and working conditions. Overall, more than 45,000 responses were collected globally by 33 participating organizations from 18 countries and territories.

Upon request, the CTF/FCE also collaborates whenever possible with MOs on specific research needs, such as understanding changes to educational governance (with Ontario organizations), and AI policy recommendations (with the Ontario Teachers' Federation).

GLOBAL SOLIDARITY

The CTF/FCE is a leading organization within Education International (EI) through:

- Representation on EI's Executive Board in one of two seats for the North America-Caribbean regional seat. Shelley L. Morse of the CTF/FCE is one of the 27 members of 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 (more details below); and
- Leadership in EI's research network, including contributing to EI's Global Conference on Artificial Intelligence and more.

Urgent Action Appeals

As a proud and active affiliate of Education International (EI), the CTF/FCE has contributed to EI's Solidarity Fund and also invited Member and Associate Organizations to contribute what they could, in solidarity with sister education unions around the world.

Palestine – October 2025

Since January 2024, EI has launched several calls for solidarity with Palestinian students and educators in Gaza and the West Bank, working through the **General Union of Workers in Kindergarten and Private Schools** and the **General Union of Palestinian Teachers**.

The ongoing conflict has severely disrupted the education of more than 625,000 children. Teachers who have long served as educators, caregivers, and symbols of resilience despite not receiving their full salaries for the past two years, now face the tremendous challenge of rebuilding classrooms, reconnecting with students and families, and restoring hope amid ongoing uncertainty.

Since September 1, 2025, the CTF/FCE – including Member and Associate Organizations – has contributed \$25,000 in support of Palestinian educators in the Gaza Strip and the West Bank.



Jamaica – November 2025

In late October, Hurricane Melissa severely impacted the Western region of Jamaica. The hurricane destroyed homes, disrupted transportation and electricity networks, and caused significant damage to school infrastructure. The education sector was particularly affected, with numerous schools damaged or rendered unusable, leaving thousands of students without access to classes.

In response to the devastation caused by the Hurricane, EI provided a financial contribution to offer vital support and address the evolving needs on the ground in Jamaica. The CTF/FCE and Member and Associate Organizations also contributed \$33,500 in support of the **Jamaica Teachers' Association** actions to assist affected educators, their families, and school communities.

Ukraine – November 2025

Amid the ongoing war, teachers in Ukraine faced alarming legislative changes that threatened the status of the teaching profession and violated international labour standards. **The Trade Union of Education and Science Workers of Ukraine**, an affiliate of EI representing nearly one million professionals in the education and science sectors, reported to EI that these changes could lead to mass dismissals, degrade the quality of education, harm millions of students, and undermine Ukraine's post-war recovery.

In response, the CTF/FCE joined EI in calling for solidarity and sent a letter of protest to Ukrainian and Canadian officials, demanding the withdrawal of these measures. Many EI affiliates also responded, and as of December 2, 2025, the Ukrainian government Committee on Education agreed to abandon "fixed-term contracts" and the 36-hour work week.

Myanmar – December 2025

Since seizing power by force in February 2021, the military junta known as the Tatmadaw has maintained a brutal grip on the territories under

its control, including key urban areas such as Yangon, Mandalay and Naypyidaw. This control has been achieved through the brutal repression of educators, trade unionists, and democracy activists. The junta also attempted to legitimize its rule through sham elections that excluded ethnic regions and silenced democratic voices.

The EI affiliate, the **Myanmar Teachers Federation** (MTF), together with educators, other unionists, and the National Unity Government, is leading the resistance movement in several provinces. Many unionized teachers have joined the movement by teaching, defending human rights and promoting democracy, with volunteer teachers educating about one million students without salary or income.

The CTF/FCE joined EI's call for solidarity with the MTF to defend democracy and the rule of law. On December 15, 2025, the CTF/FCE sent a letter to the Minister of Foreign Affairs, urging Canada to reject recognition of the junta and its elections, and to take action in support of democracy and human rights for all in Myanmar.

Syria – February 2026

In response to the rapidly deteriorating situation and the severe threats facing teachers, students, union members, and the entire education system in Rojava, Syria, EI provided an initial financial contribution to offer vital support and address the evolving needs on the ground in North and East Syria.

There is a significant risk that the entire educational system will be dismantled and replaced with authoritarian and religiously imposed structures, which could erase decades of progress made by unions and violate fundamental human and educational rights.

A financial donation of \$31,000 from the CTF/FCE and our Member and Associate Organizations was made to the EI's Solidarity Fund in support of the **Union of Teachers of North and East Syria**. CTF/FCE President



Clint Johnston also sent letters to the federal government and United Nations leadership urging them to take immediate action to safeguard democratic and minority rights in Syria and protect teachers, students, and educational institutions.

Through EI's Solidarity Fund, essential support has been provided to teacher unionists and children in the affected areas. We extend our gratitude to all Member and Associate Organizations that responded to urgent action appeals in support of our international colleagues. Within Education International, the CTF/FCE and our members continue to be recognized as leaders in global solidarity and support.

International Development Cooperation

With the support of Member and Associate Organizations, the CTF/FCE's International Cooperation Program provides financial and technical support in three core areas. Below are examples of projects and programs in each of these pillars of action.

1. Teachers' Action for Teaching, focusing on professional development for frontline educators:

- **Teaching Together:** Every summer, Canadian teachers participate in the CTF/FCE's [Teaching Together program](#). This year, 46 teachers from across Canada will collaborate with 11 union partners in 10 countries across Africa and the Caribbean to co-develop and co-facilitate professional learning workshops with local colleagues, for local teachers. It's both a professional validation and a personal privilege to be part of this incredible program; to work in solidarity with sister unions in host countries; and to represent Member Organizations, the CTF/FCE, and the profession.



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

- Working through the EI Regional offices in Africa, Asia, and Latin America, the CTF/FCE supports women's networks which carry out both regional and subregional activities in support of women to promote their voice within their unions and to provide educational opportunities and training. In the Caribbean, working with the Caribbean Union of Teachers, research was conducted to identify the barriers and opportunities for women in that region. Next year will see a focus on the recommendations from that research.
- The CTF/FCE was proud to once again be a part of the EI delegation to the **United Nations Commission on the Status of Women (UNCSW) – see Goal 4 below for more information**. As a global intergovernmental body, UNCSW is exclusively dedicated to the promotion of gender equality and the empowerment of women.

