

ANNUAL REPORT

2023-2024





Publicly Funded Public Education

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Member Organizations

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

Associate Organizations

 <p>NEW BRUNSWICK TEACHERS' FEDERATION FÉDÉRATION DES ENSEIGNANTES DU NOUVEAU-BRUNSWICK</p>	 <p>Ontario Teachers' Federation <i>Your Voice. Your Strength.</i></p>
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President's Report



Heidi Yetman
President



By its very nature, hope asks us to have strength and resilience in the face of uncertainty; moreover, hope is an active choice that we embody, and demands we have agency, decisiveness, and compassion for ourselves and all people.

As my first year as the president of the Canadian Teachers' Federation (CTF/FCE) transitions to the next, I cannot help but reflect on the hope that the Federation's Member and Associate Organizations have inspired in me, and more importantly, in each other. Publicly funded public education in Canada is at a critical juncture, but the tenacity of our teacher members, staff, and Federation leaders has never felt more apparent or vital.

Via annual meetings and assemblies, I have had the great privilege of connecting with members from across the country, heard their stories, challenges, and what continues to inspire them.

These opportunities to hear educators' voices continue to have a monumental impact on my life and role. Critically, hearing directly from teachers and other educators shapes the lens with which I interpret the systemic issues permeating our professions. I am deeply grateful for all that has been shared with me this

year, as it fortifies my resolve and orients my purpose. So much can happen when we really listen to the voices of those on the frontlines in education.

As provincial and territorial organizations have rallied to do the great work necessary to uplift publicly funded public education and the teaching profession, the solutions lie in our collective engagement. Teachers and education workers are living the myriad realities of our limping system every day, and no one knows the path to healing it better than they do. Collectively, we are fighting for a more robust, equitable, and sustainable society.

Governments must recognize this and actively seek to understand the perspectives of educators. Even in the current state of affairs, the engagement and accountability of provincial and territorial governments is woefully too slow; but, as a Federation we wield a powerful mirror, and – together – we are an essential driver of change. Our collective action underscores that investments in public education can only lead to untold dividends in both the nation's cultural fabric, and its economic firmament. Education is foundational to democracy, and our work only fortifies it.



MOBILIZATION ACROSS CANADA

This past year has been a landmark period for teacher mobilization across Canada. We have witnessed a level of activism and solidarity that echoes the fervour of past movements but is seemingly on a whole new scale.

This fall and winter in Quebec, the strikes and the formation of a common front were vast mobilization efforts, the likes of which have not been seen since the 1970s. The unity and strength displayed by Quebec teachers brought significant attention to the symptomatic issues driving the teacher retention and recruitment crisis: the reality of teacher shortages, unqualified personnel, stagnating wages, and the rising spectre of violence in the classroom were highlighted in media coverage across the country.

The Saskatchewan Teachers' Federation (STF) and its members have been a roaring beacon of tenacious activism, extending outwards to all regions of the country. The STF showed steely-eyed resolve as they organized rally after rally, job action, and strikes that kept both provincial and national media focused on Premier Scott Moe's obstinance. At the time of writing, the fight continues to fortify language in their collective agreement that truly addresses ever-evolving student needs in today's increasingly complex classrooms.

A 98% strike vote! In Nova Scotia, the overwhelming majority of their

10,000 teacher members forced the hand of Education Minister Becky Druhan and paved the way for several important gains for Nova Scotia's teachers. Naturally, this was not a silver bullet, but it was an impressive stepping stone towards future progress. The Nova Scotia Teachers Union (NSTU) showed outstanding leadership and judgement throughout those many months of ardour. Hats off to the NSTU, and most notably the dedicated teachers of Nova Scotia.

Across Ontario, unions have raised alarm bells regarding the unprecedented rising levels of violence in the classroom, and better working conditions for teachers and education workers. Collectively, their mobilization actions, though varied, displayed outstanding solidarity. Last autumn, the Elementary Teachers' Federation of Ontario (ETFO) and the Ontario English Catholic Teachers' Association (OECTA) sent strong messages via 95% and 97% strike mandates, respectively. Similarly, in January, French language schools in Ontario fought ardently with the Lecce government to reach an agreement, wielding a substantive 93% strike mandate in their quiver. The Association des enseignantes et des enseignants franco-ontariens (AEFO) showed inspired resolve. Their collective strength telegraphed to the government and school boards that French-language education must be recognized, robustly funded, and that its needs and cultural significance must be recognized.





Our friends at the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) added to the show of solidarity and defiance as the provincial budget was released this past March. The OSSTF/FEESO balked at Lecce's unequitable, projected increase of 2.7%, which did not address the country's paralyzing levels of inflation. The OSSTF/FEESO made their voice heard as they called out the government's smokescreen, which aimed at dodging the province's, if not the entire country's, central crisis: teacher retention and recruitment.

Our colleagues at the Yukon Association of Education Professionals (YAEP) and the Northwest Territories Teachers' Association (NWTTA) showed unimaginable courage and leadership as they continued to navigate their own mounting teacher shortages and housing issues,



while supporting and uplifting their members in the face of catastrophic wildfires last summer and fall. As they pressed forward, it goes without saying that the entire Federation has been with them, and in awe of their fortitude and dedication.

Manitoba's mobilization efforts before their provincial election sent critical messages to the government, and their work and research on the teacher retention and recruitment crisis lent vital insights to all of us across the Federation.

Similarly in Newfoundland, their "think tank" fostered dialogue between teachers and policymakers, highlighting the need for sustainable, systemic changes to the profession. This collaborative effort aimed to address educational challenges and develop informed solutions, emphasizing the importance of cooperative problem-solving.

MEMBER AND ASSOCIATE ORGANIZATIONS' EFFORTS

Across the country, provincial and territorial teachers' organizations have been doing an exceptional job representing members and ensuring that educators' voices are heard. From the Nunavut Teachers' Association's (NTA) determined tackling of dire teacher shortages to the Alberta Teachers' Association's (ATA) poignant and public stance for the rights of 2SLGBTQQIA+ teachers and students, the effective social media campaigning of the Prince Edward Island Teachers' Federation, and more – all across the country,

we are fighting for better working conditions, fair salaries, and social justice recognizing that when teachers are doing well, students benefit. The dedication and advocacy displayed by our Member and Associate Organizations are commendable and crucial for the advancement of public education.

More than ever, education is the solution to the divisions in our world. Education fosters democracy and is the key to developing critical thinking in our citizens.



As educators, we play a vital role in shaping the future of our society by nurturing informed, thoughtful, and engaged citizens.

Across the country, the growing shadow of “parental rights” is a disturbing human rights issue that must be questioned at every turn. Either we have human rights, or we don’t. It is essential to uphold the rights and dignity of all individuals, and we must remain vigilant against any attempts to undermine these principles.

Throughout this past year, I have also had a significant number of meetings with MPs and senators to discuss the issues facing our profession. With the support of the CTF/FCE’s staff, I have had invaluable facetime with key political figures in Ottawa, advocating for the needs and concerns of teachers and the students and families we serve. These meetings have been productive and unequivocally supported by the vital counsel of the National Advisory Council on Public Education.

Our collective efforts have also given us much to be proud of. Our collective efforts to support family nutrition partners’ call for an inclusive pan-Canadian school food program contributed to a landmark change: the federal government’s life-changing decision in April 2024 to commit significant funding to a national school food program. Joint advocacy works and we look forward to continuing collective political actions.

Further from home, my field visit to a CTF/FCE international cooperation project in Uganda was a profound experience that highlighted the transformative power of education. Meeting with Ugandan union leaders, teachers, and students reinforced the profound extent to which education can be the great equalizer and how unfortunate it is that quality inclusive publicly funded public education is not always prioritized, particularly in some parts of the world. This international experience strengthened my resolve to advocate for the importance of education both domestically and globally.

The past year has flown by, filled with significant achievements and ongoing challenges. In early June, I had the tremendous privilege of co-leading the CTF/FCE Women’s Symposium, hosted by the New Brunswick Teachers’ Association (NBTA). Our theme was “Unite, Inspire, Uplift!” and the time together with other women working in education was energizing and profound. It has been incredibly rewarding to witness the progress we have made and the impact of our collective efforts.

In closing, I am inspired by the words of Becky Pringle, President of the National Education Association (NEA) in the United States, at the NEA Leadership Summit: “Stand firmly in your power!” These words resonate deeply as we continue to advocate for our profession and our students. With that, we must stand firmly in our power, united and resolute, to forge paths for change for the benefit of not only our country, but the world as a whole.




As we move forward, let us build on the momentum we have created. This year, for the 104th CTF/FCE Annual General Meeting, we have the privilege of being hosted by the British Columbia Teachers' Federation (BCTF) and it is not lost on me that less than 10 years ago that would not have been possible. Colleagues, we are stronger together and I look forward to the west coast welcome and important learnings at this year's AGM. The past year has demonstrated the power of unity and the importance of standing together. While challenges remain, our collective strength, determination, and resilience will guide us in navigating the road ahead.

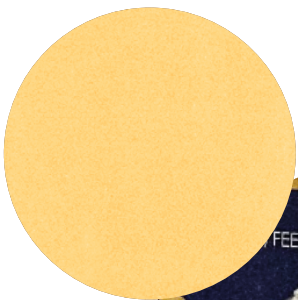
Thank you for your unwavering dedication and support. It continues to be an honour to and privilege to serve as your president. Education is the foundation of a healthy and prosperous society; and together, we can work to restore the profession's nobility, and the great joy all teachers and educators feel when they know they've made a difference in their student's lives.

We embody the power of change.

