

Ian S. Pettigrew
Report of the OTF Secretary-Treasurer

August 25, 2026

**Annual
Meeting of
the OTF Board
of Governors**



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Research on Teacher Recruitment, Retention, Supply & Demand

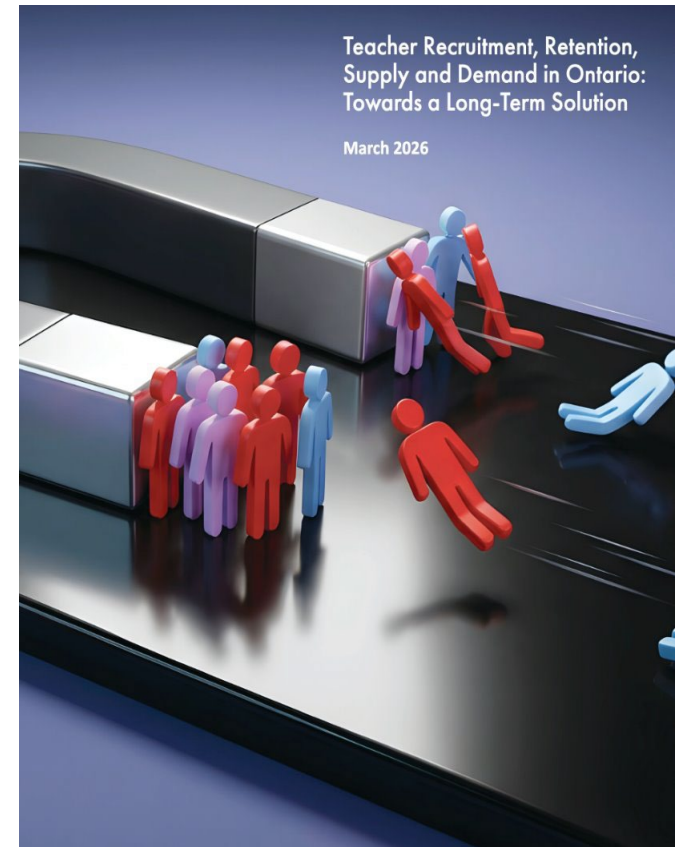
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OTF devoted considerable time underscoring the challenges associated with teacher recruitment, retention, supply and demand.

The OTF/Affiliate Ad Hoc Supply and Demand Workgroup developed a comprehensive analysis of evidence-based factors impacting teacher recruitment, retention, supply and demand in Ontario.

The paper developed by the Workgroup, titled [Teacher Recruitment, Retention, Supply and Demand: Towards a Long-Term Solution](#), proposes a number of recommendations for addressing the challenges facing both the French- and English-language school systems.

The paper will be the basis of an OTF presentation at the upcoming Metropolis Identities Summit in October 2026.



Teacher Education Application Statistics

OTF continued to monitor the number of applications submitted to Faculties of Education for the coming academic year.

According to data gathered by the Ontario Universities' Application Centre (OUAC) (See Fig. 1, right), the applicant and application numbers for June 2026 have once again increased. The total number of applicants increased to 12,503 from 11,024 in 2025 and 8,826 in 2024.

As for the application numbers, these have increased by 18 per cent this year (34,851 compared to 29,508 in 2025, and 23,831 in 2024). Both the applicant and application numbers are now almost on par with those seen in 2010, when we first began tracking these numbers.