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

- **John Thompson union capacity building program:** Through EI Asia-Pacific, the CTF/FCE is proud to co-sponsor this leadership program for existing and aspiring union leaders. Last year completed the cycle of the five subregions in Asia-Pacific and this year a fulsome process of evaluation was carried out involving former participants, EI staff from the region, and the facilitation team – which includes staff from the CTF/FCE, the Swedish Teachers' Union and the Australian Education Union. Following the evaluation EI staff and the lead facilitators met to revise the program and plan for its next cycle, updating content and format to keep it contextually relevant to the region.





The Norm Goble Award

This award honours Dr. Norman Goble, who served as the CTF/FCE Secretary General from 1970 to 1982 and played a pivotal role in establishing World Teachers’ Day (WTD) in 1994.

World Teachers’ Day is celebrated annually on October 5, the anniversary of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers. In adopting this recommendation, governments recognized how essential it is for society to have competent, qualified, and motivated teachers – an insight that remains as true today as ever.

Each year, WTD renews a simple promise: to recognize and support the people who make

learning – and brighter futures – possible. This award recognizes CTF/FCE’s international partner organizations for their exceptional efforts in celebrating World Teachers’ Day and promoting the importance of public education. This year, three organizations were honoured for bringing to life the 2025 theme “Making Lives Better”: the **Ghana National Association of Teachers (GNAT)**, the **National Teachers’ Union of South Sudan (NTUSS)**, and the **Uganda National Teachers’ Union (UNATU)**. Their initiatives demonstrated innovation, community engagement, and a strong commitment to celebrating teachers and public education.



Partner Unions

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

- Antigua and Barbuda Teachers' Union
- Belize National Teachers' Union
- Dominica Association of Teachers
- Fédération des Syndicats de l'Éducation Nationale – Togo
- Gambia Teachers' Union
- Guyana Teachers' Union
- Kenya Union of Post Primary Education Teachers
- Lesotho Association of Teachers
- Nevis Teachers' Union
- Sierra Leone Teachers' Union
- Syndicat de l'Éducation, Rwanda
- 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
- Trinidad and Tobago Teachers' Union
- Uganda National Teachers' Union

During this year we have developed exit plans for some of our partners who no longer meet the criteria of need, capacity, and readiness to implement and report on programs. To counterbalance this, we have brought on board new partners with initial pilot programming signalling potential long-term partnerships. We continue to evaluate our partnerships and our programs, always with a view to meeting needs expressed by partners and within our capacity to support.



Foster connections and collaborations

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

BUILDING CONNECTIONS ACROSS CANADA AND GLOBALLY

- The CTF/FCE collaborates with national and allied organizations in the labour and education sectors, including the **Centrale des syndicats du Québec (CSQ)**, the Canadian Labour Congress (CLC) and the Canadian Association of University Teachers. The CTF/FCE actively engages, alongside sister organization the CSQ, in elevating the voice of Canadian teachers at the International Summit on the Teaching Profession and advocating for the Council of Ministers of Education, Canada to prioritize public education.
- The CTF/FCE is a regular participant in a **National Trade Union and Civil Society “Coalition”** with various national unions and non-governmental organizations, as listed in the partnerships section below.
- The CTF/FCE offers top-quality **presentations related to advocacy, collective bargaining, programming, and research for MO/AO conferences**, upon request. Presentations and sessions are always tailored to the unique needs of the MO/AO event and may be offered in both official languages. One example is a presentation delivered to the Conseil des écoles des Éducatrices et éducateurs francophones du Manitoba (ÉFM) – a group whose members belong to the Manitoba Teachers’ Society. Josianne Beaumont, Director of the CTF/FCE’s Francophonie program, presented our programs, resources, and initiatives that address the specific needs of ÉFM members working in French-language schools in minority-language communities.



- **United Nations Commission on the Status of Women (UNCSW):** The CTF/FCE participates as part of the EI delegation to the UNCSW. This year, Vice-President Tesa Fiddler and staff liaison to the Advisory Committee on the Status of Women attended on behalf of the CTF/FCE. The Commission on the Status of Women is instrumental in promoting women’s rights, documenting the reality of women’s lives throughout the world, and shaping global standards on gender equality and the empowerment of women. To learn more, read CTF/FCE Vice-President Tesa Fiddler’s article (published by EI): [United Nations Commission on the Status of Women: Recognizing the connections between our struggles and joining forces](#)
- **Engagement with the Council of Atlantic Provinces and Territory Teachers’ Organizations (CAPTTO):** The CTF/FCE participates in CAPTTO meetings, including their Board and Annual General Meeting, as well as Professional Development and Teacher Welfare group meetings.



- **National Indigenous Education and Reconciliation Network Gathering (NIERNNG):** Chair of the Advisory Committee on Indigenous Education, Anika Guthrie, and Director of Research, Nichole Grant, attended and presented the report, *Indigenous Self-Identification and Verification: Scan of Policy Guidance and Considerations*, to the NIERNNG hosted by the BCTF as a means of sharing further insights from this work and gaining further understandings from Indigenous educators and allies on this important topic.

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:

- Justice, Equity, Diversity, Decolonization, Indigenization, and Inclusion (JEDDII) Network
- Network of Francophone Liaison Officers (NFLO)
- National Strategic Communications Network (NSCN)
- National Teacher Research Network (NTRN)
- 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)
- United Nations Commission on the Status of Women (UNCSW)
- Education International (EI)
 - AdHoc Advisory Group on Research Policy

- Development Cooperation Network
- Communicators' Network
- Climate Network
- Executive Board
- Research Institute and Research Network

PARTNERSHIPS

Allies in Public Education

The CTF/FCE has collaborated with partner organizations in various areas to support our membership, including:

- Broadbent Institute
- Canadian Education Press Association (alongside communications colleagues from Member and Associate Organizations)
- Canadian International Education Policy Working Group
- Canadian Association of University Teachers
- Canadian Association for the Practical Study of Law
- Canadian Centre for Policy Alternatives
- Canadian Council for Refugees
- Canadian Labour Congress
- Canadian Union of Public Employees
- Canadian Union of Postal Workers
- CBC Kids News Editorial Committee
- Centrale des syndicats du Québec : Fédération des syndicats de l'enseignement (FSE-CSQ) and Fédération du personnel de soutien scolaire (FPSS-CSQ)
- The Dais at Toronto Metropolitan University
- The Dialogue on Technology Project (based at Simon Fraser University)
- Harmony Movement
- MediaSmarts



- National Advisory Council on Education (NACE): Canadian Association of Principals, the Canadian Association of School System Administrators; the Association of Canadian Deans of Education (observer).
- National Indigenous Education and Reconciliation Network
- People for Education
- Public Education Exchange
- Public Service Alliance of Canada
- Rideau Hall Foundation
- Saskatchewan Federation of Labour (through CLC)
- Starling Centre for Just Technologies and Just Societies (based at the University of Western Ontario)
- Transparency International Canada
- University of Ottawa
- University of Western Ontario
- University of Saskatchewan
- York University

Francophone partners, committees, and working groups

- 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 at Rimouski
- Centrale des syndicats du Québec

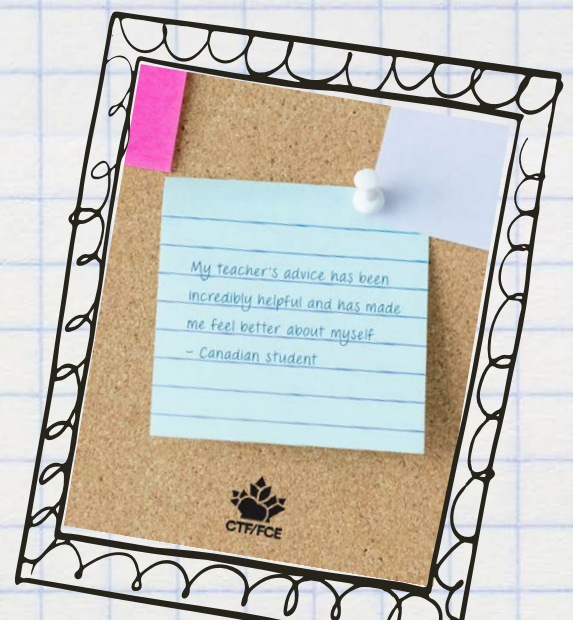
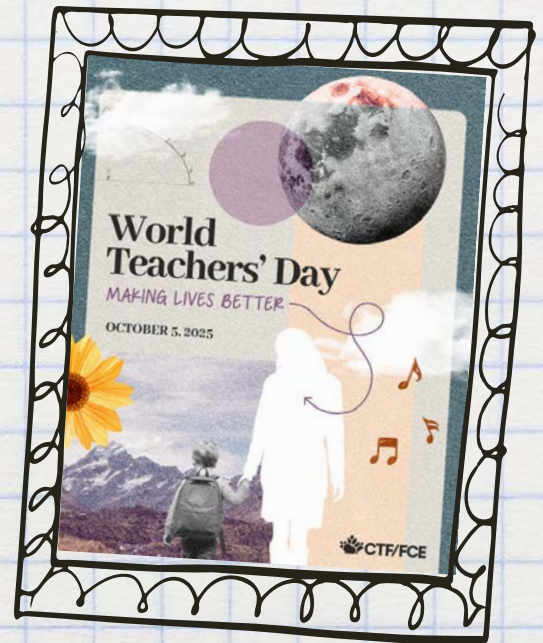
- Conference of Francophone Education Associations (CAFÉ)
- Tripartite Committee (coordinated by the FNCSF)
- Leaders' Forum (with the FCFA)
- National Round Table on Education (for French as a First Language) (its activities are overseen by the FNCSF)
- National French as a Second Language Table (funded by Canadian Heritage)
- Comité d'orientation de la formation en construction identitaire (led by ACELF)



Events

World Teachers' Day Digital Campaign

This year, the CTF/FCE's theme, "Making Lives Better", emphasized the human aspect of teaching. We are proud of this year's fully digital campaign [2025 World Teachers' Day \(WTD\)](#) which used storytelling and online engagement to recognize and uplift teachers while raising public awareness about the importance of protecting and strengthening public education. The campaign's goal was clear and hopeful: to ensure teachers feel seen, valued, and celebrated. The overall campaign garnered over 168,000 views across all digital platforms. With strong engagement, Member and Associate Organizations, educators, and partners helped amplify the campaign by contributing their own stories and testimonials. Video messages from the CTF/FCE Board of Directors are available on [our YouTube channel](#).





National Staff Conference

The 2025 CTF/FCE National Staff Conference was held in Ottawa from November 19 to 21, 2025. Under the theme “*Mapping the Way*”, the event brought together staff from Member and Associate Organizations for two and a half days of professional learning, collaboration, and networking. The conference focused on strengthening connections across regions and departments, sharing strategies to better support members, and reinforcing collective advocacy for public education. Key discussions addressed emerging priorities, including artificial intelligence in education, teacher recruitment and retention, and violence in schools, while fostering dialogue, knowledge exchange, and coordinated action across the federation.

National Panel Discussion: “Violence in Schools: Beyond Quick Fixes”

On April 14, 2026, in Ottawa, the CTF/FCE hosted a live national panel discussion examining the growing issue of violence and aggression in Canadian schools. The panel titled “**Violence in Schools: Beyond Quick Fixes**” brought together leading voices from academia, education unions, and the frontlines of public education. Speakers included Dr. Darcy Santor (Cross-Appointment Professor, University of Ottawa), Sherry-Ann Bowen-Gordon (Provincial Executive Officer, OSSTF/FEESO), Éric Pronovost (President of FPSS-CSQ), and Norberta Heinrichs (President of British Columbia School Counsellors’ Association), with the CTF/FCE President Clint Johnston as the moderator. Close to 80 attendees participated in person, including the CTF/FCE Board members, parliamentarians, partners, and selected educators. The online webcast drew in over 400 registrants. The **on-demand recording** is available on our [YouTube channel](#) and on our podcast channel, [Source](#).