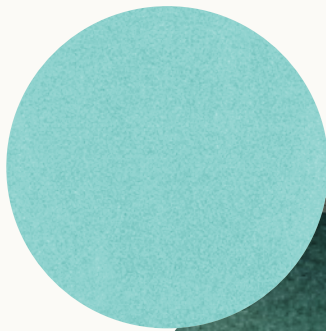
With gratitude and solidarity,



Heidi Yetman
President

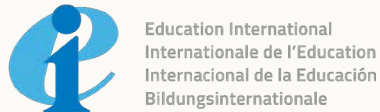


The CTF/FCE at a Glance



Canadian Teachers' Federation (CTF/FCE)

The national bilingual federation of teacher organizations in every province and territory of Canada and an active member of Education International.



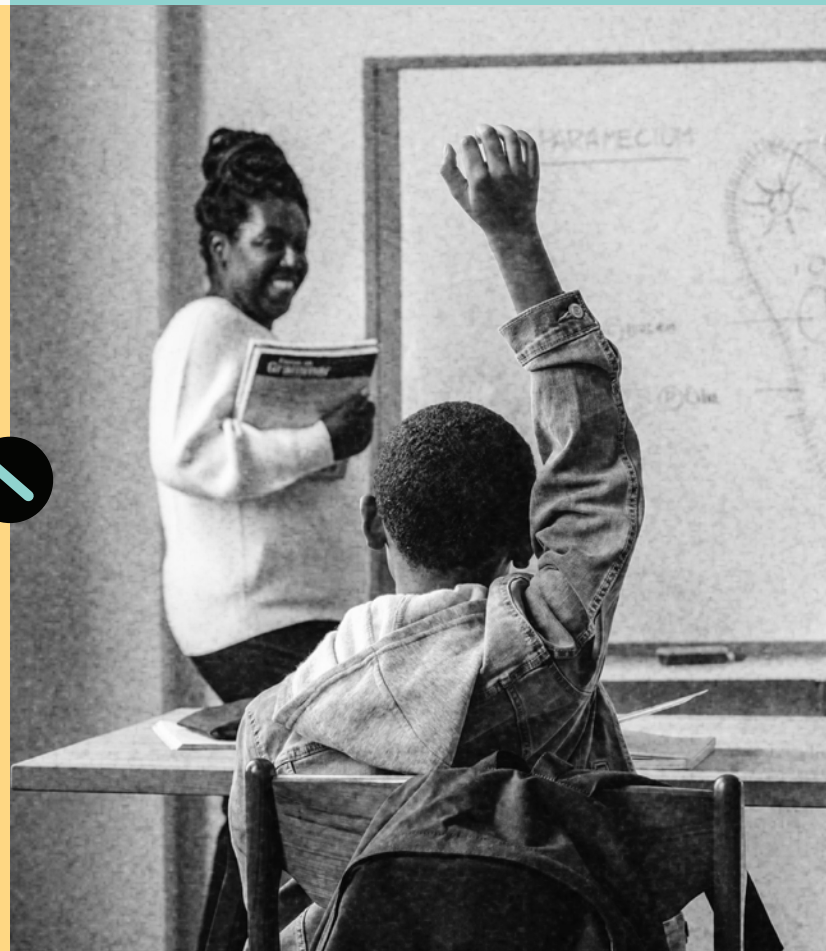
Our Vision

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



Our Mission

As a federation of Member and Associate Organizations, the CTF/FCE promotes and supports quality inclusive publicly funded public education, in all its forms. We uphold teaching as a profession and advocate for adequate resourcing, labour rights, and social justice, across Canada and around the world.



Executive

The Executive includes the President, the Vice-Presidents, the President-Designate (in alternate years), and the Executive Director. Other than the Executive Director (who is appointed by the Board of Directors), the members of the Executive are elected by delegates at the Annual General Meeting. The Executive conducts the business of the CTF/FCE between meetings of the Board of Directors. Since April 1, 2023, the Executive also acts as the Board of Trustees for the CTF/FCE. The Board of Trustees ensures that funds, grants, and monies received by the CTF/FCE Trust are properly administered and accounted for.

From top to bottom:

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



Board of Directors

The Board of Directors is responsible for the affairs of the Federation between general meetings. It provides political direction regarding priorities as well as general oversight of the management of the CTF/FCE with respect to strategic planning, financial and accounting matters, human resources, and policies. The Board of Directors meets in November, April, in advance of the AGM, and as needed in February.

It is composed of:

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

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



Board Members

MEMBER ORGANIZATIONS

Newfoundland and Labrador Teachers' Association

- Trent Langdon, President
- Stefanie Tuff, Executive Director

Prince Edward Island Teachers' Federation

- Andy Doran, President
- Patrick MacFadyen, General Secretary

Nova Scotia Teachers Union

- Ryan Lutes, President
- Steve Brooks, Executive Director

New Brunswick Teachers' Association

- Peter Lagacy, President
- Ardith Shirley, Executive Director

Quebec Provincial Association of Teachers

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

Association des enseignantes et des enseignants franco-ontariens

- Ambroise Gomis, Voting Member
- Anne Lavoie, Executive Director and Secretary-Treasurer

Elementary Teachers' Federation of Ontario

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

Ontario English Catholic Teachers' Association

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

Ontario Secondary School Teachers' Federation

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

The Manitoba Teachers' Society

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

Saskatchewan Teachers' Federation

- Samantha Becotte, President
- Bobbi Taillefer, Executive Director

The Alberta Teachers' Association

- Jason Schilling, President
- Dennis Theobald, Executive Secretary

British Columbia Teachers' Federation

- Clint Johnston, President
- Amber Mitchell, Executive Director

Yukon Association of Education Professionals

- Ted Hupé, President
- Ethan Emery, Executive Director

Northwest Territories Teachers' Association

- Matthew Miller, President
- David Murphy, Executive Director

Nunavut Teachers' Association

- Shawna Thomson, Vice-President
- John Fanjoy, Executive Director

ASSOCIATE ORGANIZATIONS

Ontario Teachers' Federation

- Yves Durocher, President
- Ian Pettigrew, Secretary-Treasurer

New Brunswick Teachers' Federation

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



Committees

BOARD COMMITTEES

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

The Finance Committee serves in an advisory capacity to the Annual General Meeting, the Board of Directors, the Executive, and the Executive Director in matters of finance and financial policy.

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

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

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

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

ADVISORY COMMITTEES

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

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

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

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

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

The subgroup on the International Decade for People of African Descent advises and guides the development of the resource booklet to honour the International Decade for People of African Descent.



Staff Progress Report



Cassandra Hallett
Executive Director



“Solidarity is not the same as support. To experience solidarity, we must have a community of interests, shared beliefs and goals around which to unite ... Support can be occasional. It can be given and just as easily withdrawn. Solidarity requires sustained, ongoing commitment.”

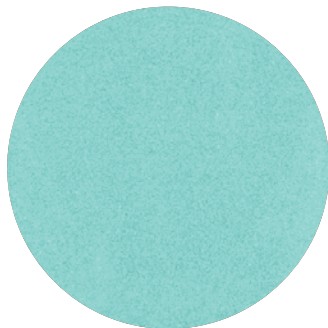
– Bell Hooks

The year 2023-2024 has been a year of sustained commitment to the 18 provincial and territorial teachers’ organizations that come together as one in the Canadian Teachers’ Federation (CTF/FCE). The CTF/FCE staff team is honoured to work in service to Member and Associate Organizations, and by extension over 365,000 teachers and educators, in every province and territory. Throughout this year, we have again given our best to strengthen the community that is the Federation – a powerful alliance of independent education unions from across the country.

The staff team’s efforts are focused on serving the needs of Member and

Associate Organizations as directed by the Annual General Meeting, the Board of Directors, the Executive, and the President. We work hard to support advocacy for and defense of quality inclusive publicly funded public education, labour rights, and social justice.

To ensure we continue to make a positive difference and serve the important and varied needs of Members, staff work is organized according to a Board-approved strategic plan, which includes four shared goals. The staff team is proud to offer you the following overview of this year’s activities and achievements, organized according to the four strategic goals.



SUPPORT AND ENGAGE

Below are selected highlights from this year's work to improve support for and engagement of Member and Associate Organizations.

In view of the many challenges Member and Associate Organizations faced in collective bargaining, the CTF/FCE deepened its member support and research activities related to collective bargaining. Priority topics included:

- student and educator mental health;
- the risks of artificial intelligence (AI) applications in classrooms;
- privatization in education governance;
- increasing school violence, classroom complexity; and,
- a profound teacher retention and recruitment crisis.