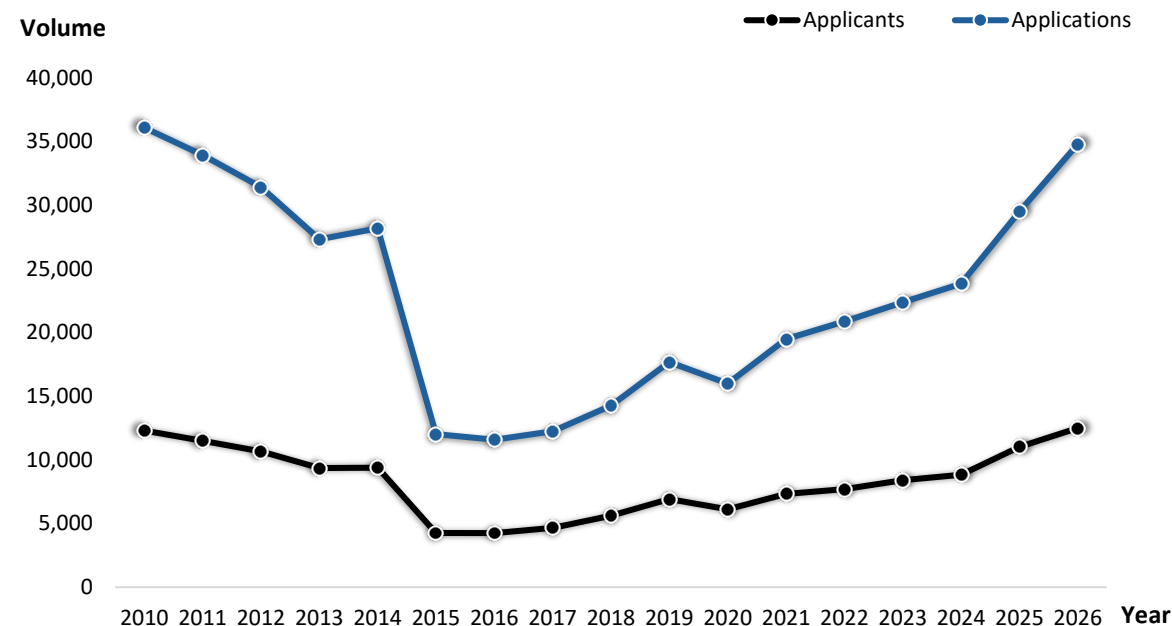


Fig 1: Comparison applicants and applications to Faculties of Education (2010 to 2026)

Faculty of Education Enrollments

Last year, the Ontario Association of Deans of Education (OADE) informed us that it would begin collecting enrollment data from the Faculties of Education across Ontario, an initiative previously carried out for many years by OTF and OSSTF/FEESO.

OADE data showed the following:

For English-language programs, the total number of Teacher Candidates (TCs) enrolled across all years and all programs in 2024–25 was 9,491, up substantially from 8,688 in 2023–24. This included 4,399 Primary Junior (P/J), 1,275 Junior/Intermediate (J/I) and 3,344 Intermediate/Senior (I/S), as well as 473 TCs in multi-session programs.

For French-language programs, the total number of TCs enrolled across all years and all programs in 2024–25 was 1,164, up from 1,053 in 2023–24. This included 406 Primary Junior (P/J), 333 Junior/Intermediate (J/I) and 80 Intermediate/Senior (I/S), as well as 345 TCs in multi-session programs.



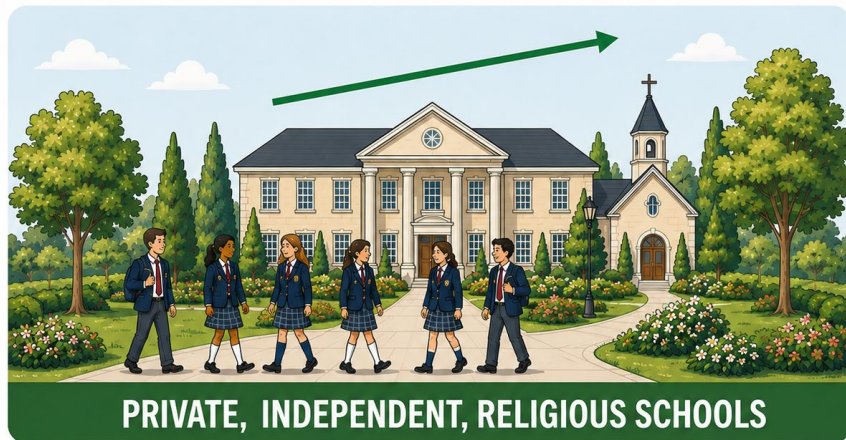
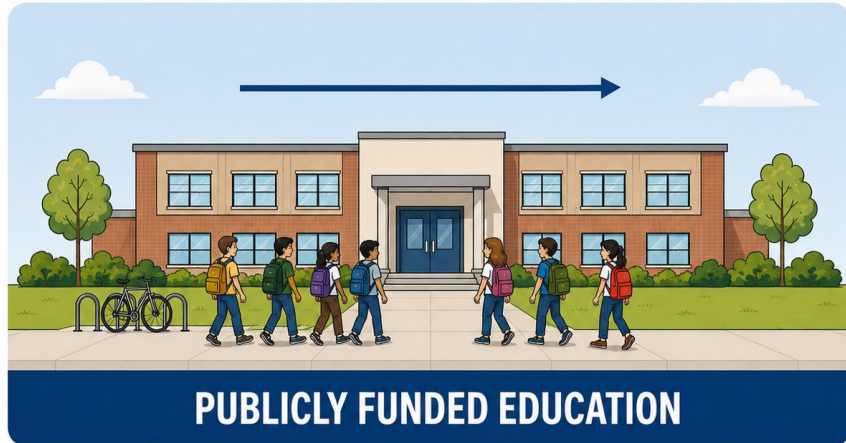
OTF launched two research studies focused on teacher preparedness and early career retention this year, which may form part of a larger, multi-year investigation of this important topic.