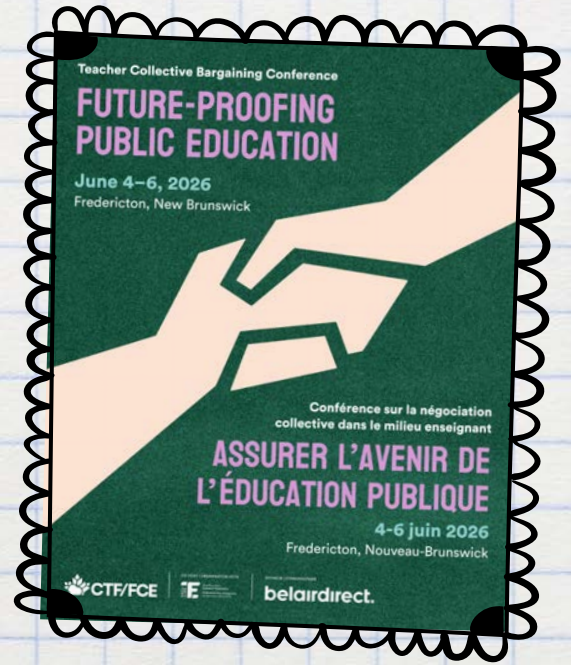
Women's Symposium

The CTF/FCE's 2026 Women's Symposium took place in downtown Toronto from April 30 to May 2, 2026. The Symposium was co-hosted by the Ontario affiliates: the Association des enseignantes et des enseignants franco-ontariens (AEFO), the Elementary Teachers' Federation of Ontario (ETFO), the Ontario English Catholic Teachers' Association (OECTA), the Ontario Secondary School Teachers' Federation (OSSTF/FEESO), and the Ontario Teachers' Federation (OTF). Guided by the theme "Our Roots, Our Strength, Our Rise," participants reflected on the power of our stories and left the Symposium with a renewed belief in the importance of collective action—supporting one another, creating spaces for all voices, and leading with care, courage, and solidarity. The Symposium featured keynote presentations, panel discussions, interactive carousel workshops, and networking opportunities focused on leadership development, burnout prevention, allyship, equity, women's engagement in unions, authentic self-expression, and advocacy within public education. Speakers and facilitators represented education, labour, advocacy, and media sectors, and included Jessica Holmes, Bee Quammie, Linda Silas, Susan Hopgood, and Martha Hradowy, among others.



Teacher Collective Bargaining Conference

The 2026 CTF/FCE Teacher Collective Bargaining Conference, co-hosted by the New Brunswick Teachers' Federation, was held in Fredericton from June 4 to 6. This year's theme, "Future-Proofing Public Education", focused on equipping participants with the insights, strategies, and connections needed to tackle emerging challenges at the bargaining table and beyond. Sessions explored innovative approaches, effective practices, and labour relations strategies that respond to both current and anticipated challenges facing public education. Eight presenters from Member Organizations led four breakout sessions and one plenary session. Speakers included Balarama Holness on the role of public education in advancing democratic engagement, Pamela Barnum, and a cross-sector panel on how unions can prepare for bargaining in a time of pressure. Notably, during the Conference, the CTF/FCE's **Green Bargaining Guide** was launched. The Guide offers practical tools, bargaining language, and ideas to help advance sustainability, climate resilience, and healthy learning and working conditions through collective bargaining. Drawing on successes from across Canada, this evolving resource supports bargaining teams in building a more sustainable future for public education. It is [available for download](#).



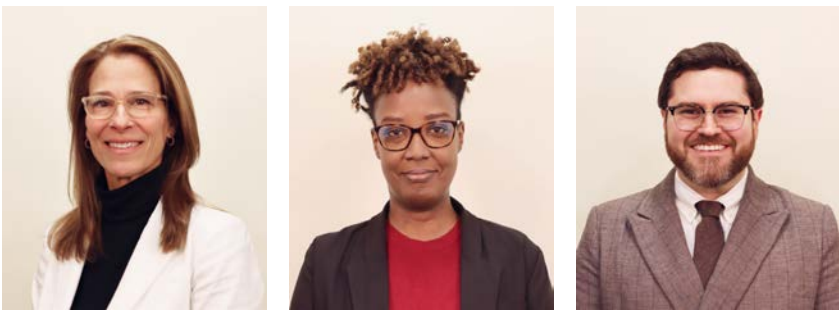




The CTF/FCE Staff team is comprised of 33 permanent, full-time staff. With the dedication of staff and the direction of the Board, the CTF/FCE fulfills its mandate in service of Member and Associate Organizations.

Governance and Public Affairs

Governance



Cassandra Hallett, Executive Director (until April 2026)
 Annette Bouzi, Executive Director (as of June 2026)
 Claudia Guidolin, Associate Executive Director (until December 2025)
 Roxane Savage, Senior Director Human Resources and Governance (as of March 2026)
 Johanne Deschamps, Executive Assistant
 Cheryl Dourian, Executive Assistant, Governance and Human Resources
 Chazalle Ingabire, Administrative Assistant
 Mark Garcia, Advocacy and Government Relations Coordinator

Public Affairs



Nika Quintao, Director
 Rolf-Carlos Klausener, Strategic Communications Coordinator
 Julieanna Mawko, Public Affairs Associate
 Julie Nyenkamp, Designer
 Obianuju Harbor, Meeting and Event Planner
 Gasline Deslouches, Public Affairs Assistant



Member Services

Research



Nichole Grant, Director
Mia Travers-Hayward, Researcher and Policy Analyst
Iyanuoluwa Akinrinola, Researcher

Francophonie Program



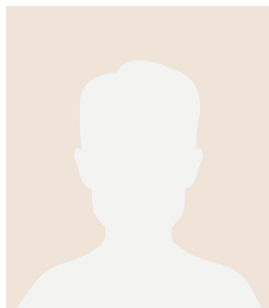
Josianne Beaumont, Director
Stéphanie Rondeau, Program Officer

International Cooperation Program



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

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 (until December 2025)
Aurore Alessandra, Translator
Louis-Philippe Bordeleau Carignan, Translator (as of November 2025)

Coop Students



Camila Merino Pavez, University of Ottawa – Fall and spring/summer term
Ornella Tiendrebeogo, University of Ottawa – Winter
Tomas Rocha Martinez, University of Ottawa – Winter