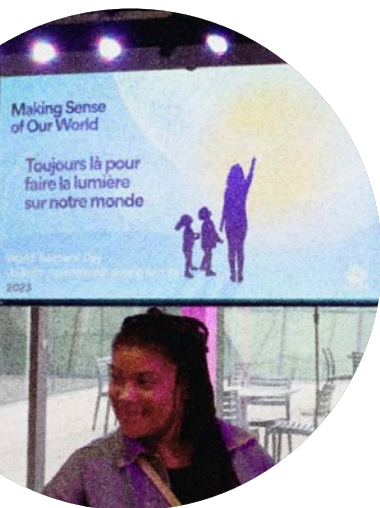
Staff with expertise in collective bargaining and teacher welfare also provided reports and tailored presentations for multiple Member bargaining committees and professional workshops as requested. Given the increasing prevalence of and concerns regarding AI, and stemming from two resolutions carried by AGM 2023, the CTF/FCE has undertaken pan-Canadian research of clauses in both local and central collective agreements that provide protections for educators related to the digitalization of the profession. Findings will inform a bank of technology-related clauses which will be accessible to all Member and Associate Organizations, as well as a brief accompanying report. We look forward to sharing this report at AGM 2024. Additionally, the CTF/FCE is

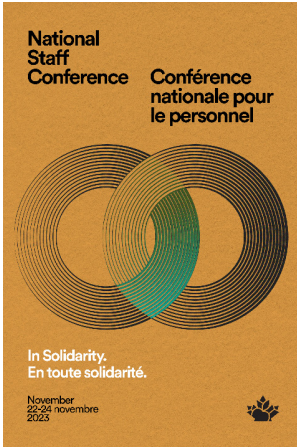
conducting a multi-jurisdictional scan of the legislative and policy landscape across Canada as it relates to the potential risks of AI systems to K-12 students and teachers. The findings from this work will inform ongoing research, and targeted advocacy to improve protections for students and teachers from key AI risks. A report on findings will be shared with Member and Associate Organizations once complete, with an anticipated completion in fall 2024.

The CTF/FCE research team also conducted a pan-Canadian scan of mental health strategies for school personnel in 2023, looking at policy provisions for mental health funding, resources, and personnel support for schools at the provincial and territorial levels. This scan, along with a collection of current and pertinent mental health research was made available to Member and Associate Organizations to support continued advocacy for student and educator mental health and well-being.

This year, the Federation was pleased to offer three major in-person events to support professional learning and to engage representatives of Member and Associate Organizations:

- On October 5, 2023, a Town Hall event was held to celebrate **World Teachers' Day**. Members of Parliament and education stakeholders had the opportunity to listen to teachers' voices, address their questions, and share strategies to improve working conditions.





This event aimed to address recruitment and retention challenges faced by Canada's education community;

- The **National Staff Conference**, aptly titled *In Solidarity* was held in Ottawa, November 22–24, 2023. This two-and-a-half-day professional development conference offered colleagues from Member and Associate Organizations dynamic breakout sessions, workshops, and insightful discussions. Speakers included Anthony Johnson, Dr. James Makokis, and Dr. Samantha Nutt who delivered uplifting presentations about life and change;
- With the theme, *Unite, Inspire, Uplift!*, the **2024 Women's Symposium**, held in Fredericton June 2–4, 2024, and co-hosted by the New Brunswick Teachers' Association was another sell-out gathering! This event provided a unique opportunity for members who identify as women to unite and engage in discussions about empowering women's advancement.

Throughout the year, and between the in-person gatherings noted above, representatives of Member and Associate Organizations were supported through their engagement in CTF/FCE peer networks. To ensure our Federation is as strategic and effective as possible in all our communications, the Public Affairs team launched a new network – the **National Strategic Communications Network (NSCN)**. This network connects like-minded professionals for sharing best

practices and resources, discussing challenges, and collectively working towards a stronger public education system nationwide. At the same time, another new group has taken shape. The **Justice, Equity, Diversity, Decolonization, Indigenization, and Inclusion (or JEDDII) Network** brings together staff colleagues from Member and Associate Organizations for informal collaborative conversations to share relevant knowledge and resources.

These new networks complement existing networks dedicated to collective bargaining, French as a first language in minority settings, and research. Each network is coordinated by the CTF/FCE and provides both an opportunity for sharing relevant information and concerns as well as access to a supportive group of peers for invaluable information and collegiality. Each also provides critical insight into the work of the CTF/FCE as well as Member and Associate Organizations. Below are just a few examples:

- The **National Teacher Research Network** provided important insights into the gathering of disaggregated self-identification data. As a result, the CTF/FCE was able to launch an optional self-identification survey for AGM 2024 and briefs regarding the principles for collecting such personal information are available on the CTF/FCE Members' site;
- At their annual meeting, members of the CTF/FCE's **Network of Francophone Liaison Officers** (and members





of the Advisory Committee on French as a First Language) agreed to make the theme of “Professional integration of new immigrant teachers in French-language minority schools” a priority;

- To further enhance support for collective bargainers, in the fall of 2023, the **Teacher Bargaining Network** was fortunate to gain its first permanent guest speaker: Jim Stanford, Economist and Director of the Centre for Future Work.

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

- Members of the **Advisory Committee on the Teaching Profession** were instrumental in the vetting of the “country commitments” made by the Canadian delegation (of representatives from the Council of Ministers of Education, Canada, the Centrale des

syndicats du Québec, and the CTF/FCE) to the 2024 International Summit on the Teaching Profession;

- The **Advisory Committee on Indigenous Education** has prompted an important review of the annual tribute to an Indigenous elder.

Beyond the large gatherings, committee meetings, initiatives, and networks, this year also saw the continuation of compelling communication publications to better support members. Member and Associate Organizations continued to subscribe to various newsletters to stay informed on the ins and outs of publicly funded public education:

- **The Front Page**, a weekly news brief, offers a national perspective;
- **In the Know**, a monthly newsletter, focuses on public education at home and abroad;
- **The Parliamentary Update** recaps federal legislative and political developments.

Between meetings of the Board of Directors, the CTF/FCE convened three National Conversations on highly relevant topics – member mobilization, violence in schools, and a pan-Canadian overview of the status of collective bargaining. These informal meetings, planned by CTF/FCE staff and chaired by President Heidi Yetman, provided an opportunity for provincial and territorial leaders to connect beyond Board meetings to discuss matters of common interest, support one another, and strengthen



pan-Canadian solidarity. Our thanks to all who participated and to representatives of the Elementary Teachers' Federation of Ontario, Public Service Alliance of Canada Vice-President Alex Silas, and Jim Stanford, for their insightful presentations during the conversations.

Since 2018, the CTF/FCE's **Francophonie Program** has been focused on addressing the teacher shortage in French-language schools in minority settings. In 2023-2024, the CTF/FCE updated the booklets in the **Portraits de l'éducation** series and carried out a number of initiatives to support its Member and Associate Organizations to raise more awareness of the booklets amongst school staff. Some of their achievements include:

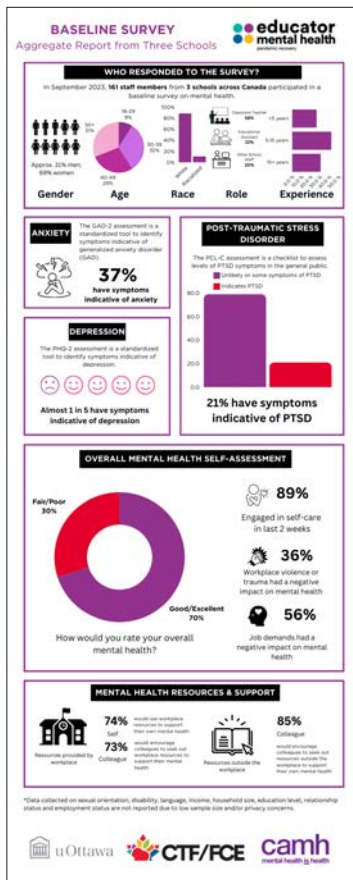
- facilitating a workshop at the annual convention of the Association canadienne d'éducation de langue française (ACELF);
- distributing a booklet in the delegates' kit at the annual convention of the Fédération nationale des conseils scolaires francophones (FNCSF);
- helping these organizations to promote the series amongst their members;
- presenting the series at events targeting various stakeholders in Canada's Francophone education sector, including:
 - the National Table for French as a Second Language, in particular at its Showcase meeting (virtual);

- the Association des collèges et universités de la francophonie canadienne, at the meeting of faculties of education representatives;
- the Conseil des écoles (school council) of the Éducatrices et Éducateurs francophones du Manitoba.

Given myriad challenges faced by our Member and Associate Organizations in the past year, from devastating forest fires to the teacher retention and recruitment crisis, and the increasingly harsh attacks on the labour rights of teachers and education workers, CTF/FCE solidarity increased from coast to coast to coast. Members of the NWTTA, forced to leave homes and evacuate as the school year began, received vital assistance from across the CTF/FCE, and – notably – from their southern neighbour, the ATA. Striking QPAT members benefited from the helpful financial support of the CTF/FCE Defence Fund. More recently, the Board, staff, and – indeed – the entire membership of the CTF/FCE worked tirelessly – at rallies, press releases, and on social media, in solidarity with the Saskatchewan Teachers' Federation (STF) during their especially challenging bargaining process.

Moving to the international context, a particularly striking example of member engagement is the **Project Overseas (PO)** program. This year, 15 provincial and territorial Member Organizations have generously provided their continued support for





PO, sponsoring teacher-members to participate in this important international professional learning and development cooperation program. In turn, 49 Canadian teachers have engaged as volunteers to provide their expertise and offer valuable, and rare, professional learning to teacher colleagues in low- and middle-income countries. PO is a cornerstone of the CTF/FCE’s development cooperation that has set us apart from many affiliates of Education

CONNECT AND COLLABORATE

The CTF/FCE staff has continued to improve the ways in which we provide opportunities for connection and collaboration within and beyond the Federation, among Member, Associate, and Partner Organizations. This year has seen a continuation of many vital partnerships, including with numerous member organizations of Education International (EI); Canadian universities; and a wide range of Canadian non-governmental organizations working in education, international development cooperation, public policy advocacy, research, and more. Through national and international collaborations, CTF/FCE elected leaders and staff have significantly extended the reach and impact of the Federation’s work as an advocate for and defender of publicly funded public education, labour rights, and social justice. More specifically, we are proud of the following work connecting and collaborating with members and partners.