In December, we received confirmation that a proposed joint study with the OADE had successfully secured funding from the Social Studies and Humanities Research Council (SSHRC). Work was accordingly undertaken through the winter and spring to develop a survey instrument and to secure ethics approval on the study, now titled *More than another brick in the wall: Factors contributing to early career retention*.

From February to June 2026, OTF conducted a series of small-group, focused conversations with beginning teachers, using an appreciative inquiry approach. In total, six focus groups were held, with five facilitated by OTF and one by AEFO.



The English-language participants were graduates of Initial Teacher Education (ITE) programs at Brock, Lakehead Orillia, Queen's, Western and Windsor, and the French-language participants were graduates from the UOttawa. A total of 28 teachers in their first five years of practice participated. The recently finalized final report includes useful insights and recommendations for Faculties of Education, Federations and school boards.



Preliminary research began this year to better understand the degree of growth of private, independent and religious schools in Ontario, the reasons for that growth and the potential implications for publicly funded education.

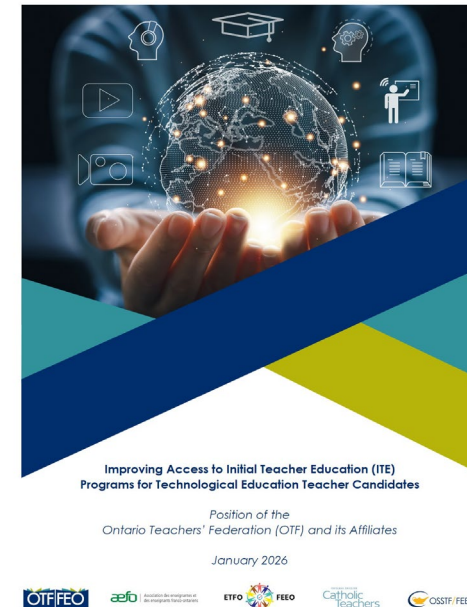
This ongoing work will serve as the foundation for a broader review to inform future policy, advocacy and strategic planning.

Position Papers on Initial Teacher Education

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A sub-committee of OTF's Teacher Education Committee and the Teacher Education Staff Workgroup developed an equally important paper, titled [Improving Access to Initial Teacher Education \(ITE\) Programs for Technological Education Teacher Candidates](#).

A previously published 2024 position paper, [Revitalizing Ontario's Initial Teacher Education Programs](#), also received a great deal of attention this winter, with extensive press coverage given to it in the *Toronto Star*.



Advocacy on Generative AI Policy in Education, cont'd

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Governors will recall that last school year, the Executive requested the formation of an OTF Ad Hoc Artificial Intelligence Workgroup (Workgroup) to track emerging policy or legislative changes impacting AI development, deployment and use in the educational context. Additionally, the Executive requested that the Workgroup draft a discussion paper to outline key issues and considerations that can support national, provincial and board level policy-making discussions to ensure secure and responsible development, deployment, and use of GenAI technologies.