Action Resolutions





Completed work





Ongoing work

Resolutions carried by the Annual General Meeting (AGM) become the mandate of the CTF/FCE. Below is an overview of resolutions from the 2025 AGM, as well as ongoing from past years, and their status:

Resolutions and Initiatives	Notes	Status
<p>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.</p>		
<p>Enhancement of Legal Protections for Public School Teachers and Education Workers</p> <p>THAT the Canadian Teachers’ Federation call on the federal government and the Council of Ministers of Education, Canada (CMEC) to enhance formal legal protections for public school teachers and education workers in response to the increasing abuse, harassment, defamation, and intimidation faced by teachers and education workers in Canada, including through online/social platforms. This advocacy would include a call to reaffirm commitments to ILO Convention 190 and to strengthen the application and enforcement of existing provisions in the <i>Criminal Code</i> of Canada as well as provincial and territorial workplace safety legislation. (AGM 2025)</p>	<p>Letters were sent to the chair of CMEC and to the Prime Minister.</p> <p>The CTF/FCE will continue to pursue legislative options, such as through committees and meetings with Parliamentarians, and to explore the possibility to reinforce the National Action Plan to End Gender-Based Violence.</p>	
<p>Request Meeting with CMEC to Discuss Growing Issues at the National Level</p> <p>BE IT RESOLVED THAT the CTF/FCE request a meeting with the Council of Ministers of Education, Canada (CMEC) and the CTF/FCE Board of Directors to discuss the recruitment and retention of teachers and education workers, increasing incidence of violence in schools and other issues related to increasing class complexity and that the funds required will come from the Public Relations Fund. (AGM 2025)</p>	<p>On May 12, 2026, CMEC responded to CTF/FCE’s request for a meeting, indicating that the request will be brought to the attention of the Chair of CMEC for their consideration, and that, as CMEC operates under provincial and territorial leadership, further discussion will be required before they can confirm participation. CTF/FCE President and staff await further response, and will continue calling for collaboration.</p>	



<p>Best Practices for Supporting Disabled Workers in their Workplaces</p> <p>BE IT RESOLVED THAT the CTF/FCE collaborate with national organizations specializing in accessibility to develop a set of best practices or guidelines aimed at ensuring disabled education workers receive reasonable support in their workplaces. These resources should be made available to Member and Associate Organizations for use in their own advocacy efforts or for internal policy development. (AGM 2025)</p>	<p>The final report was presented at the July 2026 Board of Directors’ meeting and was shared with MOs/AOs via the CTF/FCE Members’ Site.</p>	
<p>Reimbursement of Costs for CTF/FCE Vice-Presidents Attending CTF/FCE Events</p> <p>THAT the Canadian Teachers’ Federation fund the costs (including release time) associated for CTF/FCE Vice-Presidents to attend CTF/FCE functions connected to their CTF/FCE portfolios, including symposiums and conferences. (AGM 2025)</p>	<p>The CTF/FCE will continue to monitor its usage and budget implications to inform future forecasting and planning, despite numerous variables. Updates will be provided through the Finance Committee minutes.</p>	
<p>Research into Government changes to Education Governance</p> <p>THAT the Canadian Teachers’ Federation conduct comparative research on jurisdictions in Canada, and if relevant, select international examples, that have undergone transformations in education governance similar to those under consideration in Ontario. (AGM 2025)</p>	<p>The final report and draft position statement were presented at the July 2026 Board of Directors’ meeting and shared with MOs/AOs via the CTF/FCE Members’ Site.</p>	
<p>Work Group on Climate Change</p> <p>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)</p>	<p>The <i>Green Bargaining Guide</i> was launched at the CTF/FCE Teacher Collective Bargaining Conference in June 2026.</p> <p>During its April meeting, the CTF/FCE Board of Directors approved the following motion: THAT the Work Group on Climate Change’s mandate be extended for an additional two-year term to support ongoing work and campaigns, gather data on the implementation of the <i>Green Bargaining Guide</i>, and plan future initiatives aligned with CTF/FCE priorities.</p>	



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

Pilot Project for Professional Integration of Immigrant Teachers, funded by Canadian Heritage (AGM 2024)

Francophonie Program staff have been working closely with the Global Centre for Pluralism (GCP) on establishing a contract to carry out a three-day training event in the fall as the main project extension activity. However, in early June, the CTF/FCE was informed that the GCP has discontinued their Education Programming, as part of their strategic plan renewal. As such, staff are reassessing the feasibility of the activity. The final report will be submitted to Canadian Heritage by April 2027.



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)

We await further direction from the Justice Minister’s Office regarding next steps.

The CTF/FCE Executive and staff will continue to address the issue of violence in schools. That may involve public facing advocacy, focused supports for MOs/AOs and their members, events, public polling, and periodic updates to the CTF/FCE’s Take Action webpage.







Support for First Nations, Métis, and Inuit Students

BE IT RESOLVED THAT the CTF/FCE lobby the Federal government to increase supports for First Nations, Métis, and Inuit students to address historic and systemic inequities in educational outcomes. (AGM 2025)

Updates will be provided to the Board of Directors in November 2026, following ongoing advocacy efforts that incorporate recommendations from the Advisory Committee on Indigenous Education and the CTF/FCE’s sphere of influence and capacity.