International for decades; the engagement of Canadian teachers in this endeavour makes PO not only deeply appreciated, but sought after, by numerous partner organizations.

As is the case with most acts of solidarity, connecting and collaborating with members and partners has been crucial to the above successes; this brings us to the next goal area.

A **pilot project on educator mental health and well-being** was carried out with the financial support of the Public Health Agency of Canada (PHAC) in collaboration with the Centre for Addiction and Mental Health (CAMH) and the University of Ottawa. With the support of Member organizations, three pilot schools located in Alberta, Manitoba, and Newfoundland participated in the project between September 2023 and March 2024. Five learning sessions on various mental health topics related to the teaching profession were delivered (one per month, during school hours). Findings and recommendations will be presented in July. Teachers and education assistants who participated in the intervention, as well as school Principals, provided helpful feedback on the program to inform how best to expand to other schools. Following direction from the Board of Directors, the CTF/FCE is currently exploring possibilities to expand this work.



In 2023, the CTF/FCE also participated in the 2nd edition of the **International Barometer of the Health and Wellbeing of Education Personnel (I-BEST)**, carried out by the Education and Solidarity Network and the Foundation for Public Health, in partnership with Education International and the [UNESCO Chair Global Health and Education](#). Nearly 1,000 teachers countrywide participated in the survey and provided valuable information on their working conditions, physical and mental health, work-life balance, and impact of digital tools. Unfortunately, it was also revealed that violence in Canadian classroom is on the rise and other participant countries are not impacted to the extent that Canada is. Consequently, the CTF/FCE produced an overview of violence prevention language included in teacher collective agreements in Canada and made the study available to the CTF/FCE membership. Given the urgency of this matter, work in this area will continue.



Returning to our focus on AI the CTF/FCE is pleased to have made significant advancements on AGM resolutions related to the use of AI in the classroom. The CTF/FCE is pleased to be partnering with researchers from York University and the University of Toronto to explore how AI-enabled education technologies are procured for public schools, and the extent of digital protections in place for the students and educators using these tools.

The CTF/FCE is also a partner in two other new research initiatives:

- The Federation is a community partner and member of the steering committee for a project called **Public Education Exchange (PEX)**. We support researchers from several academic institutions (along with collaborators from our Member Organizations) to develop a knowledge exchange network and case study research on different facets of educational privatization across Canada;
- The CTF/FCE is a collaborating partner on a Social Sciences and Humanities Research Council Insight Grant with academics from the University of Ottawa, Western University, and York University, looking at the way **UNESCO's New Social Contract for Education** is being taken up by educators in different contexts across Canada.

In partnership with the Regroupement national des directions générales de l'éducation and the Université du Québec à Rimouski, the CTF/FCE developed **a training and mentoring model** to support the professional integration of recently immigrated teachers in French-language schools in minority settings. This project received approval from Canadian Heritage (PCH) in June 2023 and was completed in March 2024.

In addition, the CTF/FCE started a project in partnership with the **Global Centre for Pluralism**. This project aims to develop a training plan to prepare teachers (for



example, newly retired teachers) to coach recently immigrated teachers working in French-language schools in minority settings.

Likewise, the CTF/FCE is proud of the project that it is carrying out with the University of Alberta's Campus St-Jean. It involves developing strategies for helping principals of French-language schools in minority settings in their work with recently immigrated teachers to support their professional integration, to provide them with mentoring, and to ensure their well-being.

Internationally, the CTF/FCE's development cooperation partnerships have continued to be viewed as among the most impactful within **Education International**. The CTF/FCE international program has three key aspects:

- building organizational capacity,
- promoting gender equality, and
- providing professional learning for teachers and education leaders.

Working closely with Education International and its regional offices, the CTF/FCE team provides technical and financial support to various programs in Africa, Asia, the Caribbean, and Latin America in response to the needs and requests these partners and colleagues put forward. You may find CTF/FCE representatives facilitating a union-capacity building session in Asia-Pacific, helping design a plan to act on the recommendations of a study on women's leadership in Africa, or assisting a partner to develop a strategy for dealing with a crisis

and then helping them design activities to implement that strategy. Additionally, this year, thanks to the support and engagement of Canadian teachers, mentioned in the previous section, the CTF/FCE will work shoulder to shoulder with thirteen national teachers' organizations in two francophone and four anglophone countries in Africa and six Caribbean countries, through Project Overseas, to co-deliver professional learning to under- and un-trained teachers based upon the needs identified by their teachers' union.

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

- The **Association canadienne d'éducation de langue française (ACELF)** Conference workshop on the recruitment and retention of newly immigrated teachers;
- The **Canadian International Education Policy Working Group**;
- **Harmony Movement's** Educators Anti-Racism Conference;
- The **National Advisory Council on Education (NACE)**, which the CTF/FCE leads;
- "Policy Breakfasts" – with representatives of over a dozen national trade union and civil society organizations gathering several times each year to discuss areas of common concern;
- **Plan International Canada's** [The Power Within](#);
- **White Ribbon's** PREVENT initiative which engages men and boys in the prevention of gender-based violence by promoting equity and transforming social norms.



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



Importantly, the CTF/FCE has once again dedicated resources and enjoyed participating in regional gatherings of Member Organizations, including meetings of the Council of Atlantic Provinces and Territory Teachers' Organizations, alongside President Heidi Yetman, and the Western Staff Conference, hosted in Winnipeg by the MTS. It was wonderful to connect, collaborate, and learn side-by-side with western and eastern Canadian colleagues.

We hope CTF/FCE Member and Associate Organizations are proud of the fact that the CTF/FCE continues to be a sought-after partner both nationally and internationally. A list of the Federation's active partnerships is included on page 32 of this Annual Report.



VOICE AND VISIBILITY

To increase CTF/FCE voice and visibility, advocating for quality accessible inclusive publicly funded public education, social justice, and the rights of teachers and education workers, the Federation's elected leaders and staff have continued to seize every opportunity possible.

President Heidi Yetman and the Public Affairs Team built deeper connections with the National Advisory Council on Publicly Funded Public Education (NACE) with several virtual meetings and an in-person meeting that coincided with the January 2024 meeting of the CTF/FCE Executive to allow for both groups to collaborate. The NACE has plans to move forward collaboratively with concrete actions on matters of common concern.

The actions highlighted in this section provide a glimpse into the CTF/FCE's commitment to proactive advocacy, legislative engagement, and public mobilization in pursuit of positive social change to support quality inclusive publicly funded public education. We are excited to have partnered with Abacus Data on regular polling to gauge public sentiment and support for public education, our unions, and various advocacy initiatives; the findings are providing valuable insights for CTF/FCE campaigns and outreach efforts.

At the same time, our podcast channel **Source** featured several topical themes to increase the Federation's voice and visibility including:

- chatting with the CTF/FCE President Heidi Yetman;
- addressing Canada's gender gap with Shari Graydon;
- Fae Johnstone about supporting the 2SLGBTQQIA+ students and educators; and
- harnessing collective power for change with Alex Silas.





The Federation has also launched a [new investigative podcast series *ABSENT*](#), focused on the most pressing issues facing public education in Canada today. The series paints a picture of what's missing and explores workable solutions to restoring Canada's public education system.

To further amplify our messages, a comprehensive advocacy [webpage](#) was developed to address critical issues and has already been used to raise awareness, educate the public, drive engagement, and influence policy change. Topics of focus thus far have been:

- school-based violence (and Section 43 of the *Criminal Code* of Canada);
- educator mental health; and,
- the national school food program.

As noted above, and as many Member and Association Organizations are aware, a public campaign advocating for a **federally funded, pan-Canadian school nutrition program** was launched to influence the 2024 federal budget. This initiative aimed to garner support for addressing nutritional needs in schools nationwide and the CTF/FCE was delighted by the commitment made by the federal government in the 2024 budget! While there will be much work ahead to implement the school food program at the provincial and territorial level, the federal commitment is the result of shared advocacy with leading organizations in the school food sector, with whom the CTF/FCE was proud to partner, and the strong amplification of our

messages by Member and Associate organizations from coast to coast to coast.

Throughout the year, the Public Affairs team carefully monitored **Bills C-273 and S-251**, which seek repeal of **Section 43 of the *Criminal Code***, and clearly articulated the CTF/FCE's position in cogent briefs. Staff dedicated significant time and energy to arranging and supporting numerous meetings with CTF/FCE President Heidi Yetman and legislators as well as appearances of the President alongside Tesa Fiddler, member of the CTF/FCE Advisory Committee on Indigenous Education and Board Members Sébastien Joly (Executive Director, QPAT) and Ryan Lutes (President, NSTU) before the House of Commons Standing Committee on Justice and Human Rights. These sessions facilitated the presentation of the CTF/FCE's position including proposed amendments to Section 265 of the *Criminal Code*.

Collaborating with the Board of Directors and Member and Association Organizations, the CTF/FCE is preparing the launch of a public engagement campaign to tackle the nationwide crisis looming over public education: **teacher retention and recruitment**. Poor working conditions lie at the heart of the crisis, including classroom size and complexity, inadequate support and resources, the rise of psychological and physical violence, and unqualified teachers, just to name a few. The CTF/FCE is committed to positively influencing





public opinion and – in turn – governments to invest in publicly funded public education. The teacher recruitment and retention crisis can now be felt across the country, and consistent advocacy is more vital than ever. The initiative will highlight the essential nature of publicly funded public education, while also underscoring the realities of the teaching profession, to generate awareness, empathy, and appreciation for teachers and education workers.