In March 2026, OTF published that bilingual discussion paper, entitled "Generative Artificial Intelligence in K–12 Ontario Education." It was posted on the OTF website, circulated to the OTF distribution list via Mailchimp and shared with the Governors and the President and Executive Director of the CTF/FCE.



Advocacy on Generative AI Policy in Education, cont'd

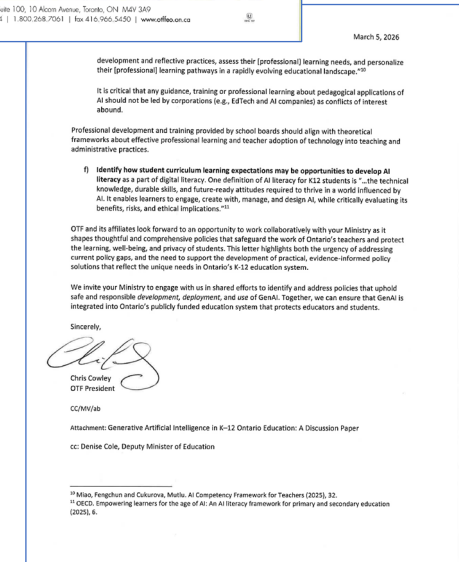
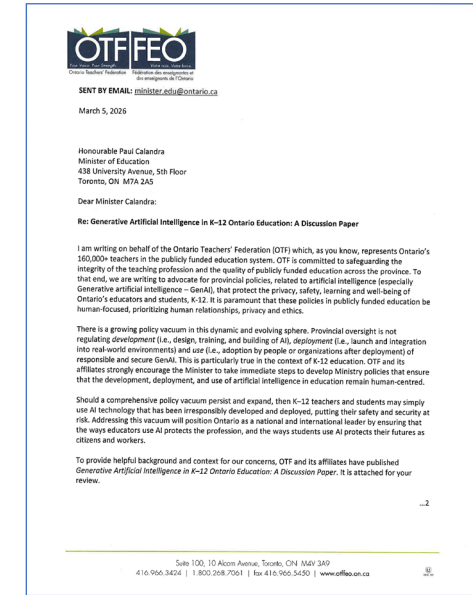
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In addition, a letter advocating for a provincial generative AI policy (as outlined in the discussion paper) was sent by the OTF President to the Minister of Education and Deputy Minister of Education (DM) on March 6, 2026.

Two months later, the OTF President received a response to the letter.

The Minister offered the following observations in his letter:

- The introduction of the *Enhancing Digital Security and Trust Act* (2024), provides a foundation to regulate AI use in school boards
- Curriculum updates to digital literacy, digital citizenship, credibility of sources, critical thinking, ethical and responsible use already address student learning about AI
- The Ministry mandated professional development about AI for teachers during PA days in the 2025–2026 school year.



Education Networking Suites

The OTF Political Action Staff Work Group hosted two successful OTF/Affiliates Education Networking Suites. The first coincided with the Ontario Liberal Party's 2025 Annual General Meeting on Friday, September 12, 2025, in Toronto.

An estimated 500 delegates attended the suite at the Ontario Liberal's annual general meeting. Most of the 15 OLP's caucus members attended. Among them was then Party leader, Bonnie Crombie.

The second suite coincided with the Ontario NDP's 2025 Convention on September 19, 2025, in Niagara Falls. The ONDP's Convention was rescheduled from the original January 2025 Convention date.

An estimated 600 delegates attended that suite. Most of the 28 ONDP's caucus members attended, including Party leader, Marit Stiles. It is worth noting that three potential candidates for the NDP federal leadership race were also present.

Overall, feedback from delegates at both the OLP and ONDP suites was positive. Both suites provided forums to raise awareness about opportunities and challenges facing publicly funded education in Ontario.

Engaging Provincial Party Caucuses

The OTF President attended a breakfast reception hosted by OTF's affiliates at the Legislative Assembly of Ontario on March 25, 2026. All four provincial political parties co-sponsored the event.

The theme of the reception was, “The Power of Publicly Funded Education: Building a Prosperous Future for Ontario”.

The affiliate presidents, the Minister of Education, the Opposition leader, and the three education critics from the three other parties spoke at the event.

The event provided an opportunity to demonstrate solidarity and to underscore key concerns about education policies.