<p>Combatting and Rolling back 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)</p>	<p>The Phase 2 report was submitted to the Executive in June. The bilingual final report will be shared with Board of Directors in fall 2026 and thereafter will be available for MOs/AOs on the CTF/FCE Members' Site.</p>	
<p>Engagement with the Registrars for Teacher Certification Canada</p> <p>THAT the Canadian Teachers' Federation engage with the Registrars for Teacher Certification Canada (RTCC) and embed a way for regular communication and updates to be provided to the CTF/FCE Board of Directors. (AGM 2025)</p>	<p>The CTF/FCE provided sample letters to MOs and AOs to send to provincial/territorial Ministers and Deputy Ministers of Education, urging the RTCC to meet and to liaise with the CTF/FCE.</p>	
<p>Strategic Goal 3: To strengthen and defend public education in Canada and globally.</p>		
<p>Cross-border Labour Rights and Protections</p> <p>THAT the Canadian Teachers' Federation:</p> <ol style="list-style-type: none"> 1. Stand in solidarity with workers across Canada and the United States and commit to continue advocating for cross-border labour rights and protections. 2. Continue to seek opportunities to build relationships with education labour organizations in other countries to share strategies, resources, and solidarity across our common struggles. 3. Actively oppose policies, trade agreements, and corporate practices that erode workers' rights. 4. Encourage governments and policymakers to support fair labour standards in international trade agreements and push for the recognition of workers' rights as a fundamental basis of any agreements. (AGM 2025) 	<p>A statement was released on the CTF/FCE's website in January.</p> <p>The statement was also forwarded to the Government of Canada, national and other organizations such as CAUT, CSQ, and CLC to support the statement, and Education International to support the statement and to forward it to the International Trade Union Confederation and the International Labour Organization.</p>	
<p>Confronting and Preventing Hate in Canadian Schools – 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)</p>	<p>The CTF/FCE promoted this resource in June after the Canadian Anti-Hate Network revised the toolkit and completed 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.

Designation of Schools and Educational Institutions as Sanctuary Spaces

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 to international humanitarian law. (AGM 2025)

Report provided to the November 2025 meeting of the Board of Directors.



Staff will continue to seek meetings with the Minister of Foreign Affairs' Office to discuss Canada's role as a signatory to the Safe Schools Declaration.

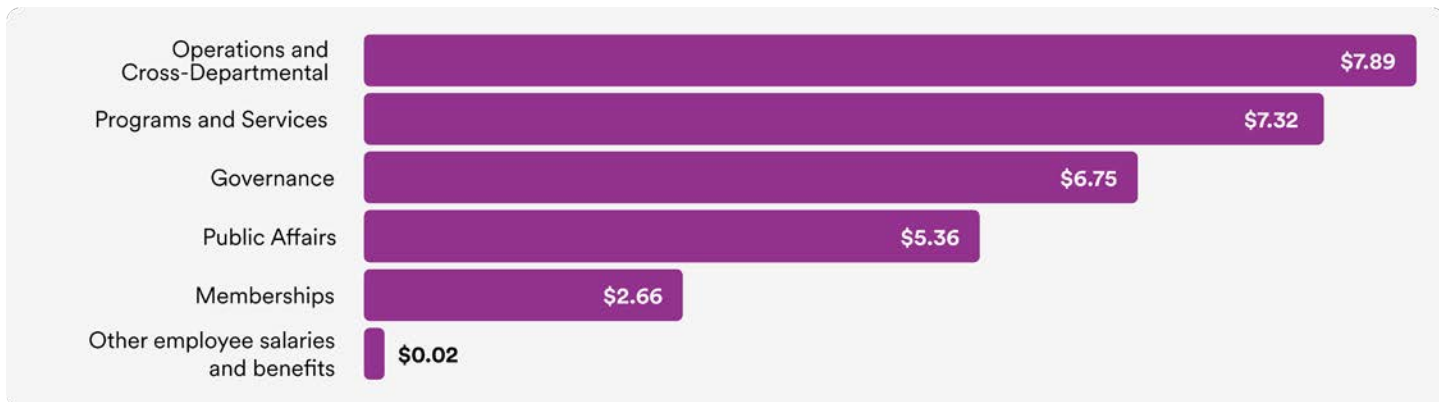




Finance Report

Fees

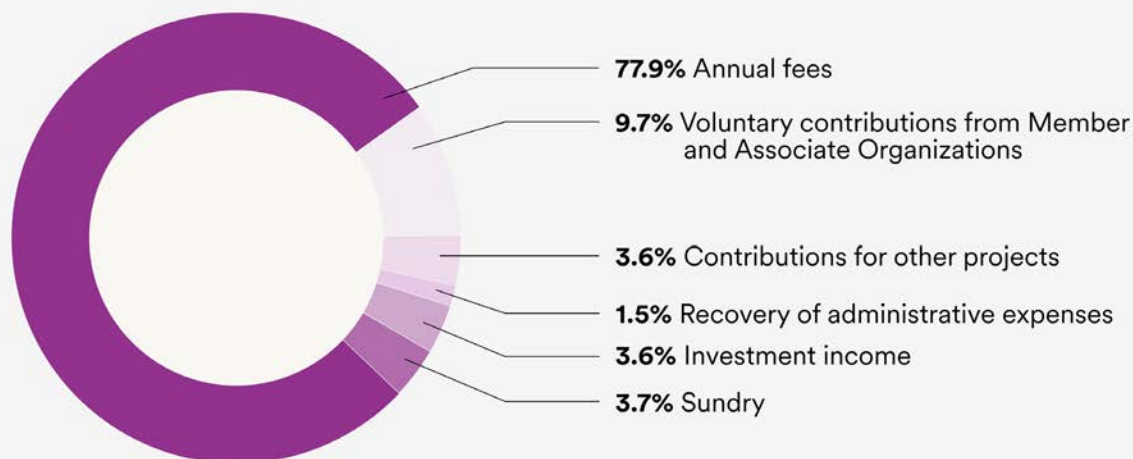
Each teacher pays \$30.00 per year. Where does it go?



Budget 2025-2026

Revenue	Approved budget
Fees from Member Organizations	8,377,000
Fees from Associate Organizations	11,000
Member and Associate Organizations – Voluntary contributions	1,194,500
CTF/FCE events	205,000
Endowment fund	25,000
Externally funded projects	395,000
Sundry revenue	160,000
Investment income	450,000
Total revenue	10,817,500
Expenses	
Governance	2,030,000
Public Affairs	1,613,500
Programs and services	3,791,500
Operations and cross-departmental expenses	2,375,600
Memberships	800,000
Other employee salaries and benefits	6,000
Internally restricted funds	220,000
Total expenses	10,836,600
Deficiency of revenue over expenses	\$(19,100)

Source of Revenue



Statement of Revenue and Expenses

(for the year ended August 31)

Revenue	2025	2024
Annual fees	8,244,802	7,760,595
Voluntary contributions from Member and Associate Organizations	1,029,335	859,907
Investment income	382,963	429,055
Recovery of administrative expenses	160,211	199,996
Contributions for other projects	376,684	469,106
Sundry	388,429	331,521
Total revenue	10,582,424	10,050,180