Further afield, **the Simameni project – Stand Together for Girls’ Secondary Education in Uganda** – raises awareness regarding how to improve access, retention, and educational opportunities for secondary school-aged girls in two regions in Uganda. This five-year project, funded by the Government of Canada, is led by the CTF/FCE and its long-time partner, the Uganda National Teachers’ Union (UNATU). The project builds upon the prior successful collaboration of the CTF/FCE and UNATU in the creation and strengthening of a national network of gender-responsive primary schools in Uganda through the Teachers’ Action for Girls (TAG) program. The project is working towards achieving its outcomes by improving conditions within schools to make them safer, more responsive, and more inclusive for girls, and by fostering support for girls’ education within families and communities by influencing gender norms and supporting policy implementation. Simameni is showing results – there are now nearly 9,000 girls enrolled in Simameni schools. This number has grown from



about 7,500 in 2019 and 100% of the Simameni schools have demonstrated an improvement in the provision of gender-responsive education!

At the same time, as a leading contributor to Education International, the CTF/FCE is pleased to have contributed to amplifying the voice and visibility of union partners in low- and middle-income countries. Specific examples include:

- The **first ever Women’s Symposium held by the Gambia Teachers’ Union**, March 2024;
- Effective **women’s networks** in Asia, Africa, and Latin America;
- CTF/FCE participation in United Nations Commission on the Status of Women;
- Specific programming to assist partners’ efforts to uphold the rights of teachers and promote access to education;
- Urgent action appeals for support to teachers and unions in jeopardy because of war, political unrest, anti-union governments, or natural disasters. Please see page 35 of this report for specifics.

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

- the Table nationale sur l’éducation (its activities are overseen by the FNCSF);
- the Tripartite Committee (coordinated by the FNCSF);
- the National Table for French as a Second Language organized by the Association canadienne des professionnels d’immersion;



- the Council of leaders (organized by the Federation of Francophone and Acadian Communities of Canada);
 - the Comité syndical francophone de l'éducation et de la formation (the CTF/FCE is its treasurer).
- None of the initiatives, events, or resources would be viable without significant attention to CTF/FCE operations and a commitment to continuous improvement. This brings us to the fourth and final goal.

STRENGTH AND SUCCESS

In all we do, the CTF/FCE staff team strives to continuously improve the internal operations of the Federation. The Staff Senior Leadership Team (Chief Financial Officer, Associate Executive Director, and Executive Director) regularly reviews staffing needs and dedicates significant energy and expertise to ensuring the collegial team is sufficient, supported, and well organized to effectively serve Members and Associate Organizations. With a convergence of post-pandemic workforce changes and the increasing needs of Member and Associate Organizations, the Senior Leadership Team (in consultation with the President, the Executive, the Personnel Committee, and the Finance Committee) has begun considering **modest restructuring** and – as budgets allow – the potential for a slight increase in staffing to ensure we are able to retain and recruit top quality staff for decades to come. Related to budgets, for the past many years, the CTF/FCE has maintained a

five-year budget forecast which is reviewed annually. Given forecasted deficits in coming years, the Finance Committee, Executive, and Board of Directors are engaged in a full review of the membership fee and recommendations may be brought forward to future AGMs.

Following direction from prior AGMs, an intentional and intensive focus on eliminating systemic racism, oppression, and discrimination has led to many operational changes to ensure active engagement in countering racism, oppression, and discrimination. In addition to refining hiring practices, the CTF/FCE has implemented a **protocol to guide diversity, equity, and inclusion (DEI)** at all meetings and events. The protocol is aimed at fostering an environment of respect, accessibility, and belonging for all participants. At the same time, the CTF/FCE is proceeding with an expert DEI review of policies, further building renovations to include gender-inclusive washrooms, and




significant work to reduce barriers to participation in governance meetings such as those of the Executive, Board of Directors, and the Annual General Meeting, with particular attention to “rules of order” as will be discussed by delegates at the 2024 AGM.

Throughout the year, and in keeping with practices established over many years, various operating procedures are continuously reviewed and refined, with input and direction from Board Committees focused on Constitution and Bylaws; Finance; Pension; and Personnel. The staff team is grateful to members of the Executive and Board for their thoughtful engagement in each of these important committees. This year, changes made in the prior two years to governance of

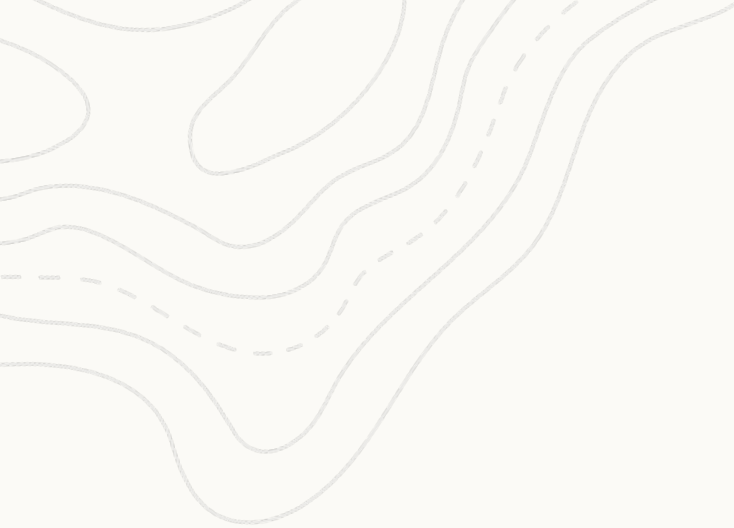
CTF/FCE international development cooperation have enabled significant improvements to decision making and oversight of this important area of work for the CTF/FCE, as the national representative organization of education unions in Canada.

In solidarity, the CTF/FCE continues to advocate for and defend quality inclusive publicly funded public education, labour rights, and social justice, here and abroad, in both familiar and innovative ways.



Cassandra Hallett
Executive Director





Partnerships



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

- African Women in Education Network
- Aga Khan Foundation Canada
- “A New Social Contract for Education” with Western University and the University of Ottawa, Social Sciences and Humanities Research Council (SSHRC) Insight Grant, with the CTF/FCE as a collaborating organization
- All India Primary Teachers’ Association
- Association canadienne d’éducation de langue française
- Association of Canadian Deans of Education
- Belize National Teachers’ Union
- Canadian Association of Principals
- Canadian Association of School System Administrators
- Canadian Centre for Policy Alternatives
- Canadian Education Press Association, alongside communications colleagues from Member and Associate Organizations and the press
- Canadian Labour Congress
- Canadian Olympic Committee
- Canadian Organization for the Development through Education
- Canadian School Boards Association
- Caribbean Union of Teachers
- CBC Kids News Editorial Committee
- Centre for Addiction and Mental Health (CAMH)
- CIVIX
- Commission nationale des parents francophones
- Dominica Association of Teachers
- Education Coalition
- Education International (EI)
 - AdHoc Advisory Group on Research Policy
 - Climate Network
 - Communications Network
 - Development Cooperation Network
 - EI Asia-Pacific Regional office
 - EI Africa Office
 - EI Latin-America Regional Office
 - EI North America/Caribbean Office
 - Research Institute and Research Network
 - Research Institute Board
- Educator Well-Being during Pandemic Recovery project, with the Public Health Agency of Canada, CAMH, and the University of Ottawa
- eQuality Project, with the University of Ottawa and the SSHRC (Insight grant), with the CTF/FCE as a community partner
- Fédération de la jeunesse canadienne-française
- Fédération des Syndicats de l’Éducation Nationale – Togo
- Fédération nationale des conseils scolaires francophones
- First Nations Education Administrators Association
- Gambia Teachers’ Union
- Ghana National Association of Teachers
- Global Affairs Canada
- Grenada Union of Teachers
- Guyana Teachers’ Union
- Harmony Movement
- Healthy Professional Workers with the University of Ottawa, the Canadian Institutes for Health Research, and the SSHRC (Insight Grant), with the CTF/FCE as community partner and education advisor



- Internship Steering Committee of ACELF
- Learning for a Sustainable Future
- Manitoba Council for International Cooperation
- MediaSmarts
- Momentum Canada
- National Indigenous Education and Reconciliation Network
- National Teachers' Union of South Sudan
- Network of teacher unions across the Francophonie internationale, as treasurer of the Comité syndical francophone de l'éducation et de la formation
- Plan International Canada
- Public Education Exchange (PEX), SSHRC Partnership Development Grant, with the CTF/FCE as a partner organization
- Prime Minister's Awards for Teaching Excellence
- Regroupement national des directions générales de l'éducation
- Saint Lucia Teachers' Union
- Sierra Leone Teachers' Union
- Spur Change Program
- St. Vincent and the Grenadines Teachers' Union
- Syndicat national de l'enseignement primaire public du Bénin
- Syndicat national des enseignants africains du Burkina – Burkina Faso
- Syndicat national des enseignants des écoles maternelles du Bénin
- Syndicat national des enseignants du secondaire et du supérieur – Burkina Faso
- Table nationale du français langue première
- Table nationale du français langue seconde
- Tripartite Committee, led by the FNCSF
- Uganda National Teachers' Union
- Union Nationale des Normaliens/nes et Éducatrices/trices d'Haïti
- Université du Québec à Rimouski
- University of Ottawa
- White Ribbon
- Wisdom2Action



Global Solidarity



CTF/FCE Responses to Urgent Action Appeals

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

MOROCCO – SEPTEMBER 2023

On September 8, 2023, a devastating 6.8 magnitude earthquake shook poor mountainous regions in Morocco. Entire villages, including schools, were destroyed and remain totally inaccessible. More than 2,900 people died and more than 5,500 were injured.