Joint Advocacy & Political Action, cont'd

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OPSBA Press Conference

The OTF President attended the Ontario Public School Boards' Association (OPSBA) press conference on March 11, 2026 in support of a united call for:

- The Minister to undertake broad consultations with education partners before advancing any legislative reforms to school board governance.
- Consultation to include the voices and perspectives of students and parents – including parents of students with disabilities and school boards, education staff, and subject matter experts, and
- The government to outline a detailed plan with clear goals and benchmarks for the return to local democratic oversight at school boards currently under supervision.

In addition to OTF's Affiliates, the following also attended the press conference: Ontario Student Trustees' Association, Accessibility for Ontarians with Disabilities Act Alliance, Ontario Parents for Education Support, and the Ontario Principals' Council.

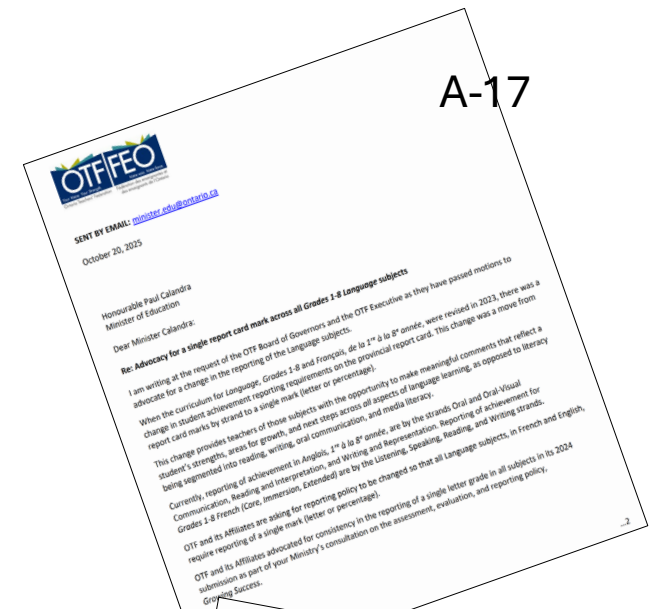


Advocacy Letters

Our advocacy work this year included a number of high priority communications to the Ministry of Education (EDU), Ministry of Colleges, Universities, Research Excellence and Security (MCURES) and the Ontario College of Teachers (OCT).

- In October, we wrote to Minister Calandra advocating for a single report card mark across all *French and English Language (Grades 1–8)* subjects. A response was received from Minister Calandra on January 29, 2026. In short, the Minister’s response indicated receipt of the letter and that the feedback contained would be considered “as part of its review of assessment and reporting policies, and as curriculum is updated in the future.”
- In January, we wrote to Minister Calandra, urging him to enforce school board compliance with all three required components of NTIP and to ensure that the boards provide all “NTIP required teachers” with release time so that they and their mentors could access essential NTIP components. Given that the Ontario College of Teachers (OCT)’s most recent *Focus on Teaching Study* (FOTS) 2026 once again indicated that a full 45 per cent of newly hired teachers are still not receiving NTIP, our continued advocacy in this regard is a high priority.

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Advocacy Letters, cont'd

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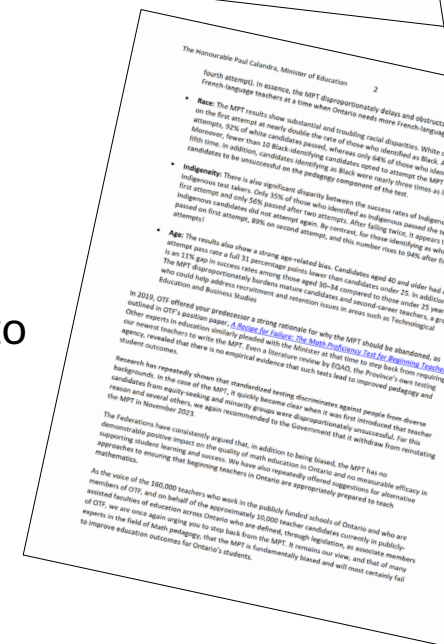
- In March, we wrote to OCT's Director of Membership Services objecting to the relatively new practice by OCT of granting equivalencies for Technological Education qualifications for Grades 11 and 12 to teachers qualified only to teach Grades 9 and 10.
- In April, we wrote to both EDU and MCURES regarding their decision to reduce Initial Teacher Education (ITE) in Ontario from four semesters, delivered over two years, to a consecutive 12-month program, delivered over three semesters. Our letter urged both Ministers to consult with OTF and its Affiliates, as well as to allow more time to effect this substantive change to ITE, the most significant in a decade.