Expenses	2025	2024
Governance	1,851,179	1,760,776
Public Affairs	1,630,099	1,326,251
Programs and services	3,271,879	3,415,349
Operational and cross-departmental expenses	2,318,146	1,944,561
Memberships	764,683	724,084
Amortization of capital assets	160,418	161,876
Loss on disposal of tangible capital assets	-	819
Other employee salaries and benefits	460,444	173,640
Total expenses	10,456,848	9,507,356
Excess of revenue over expenses	125,576	542,824



Awards and Tribute



PUBLIC EDUCATION ADVOCACY AWARD

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

Dr. Marc Spooner

Nominated by the Saskatchewan Teachers' Federation (STF)

Dr. Marc Spooner is a professor in the Faculty of Education, University of Regina. He has published in the areas of homelessness and poverty, audit culture, the effects of neoliberalism and corporatization on higher education, social justice, activism, and participatory democracy. Dr. Spooner has won numerous teaching awards and was recently named to the role of interim director of the Centre for Educational Research, Collaboration and Development (formerly SIDRU). He has served on boards of several

community-based organizations in Regina and was a founding faculty member of the Regina Public Interest Research Group. Dr. Spooner has been an outspoken advocate against standardized testing and his advocacy contributed to the Government of Saskatchewan walking back an announcement to implement a comprehensive standardized testing regime in 2013.



SPECIAL RECOGNITION AWARD

This award recognizes members of CTF/FCE Member Organizations or Associate Organizations who have made major contributions to their provincial/territorial organization, the CTF/FCE, labour rights in education, and/or public education in general.



Joel Duff (posthumously)

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

Joel Duff dedicated his life's work to the defence and advancement of public education and labour rights across Canada. His career spanned education advocacy at every level – from pre-kindergarten through K–12 and into post-secondary education – and was grounded in the belief that a strong, accessible public education system is fundamental to a just and democratic society.

As Associate General Secretary of OSSTF/FEESO, Joel provided principled, strategic leadership during a period of significant challenge for publicly funded education. He strengthened organizing and mobilization efforts, supported members and local leaders, and ensured the Federation remained a credible, values-driven voice in defence of collective bargaining and public education.

Joel's impact extended nationally through his work with the Canadian Federation of Students, the Ontario Federation of Labour, the Canadian

Labour Congress, and the Ontario Confederation of University Faculty Associations. Across these roles, he built bridges between sectors, advanced democratic unionism, and championed equity, inclusion, and solidarity.

Grounded in equity and social justice, Joel consistently centred marginalized voices and worked to ensure that union structures and advocacy reflected the lived realities of students, educators, and education workers.

Joel will be remembered as a principled leader, a generous mentor, and a deeply committed advocate for public education and labour rights. This award honours his enduring legacy and the profound impact of his contributions to education and labour movements in Canada.



SPECIAL RECOGNITION AWARD

This award recognizes members of CTF/FCE Member Organizations or Associate Organizations who have made major contributions to their provincial/territorial organization, the CTF/FCE, labour rights in education, and/or public education in general.



Nello Altomare (posthumously)

Nominated by the Manitoba Teachers' Society (MTS)

Throughout his career as a teacher, vice-principal, principal, and elected official, Nello Altomare made significant contributions to public education in Manitoba. A dedicated educator and lifelong advocate for equitable and accessible public education, he left a lasting impact on countless students and colleagues through his commitment to excellence and inclusion in schools.

A former school principal who spent much of his time in education in the River East School Division, Nello was first elected as an MLA for the New Democrats in September 2019 and was re-elected in 2023. As Minister of Education and Early Childhood Learning, Nello was steadfast in his commitment to Manitoba's public schools and ensuring that every student had access to quality education. His passion for the profession and deep understanding

of the challenges faced by educators will be remembered by all who had the privilege of working with him.

Nello was a vocal proponent of school breakfast, lunch, and snack programs, both as a critic and cabinet member. He repeatedly made clear that poverty reduction was key to improving academic outcomes. Before he passed, Premier Wab Kinew announced the government would introduce Nello's Law, ensuring a universal school nutrition program. With this legislation, Nello will always be remembered as an educator who changed the lives of Manitoba students forever. His legacy will endure in every classroom, in every meal shared, and in the countless lives he touched.



SPECIAL RECOGNITION AWARD

This award recognizes members of CTF/FCE Member Organizations or Associate Organizations who have made major contributions to their provincial/territorial organization, the CTF/FCE, labour rights in education, and/or public education in general.



Stefanie Tuff

Nominated by the Newfoundland and Labrador Teachers' Association (NLTA)

A dedicated and extremely hard-working advocate for the K-12 education system in Newfoundland and Labrador, Stefanie Tuff served the NLTA for over 20 years. Her attention to detail and her focused unrelenting work ethic were second to none as she worked with other partners in the education community, both provincially and across the country. Anyone who has had the pleasure of meeting or getting to

know Stefanie would be aware of her ability to forge relationships and simply “get the job done”.

Stefanie filled many roles in her work with the NLTA – Administrative Officer, Assistant Executive Director and finally, Executive Director – but was also a wealth of information for her colleagues and for the teachers she served.



TRIBUTE TO AN OUTSTANDING INDIGENOUS EDUCATOR

This tribute recognizes the important contributions of Indigenous educators in Canadian public schools.



Elder Opolahsomuwehs, Dr. Imelda Perley

Nominated by the New Brunswick Teachers' Association (NBTA)

Elder Opolahsomuwehs, Dr. Imelda Perley, C.M., is a Wolastoqew Elder, linguist, and educator whose lifelong dedication to Indigenous education has left an enduring mark on students, teachers, and communities across Canada. Dr. Perley has devoted her career to ensuring that Wolastoqey language, culture, and knowledge are not only preserved but celebrated within educational systems at every level. As Elder-in-Residence at the University of New Brunswick's Mi'kmaq-Wolastoqey Centre, she co-created the Wabanaki Bachelor of Education – a landmark program that prepares teachers to educate through an Indigenous lens and to honour the histories and peoples of this land. Her advocacy directly contributed to amendments to New Brunswick's *Education Act*, making Indigenous content mandatory across the provincial K-12 curriculum, benefitting every student in the English-language school system.