Teacher organizations contacted EI to report the deaths of 19 teachers and over 100 pupils in the Taroudant region. Around 530 schools were destroyed, as well as 55 boarding schools. This jeopardized the education of many children, especially girls. Moroccan member organizations mobilized to identify the needs of their members and put in place mechanisms to deliver assistance.

In response to this tragedy, a financial donation of over \$21,000 (from the CTF/FCE as well as individual Member and Associate Organizations) was made to EI's Earthquake Solidarity Fund for members and communities in Morocco affected by the earthquake.

IRAN – SEPTEMBER 2023

On September 19, 2023, the CTF/FCE responded to EI's call asking EI affiliate organizations to urge the authorities of the Islamic Republic of Iran to immediately and unconditionally release jailed Iranian teacher activists and to respect labour rights.

Since May Day 2022, several teacher union leaders have been unjustifiably arrested, detained, and tortured for conducting peaceful

trade union activities authorized by national and international laws. Iranian authorities cracked down on teachers and their union representatives to suppress a resurgence of last year's rallies as the first anniversary of the extrajudicial killing of Jina Mahsa Amini was September 16, 2023.

The CTF/FCE and EI are particularly concerned about the situation of numerous individuals from the Iranian provincial and county teachers' associations which belong to the national umbrella and affiliate of EI, the Coordinating Council of Iranian Teachers' Trade Associations (CCITTA).

In support of Iranian colleagues, the CTF/FCE wrote to the Prime Minister of Canada as well as and the Minister of Foreign Affairs regarding the trade union rights violations in Iran; shared EI's messages on social media to give visibility to the situation; sent a letter of protest to the Supreme Leader of the Islamic Republic of Iran calling for the release of jailed teacher unionists and for the respect of fundamental rights and freedoms in the country; and sent a message of solidarity to the CCITTA and to families of detained colleagues through EI.

CTF/FCE Member and Associate Organizations were invited to share EI's messages on social media and adapt the letter of protest sent to the Islamic Republic of Iran to call for the release and dropping of all charges against Iranian teacher unionists detained for union related activities; respect for the fundamental rights and freedoms of all workers; respect the privacy of family members of detained unionists and ensuring their safety.



PALESTINE – JANUARY 2024

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

The impact of the armed conflict between Israel and Hamas has caused loss of human life in both Israel and Gaza and has left education communities and the whole world in shock. EI immediately expressed global solidarity with affiliates in Israel and Palestine and has remained in contact with those organizations since October 2023. To date, only the Palestinian affiliates have requested aid; this is likely due to the fact that – for the most part – school has continued in Israel.

While EI affiliates are primarily operating in the West Bank, where their members actively engage in advocating for the rights and well-being of educators, they have forged connections with teachers in Gaza. GUPT, GUWKPS and PFUUPE are collecting resources and using their networks to support teachers in Gaza and where necessary

they intend to work with those United Nations agencies which are still operational in Gaza.

The CTF/FCE contributed \$3,000 to help sister organisations in Palestine in their efforts to assist teachers and students in need in the Gaza Strip and the West Bank. CTF/FCE Member and Associate Organizations contributed over \$33,000.

HAITI – JUNE 2024

Since the assassination of President Jovenel Moïse in July 2021, armed gangs have continued to gain ground, to the point of paralyzing most activities in the capital, Port-au-Prince. Hospitals, police stations, and schools have been targeted by gangs, set on fire, and destroyed. In three years, thousands of people have been kidnapped, raped, and killed, and many are still missing. In a recent report ([see this link](#)), the UN estimates that several hundred thousand people have been displaced by the violence.

Along with other EI affiliates, in June 2024, the CTF/FCE sent a letter of encouragement to sister unions in Haiti and invited Member and Associate Organizations to do the same. We continue to monitor the situation closely and hope to be able to provide more assistance to Haitian colleagues.

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

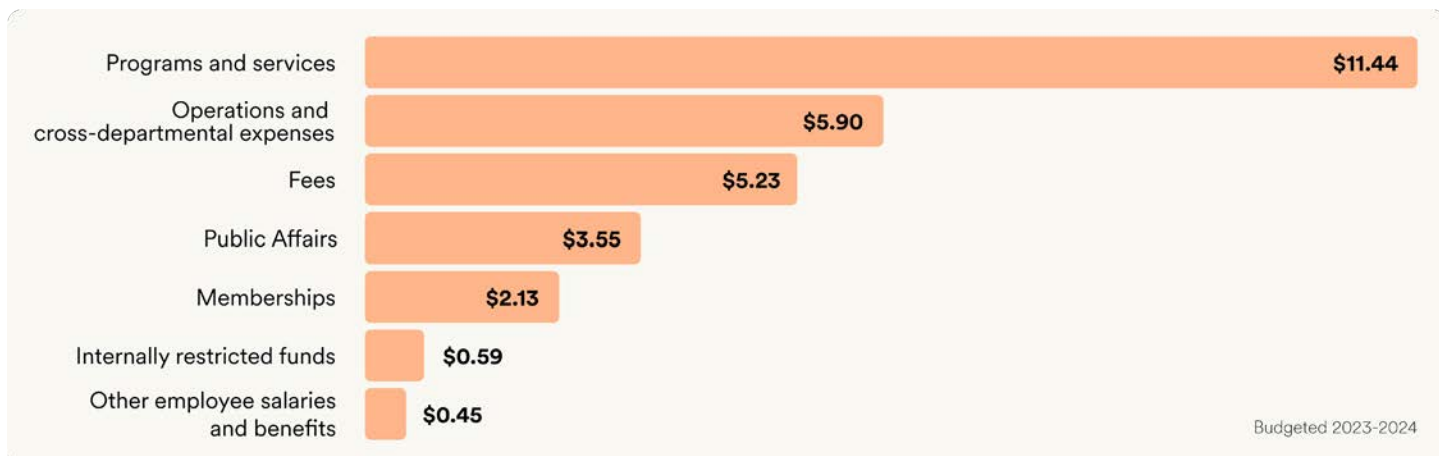


Finance Report



Fees

Each teacher pays \$29.30 per year. Where does it go?

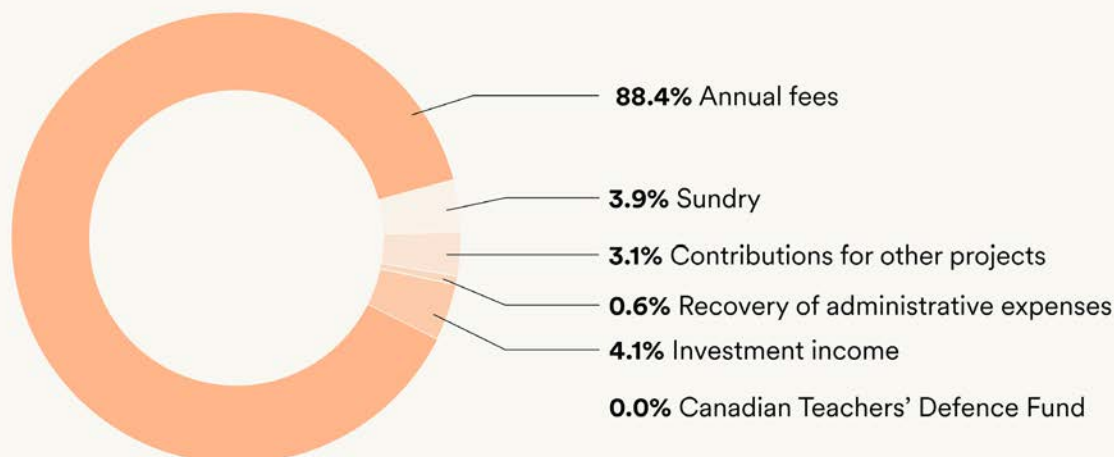


Budget

Revenue	Approved budget
Fees from Member Organizations	7,574,500
Fees from Associate Organizations	35,000
Member and Associate Organizations – Voluntary contributions	1,065,000
CTF/FCE events	117,000
Externally funded projects	873,000
Sundry revenue	100,000
Investment income	120,000
Total revenue	9,884,500
Expenses	
Governance	1,769,000
Public Affairs	1,199,500
Programs and services	3,867,000
Operations and cross-departmental expenses	1,995,000
Memberships	721,000
Other employee salaries and benefits	151,000
Internally restricted funds	200,000
Total expenses	9,902,500
Excess of revenue over expenses	\$(18,000)



Source of Revenue



Statement of Revenue and Expenses

Revenue	2023	2022
Annual fees	7,455,141	7,236,171
Investment income	341,785	-141,165
Recovery of administrative expenses	52,800	52,800
Contributions for other projects	258,020	349,059
Sundry	329,409	237,120
Total revenue	8,437,155	7,733,985
Expenses		
Governance	1,592,696	1,382,636
Public Affairs	1,297,860	827,433
Programs and services	1,976,680	2,309,571
Operational and cross-departmental expenses	1,755,760	1,785,043
Memberships	660,521	672,966
Amortization of capital assets	158,681	136,895
Loss on disposal of tangible capital assets	2,726	11,503
Other employee salaries and benefits	78,688	26,212
Total revenue	7,523,612	7,152,259
Excess of revenue over expenses	913,543	581,726





Social Media



CTF/FCE Social Media Activity

Time Period: July 1, 2023 – April 30, 2024
(Compared to July 1, 2022 – April 30, 2023)

The restructuring of the Public Affairs team, with an added focus on our Instagram strategy, led to exponential social media growth.

Total followers: 22,930	Page and profile reach: 363K 193%↑	Total posts: 1,449 66%↑	Total post impressions: 1.14M 80%↑	X and Facebook clicks: 2K 20%↑
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Overview and Analysis: A Year of Growth!

X (FORMERLY TWITTER)

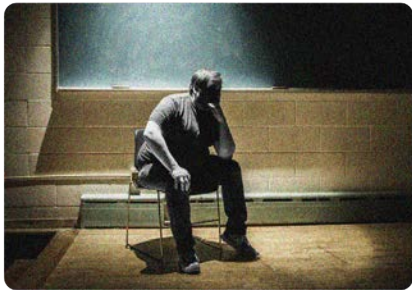
Followers: 17.7K*	Posts: 655 42%↑	Total post impressions: 701K 43%↑
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**Since the acquisition of Twitter in 2022, followed by a series of drastic changes (including reducing its workforce, monetization, and lack of content moderation), many users are leaving the platform entirely. This trend continued into 2024 and the CTF/FCE has discussed the pros and cons of the platform with communications colleagues from Member and Associate Organizations. For the time being, the platform continues to facilitate reaching a broad audience, including government officials and political stakeholders, thereby amplifying the CTF/FCE's voice and visibility.*

TOP POSTS



@CTFFCE
Nov 21, 15:15



👉 “There is no shortage of teachers, but rather a shortage of decent working conditions.” – @CTFFCEpresident The #CTFFCE Board of Directors is meeting to urgently tackle the nationwide teacher #retention and #recruitment crisis. [Learn more https://bit.ly/3SMlbYi](https://bit.ly/3SMlbYi)

27,776
impressions




@CTFFCE
Jul 05, 19:00




Safe travels to the 15 Project Overseas teams traveling to 12 countries in Africa and the Caribbean 🇵🇸

Over the next few weeks, 60 🇵🇸 teachers from #CTFFCE Member Organizations will connect, collaborate, and work in solidarity with teachers in partner countries!

26,187
impressions



@CTFFCE
Apr 01, 17:23



👉 Exciting news! Funding for the Universal School Food Program has been announced by @CanadianPM @cafreeland @JennaSudds @Marcilen 🍏🍏 #Budget2024

21,204
impressions



Followers: 3.9K 18%↑	Posts: 591 58%↑	Total post impressions: 412K 203%↑
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TOP POSTS

@CTF - FCE
Feb 21, 14:03

Classroom Composition is real-life Tetris!

Q What is Classroom Composition?

Classroom Composition is the makeup of the student body within a specific classroom. To find out how you can support @SaskTeachersFed as they fight the province for better working conditions: <https://www.tellthemtuesday.com/#ISupportSTF>

38,217
impressions

@CTF - FCE
Oct 05, 12:02

Happy #WorldTeachersDay!
Today is a reminder of teachers' great worth as they equip successive generations with the knowledge and skills ...

- ✓ to think for themselves
- ✓ to understand the value of collaboration
- ✓ to broaden their understanding of society

17,682
impressions

@CTF - FCE
Jul 05, 19:00

Over the next few weeks, 60 🇨🇦 teachers from #CTFFCE Member Organizations will connect, collaborate, and work in solidarity with teachers in partner countries!

Bon voyage aux 15 équipes du Projet outre-mer qui se rendent dans 12 pays d'Afrique et des Caraïbes! ✈️


16,152
impressions


Followers: 980 60%↑	Posts: 203 395%↑	Total post impressions: 25K 300%↑
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Reach:		
Reel: 15.7K 4.2K%↑	Carousel album: 11.3K 384%↑	Story: 9K 848%↑



TOP POST AND REEL

 **@CTF - FCE**
Feb 21, 14:03





🗨️ What is Classroom Complexity?
👉 Swipe through to learn more.
🔗 Link in our bio to find out how you can support @SaskTeachersFed as they fight the province for better working conditions! #ISupportSTF

-
-
-

🗨️ La « complexité », c'est quoi quand on parle d'une classe?
👉 Faites défiler pour en savoir plus.
🔗 Lien dans notre profil pour savoir comment appuyer la @SaskTeachersFed qui se battent contre leur gouvernement pour obtenir de meilleures conditions de travail!

37.6%
engagement rate*

 **@CTF - FCE**
Oct 05, 12:02



To mark #DayofEducation, here's a sneak peek 🤫 at our upcoming podcast series, ABSENT.
This investigative series will:

- 👉 Gather evidence to paint the picture of what's absent
- 👉 Feature first-hand accounts from teachers and students
- 👉 Delve into potential solutions with the help of leading experts

Join us as we uncover the mystery of the public education crisis. 🔍
🔗 Subscribe now to be the first to know when it launches. Link in bio.

7,861
total reel plays

*Engagement rate: Engagement rate means the total engagements (or user interactions) a post received divided by the total number of impressions on that post, expressed as a percentage. According to industry experts, a good engagement rate is **between 1% to 5%**.

SOURCE PODCAST ANALYTICS

Time Period: July 1, 2023 – May 22, 2024

Podcast episodes: 15	Downloads: 2,356 275%↑	 Top episode: ABSENT: The Violence of Austerity in Schools (Part 1) / ABSENCES: La violence de l'austérité à l'école (épisode 1) (931 downloads)
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WEBSITE ANALYTICS

Time Period: May 22, 2023 – May 22, 2024

Total users: 39.5K 701%↑	Total page views: 110K 641%↑	Event count: 293K (The number of times users triggered an event such as clicking a button)
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TOP PAGES

Page	Views	Increase
Home	26K	566%
Meet the Team	4K	557%
2024 Women's Symposium	4.3K	-
2023 Canadian Forum on Public Education	3.2K	-
Careers	3.7K	653%
Project Overseas	3.8K	1,581%
Events	3.3K	491%



CTF/FCE PRESIDENT SOCIAL MEDIA OVERVIEW

Time Period: August 1, 2023 – April 30, 2024

Total followers:

1,477

Total posts:

48

Post impressions:

63.6K

Post engagements:

3.1K

TOP POSTS



@CTFFCEpresident
Mar 08, 17:42



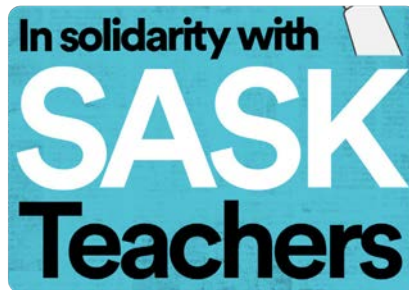
I am so lucky to be surrounded by such amazing women every day. I've always said that there's palpable power in a room filled with women. This picture was taken in 2022, and if there was a room filled with power, this was it!
#InternationalWomensDay2024

14.1%

engagement rate



@CTFFCEpresident
Jan 15, 22:59



@SaskTeachersFed

11.7%

engagement rate



@CTFFCEpresident
Jan 16, 17:57



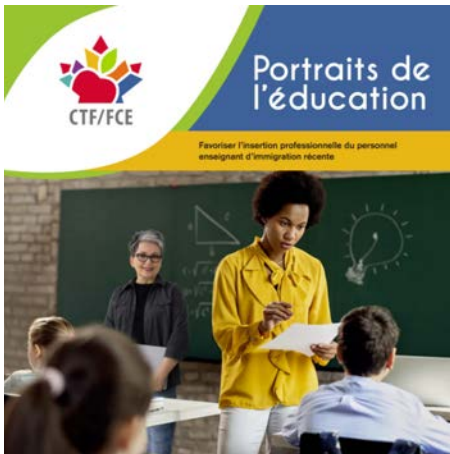
Solidarité avec les enseignants et les enseignantes de la Saskatchewan! Ils luttent pour de meilleures conditions d'apprentissage pour leurs élèves!
@SaskTeachersFed
@CTFFCE