A gifted linguist and tireless language revitalization champion, Dr. Perley has taught Wolastoqey in First Nations schools, public schools, and universities, and has shared the gift of spirit names with more than 200 children, weaving cultural continuity into the next generation. Her innovative approaches – from language apps to daily teachings on X (Twitter) – have brought Wolastoqey to learners across generations and borders.

A Member of the Order of Canada and recipient of the Governor General's Sovereign Medal for Volunteers, Dr. Perley reminds us that education, at its most powerful, is an act of love for those who come after us. Woliwon.



AWARD OF DISTINCTION

This Award of Distinction serves as a tribute to the late Honourable Murray Sinclair, honouring his national leadership and extraordinary contributions to Truth and Reconciliation, as well as his lifelong commitment to public education and the teaching profession, including his valued engagement with the CTF/FCE over the years.



Honourable Murray Sinclair

(posthumously)

Nominated by the Manitoba Teachers' Society (MTS)

As Chief Commissioner of the Truth and Reconciliation Commission of Canada, the Honourable Murray Sinclair helped transform what Canadians learn in school. By listening to survivors of residential schools and guiding the development of the 94 Calls to Action, he placed education at the centre of reconciliation. His leadership reshaped curricula across the country, ensuring that Indigenous histories, cultures, treaties, and languages are taught with honesty and respect. He challenged educators to see reconciliation as an everyday responsibility and encouraged

schools to centre Indigenous voices and knowledge in their classrooms.

Sinclair reminded us that education once caused deep harm, and that it can now be a path toward understanding and healing. His wisdom continues to guide teachers and students alike.

We honour the legacy of the Honourable Murray Sinclair for his extraordinary contributions to Indigenous education, for his lasting impact on public education, and for the transformation of Canadian classrooms.





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This year, CTF-FCE engaged in important work to better understand, strengthen, and model for other associations, approaches to Indigenous Self ID & verification. The Board approved this work, and is now a leader in the critical work of upholding the integrity of Indigenous identity. This process was done with consultation & respect.



Being part of a national organization is important because they ^(CTF) amplify & expand the important issues that member orgs are facing. Examples of this include retention & recruitment, AI, climate issues & more. The resources that CTF is developing in these areas are truly valuable for members.

THE RELEASE OF "IN CONVERSATION WITH JASON SCHILLING" PODCAST ON DECEMBER 15, 2025 PROVIDED ME WITH KNOWLEDGE, INSIGHT AND PRACTICAL INFORMATION IN SERVING AS PRESIDENT OF THE NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION. IT WAS GENUINE AND REAL. THE PROVISION OF SURVEY OPPORTUNITIES AND DATA BY CTF-FCE IS APPRECIATED AND VALUED BY OUR MEMBERS. RETALIATING AGAINST GOVERNMENT'S DATA AND PHILOSOPHIES WITH FINDINGS THAT WE OWN IS POWERFUL. MY MESSAGE OF SUPPORT TO THE OTHER ADVOCATES FOR PUBLIC EDUCATION IS TO BE UNITED AND STAND STRONG TO ENSURE THAT ALL JURISDICTIONS FIGHT FOR THE TEACHERS WHO PREPARE THE FUTURE LABOUR FORCE FOR OUR COUNTRY. THIS IS PARAMOUNT AS WE MOVE FORWARD. CTF-FCE GIVES THE NLTA SHARED EXPERIENCE AND INVALUABLE NETWORKING". DALE LAMBE, NLTA, CTF-FCE BOARD MEMBER

I am so thankful for the work the CTF has accomplished to ensure that student loans for new grads can be forgiven for members working in remote locations. Our members value the amplification of our collective voices across all territories and provinces. Keep up the struggle to protect and fortify publicly funded public education. It is not easy but worth the fight.

LM

David Mastin



Being part of a national organization means our provincial voice is amplified on issues that matter most: retention, recruitment, working conditions and the future of public education. The CTF-FCE provides a platform to learn from colleagues across the country, share evidence-based solutions and advocate together for the profession we love.
Audith Shirley, New Brunswick Teachers Association

CTF provides teacher organizations across the country with the opportunity to connect, speak up and support each other. Together we can make real change in public education for educators and learners. Bethany MacLeod, Nova Scotia Teachers Union, CTF/FCE Board Member



I am proud to be a part of an organization that values teachers & advocates on our behalf. The CTF/FCE collective voice gives members a sense of unity, influence & solidarity. The broad & meaningful impact of the CTF/FCE on public education is immense & greatly appreciated! Shelby Grouse



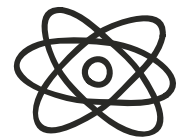
Our membership values having a National voice for teachers and public education - we have more in common than we have differences!
Culyn Fillion - MTS

The events of 2025/26 in Alberta have highlighted the critical importance of maintaining teacher solidarity both among teachers and between teacher organizations. I am very grateful to the member organizations and staff of the CTF for their continuing friendship and support in difficult times.
Dennis Theobald, ATA, CTF Board

The most significant impact for OSSTF/FEESO members through their affiliation has been the Federation's leadership in advancing research and advocacy on workplace violence, providing critical support that will strengthen member safety. Natalia Prodanov
OSSTF/FEESO

MM

October 2025 saw the largest teacher strike in Alberta's history. This is significant not only for the ATA, its teachers, students and parents, but for all member organizations across Canada. The solidarity formed in a sea of red for all teachers across Canada stood in unity with their Alberta colleagues. Our voices matter, our solidarity matters and public education matters!
- Jason Ich. Ilija, ATA President, CTF/FCE Board Member



This past year has been eye opening in learning about the incredible work and advocacy that the CTF/FCE does in defending the public education system and the rights of educators.

Rita Mueller, Northwest Territories Teachers' Association,
CTF/FCE Vice President

I am deeply appreciative of CTF's strong advocacy with the federal government to include educators in the rural student loan forgiveness program. This is an important step that will help retain teachers in many communities in need.

PETER DAY
Nova Scotia Teachers Union
CTF/FCE Board member



Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants

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