11.7%

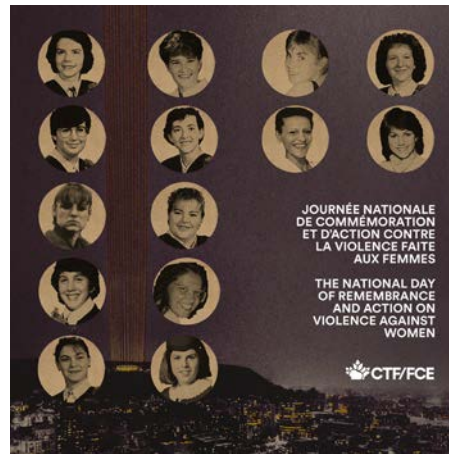
engagement rate



Observances, Campaigns, and Resources



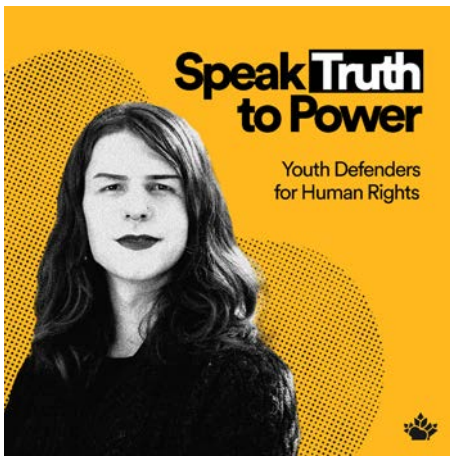
Portraits de l'éducation



National Day of Remembrance and Action on Violence Against Women



Pink Shirt Day



Youth Defenders for Human Rights – Fae Johnstone



International Women's Day



Stop Violence in Schools



Pan-Canadian School Food Program



National Day for Truth and Reconciliation



ABSENT podcast series



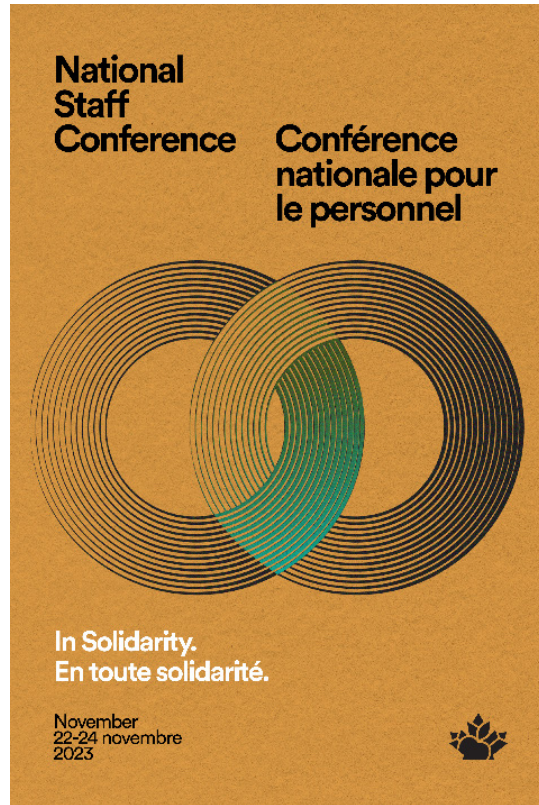
Events



Making Sense of Our World
Toujours là pour faire la lumière sur notre monde

World Teachers' Day
Journée mondiale des enseignant-es
2023

The poster features a silhouette of a woman and two children looking up at a large, glowing, abstract pattern of light lines and dots that resembles a fingerprint or a neural network. The background is a gradient of blue and green.



National Staff Conference
Conférence nationale pour le personnel

In Solidarity.
En toute solidarité.

November
22-24 novembre
2023

The poster has a textured, brown background. It features two large, overlapping circles made of many thin, concentric lines. The bottom right corner has a small logo of a stylized leaf.



WOMEN'S SYMPOSIUM
DES FEMMES

Unite, Inspire, Uplift!
Unir, inspirer, élever!

June 2-4 juin 2024
Fredericton, NB

#CTFFCE | CTF/FCE | NBTA | belairdirect.

The poster has a teal background. It features a close-up portrait of a smiling woman wearing a headscarf. The text is in white and black. At the bottom, there are logos for CTF/FCE, NBTA, and belairdirect.



AGM/AGA
2024

July 10-12 juillet
Port of Vancouver Room
(Harbourfront level)

CTF/FCE | BCTF FECSB | #CTFFCE

The poster has a white background. It features a hand holding a large yellow circle. There are several smaller circular images: one showing a meeting room, one showing hands clasped, and one showing a group of people. At the bottom, there are logos for CTF/FCE, BCTF FECSB, and the hashtag #CTFFCE.



Awards and Tributes





SPECIAL RECOGNITION AWARD

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

Dr. E. Calvin Fraser

Nominated by The Alberta Teachers' Association

Spanning over five decades, Dr. E Calvin Fraser's remarkable career embodies dedication and excellence in public education. Beginning as a high school French and language arts teacher in 1972 in Saskatchewan and later in Alberta, he quickly demonstrated his commitment to fostering language education. Appointed assistant principal in 1987, Dr. Fraser demonstrated strong leadership skills, while also being a passionate defender of public education. Actively engaging with the Alberta Teachers' Association (ATA), he served as an Executive Staff Officer in Member Services from 1990 and was dedicated to maintaining a harmonious relationship between teachers and education authorities. From 1992 to 2007, he was appointed Coordinator of Member Services, leading the Member Services team in implementing the

programs and activities covering professional relations, leadership training, and more. Transitioning to the national stage, Dr. Fraser worked with the Canadian Association for the Practical Study of Law in Education. As Canadian Teachers' Federation (CTF/FCE) Secretary General from 2007 to 2014, he enhanced the CTF/FCE's visibility, built stronger relationships with classroom teachers across Canada, and nurtured relationships with staff, teachers, and political leaders in both official languages. Even in retirement, Dr. Fraser is a dedicated supporter of public education, offering guidance to the ATA and fostering the next generation of teachers as a sessional instructor at the University of Alberta's francophone campus. His extensive contributions have left an indelible mark on Alberta teachers and the education sector.





SPECIAL RECOGNITION AWARD

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

David Murphy

Nominated by the Northwest Territories Teachers' Association

David Murphy's unwavering commitment to education and profound impact within the Northwest Territories Teachers' Association (NWTTA) spans over three decades. He began teaching at Yellowknife Catholic Schools in 1988. Since then, David has been deeply involved with the NWTTA, holding many positions within the Association at both a regional and territorial level, including President from 2000 to 2004. He was proud to serve on the CTF/FCE Board of Directors during his time as both NWTTA President and NWTTA Executive Director. Throughout his career, David has exemplified outstanding leadership, dedication, and selflessness, representing the Association at various levels and bodies. His deep-rooted passion for improving the lives and working conditions of educators is

exemplified in his advocacy for the members' best interests and in his approach to collective bargaining. David has had a profound influence in maintaining positive relationships with employers and stakeholders. His extensive experience and genuine desire to support the membership led him to assume the role of NWTTA Assistant Executive Director in 2017. Subsequently, in 2018, he seamlessly transitioned into the role of NWTTA Executive Director. Territorially, David's outstanding contributions have been recognized with the prestigious NWTTA Cliff King Award in 2006. His retirement in June 2024 marked the end of an era, but David's legacy of compassion, expertise, and tireless advocacy for educators will continue to resonate within the NWTTA and beyond.





SPECIAL RECOGNITION AWARD

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

Domenic Bellissimo

Nominated by the Ontario Secondary School Teachers' Federation

Domenic Bellissimo is a passionate advocate for public education, social justice, and international solidarity at the local, provincial, national, and international levels. He began his career in children's mental health at the Toronto District School Board. Domenic joined the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) Provincial Office team in 1997 as an Organizer, and then was hired into the Communications and Political Action Department. In 2011, he became Director of Communications and Political Action Department, and after 25 years of service to OSSTF/FEESO, retired as Associate General Secretary of Professional Services. Domenic's advocacy work on behalf of teachers, education workers, and students goes beyond Ontario's borders. He helped to create the OSSTF/FEESO Common Threads project. The international solidarity program offers members

the opportunity to travel abroad and conduct research, resulting in the creation of new progressive curriculum on critical issues. The curriculum resources, which include themes such as food security, AIDS, and sweatshops, are used by thousands of educators across Ontario. His multidisciplinary work has led to the forging of numerous relationships between OSSTF/FEESO and education unions worldwide. In 2021, Domenic received the Ontario Federation of Labour's Cliff Pilkey Labour Activist Award for his outstanding contributions to the labour movement. He was presented an OSSTF/FEESO Life Membership in 2022 for his many years of service to the Federation and to public education in Ontario. While retired, Domenic remains committed to advancing progressive causes, human rights, and strong public services, especially public education.





TRIBUTE TO AN OUTSTANDING INDIGENOUS EDUCATOR

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

Wade Houle

Nominated by the Manitoba Teachers' Society

Wade Houle is an award-winning Indigenous educator who works on Treaty 2 land, in Manitoba. Based out of Dauphin, Wade identifies as both Anishinaabe and Metis with roots in Ebb and Flow First Nation, Lake Manitoba First Nation, and the Metis village of Vogar, Manitoba. An advocate for Indigenous education, history, and perspectives, Wade has been actively involved in The Manitoba Teachers' Society as a member of the Indigenous Voice and Action Standing Committee and the Teacher Led Learning Team. He chaired the Government of Manitoba's Indigenous Inclusion Directorate's Advisory Committee and participated on the Indigenous Studies Course Development Team. Wade currently sits on the Mountain View School Division's Indigenous Education Committee and Anti-racism Committee.

A sports enthusiast, Wade coaches high school hockey and baseball. In 2014, Wade was named Assistant Coach for the U18 Manitoba Male Hockey Team, which competed at the National Aboriginal Hockey Championship in Halifax, Nova Scotia. He was also recently selected to lead the Manitoba Junior Hockey League's Anti-racism Player Education Program, working with numerous teams, and over 350 players and personnel to address racism in hockey. He received a national education award from Indspire in 2016, and the 2021 RAVEN and Harmony Foundation Essay Prize. Recently completing his Master's Degree at Brandon University, Wade's thesis focused on finding strength through the women in his life.





PUBLIC EDUCATION ADVOCACY AWARD

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

Institute for Public Education/BC

Nominated by the British Columbia Teachers' Federation

The Institute for Public Education/BC (IPE) is an independent non-profit organization that provides high-quality information and leadership to build a strong public education system for British Columbia's children, families, and communities. IPE fosters a province-wide network of leaders in academia, activism, policy, research, and media with expertise in a wide range of educational issues. Known as IPE Fellows, this growing network is committed to fighting for education as a public interest and advocating to the media, policymakers, and community about the critical role of public education. This network of passionate advocates ensures that the public is well-informed on key issues impacting the future

of public education. IPE conducts public presentations to enhance understanding of public education funding and publishes a regular blog and an Occasional Paper series. The IPE Board and Fellows also engage in the Select Standing Committee on Finance and Government Services budget process through formal submissions and presentations, conducting in-depth budget analysis and monitoring public funding diverted to private education. IPE takes on critical projects to promote public education, such as informing and supporting progressive school trustees at the school board level and collaborating with other progressive organizations on joint initiatives like calling for a national universal school food program.





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.