Advocacy Letters, cont'd

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- In May, we wrote to Minister Calandra advocating for a review and release of *The Ontario Curriculum Grades 1–8: Native Languages and Resource Guides*. This curriculum remains one of the oldest curricula in the system. It was released 25 years ago. The Director of Curriculum, Assessment, Student Success Policy Branch replied for the Minister on July 7, 2026. The letter outlined some of the actions the Ministry has taken with respect to supporting Indigenous language learning. However, there was no commitment made to a timeline for a review and release of *The Ontario Curriculum Grades 1–8: Native Languages and Resource Guides*.
- In light of recent evidence of test bias and other limitations inherent in the MPT, uncovered by an OTF Freedom of Information Request, we sent yet another letter in June to Minister Calandra requesting that he reconsider the decision to make the Math Proficiency Test (MPT) a certification requirement.



Networks & Partnerships

- Canadian Healthy Schools Alliance
- Ontario Coalition for Children and Youth Mental Health
- International Delegations

Canadian Healthy Schools Alliance

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OTF has been a member of the Advisory Committee of the Canadian Healthy Schools Alliance (CHSA) since the spring of 2022.

There were only two meetings of the CHSA this year (October 14 and January 13), as the spring meeting was superseded by the Healthy Schools Summit, which only occurs every second year, and which took place this year on April 29–30, 2026, in Vancouver.

Although our meetings were less frequent this year, they nevertheless provided an important opportunity for partner organizations to share updates on their respective activities and to seek ways to align their various approaches to promoting healthy schools.



Ontario Coalition for Children and Youth Mental Health

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OTF has been a member of the Ontario Coalition for Children and Youth Mental Health (Coalition) since the inception of the Coalition 16 years ago. The Coalition is a multi-sectoral network of provincial partners, including those in education, mental health and addictions, health, public health and social services, which advocates for policies and practices that support the best mental health and well-being outcomes for Ontario children, young people and their families.



Ontario Coalition *for*
Children AND Youth
Mental Health
Let's put our heads together.

Coalition ontarienne
pour la santé mentale des
enfants ET des adolescents
Réfléchissons ensemble.

The Coalition met a total of three times this year (October 7, January 13 and May 12), with the meetings co-chaired by Kerry Smuk, Director of Public Policy, Children's Mental Health Ontario (CMHO), and Lucia Reece, Director of Education, Algoma District School Board. As always, the meetings provided an opportunity for Coalition members to consider the ongoing work undertaken by coalition partners, and to consider the mental health needs of children, youth, their parents and school communities.

International Delegations

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OTF welcomed just one international delegation this year, a group visiting from Germany in the early fall.

The delegation included the Minister of Education for the German State of Rhineland-Palatinate, as well as representatives from the Bertelsmann Foundation, the University of Heidelberg and the German Centre for Education and Opportunities.

Our interaction with the delegation included a rich exchange about the work currently being undertaken in Germany's education system and the successes and challenges Ontario has experienced in our own system over the past two decades.



Assessment

- Education Quality and Accountability Office
- Advisory Body on Student Achievement & Assessment
- Assessment Staff Workgroup

Provincial Achievement Results, 2024–2025

The Education Quality and Accountability Office (EQAO) reports on its provincial results from the previous school year in the fall of each *new* school year.

EQAO's overall analysis of the results was:

- Students meeting the provincial standard in mathematics has increased over time, but mathematics is still an area of concern
- Grade 6 literacy achievement is strong and continues into secondary school
- A persistent achievement gap remains between groups of students (e.g., students identified with special education needs and those without such identification). This underscores the need for continued research and analysis on effective strategies to better support identified students.

Education Quality and
Accountability Office



Elementary Provincial Achievement Results, 2024–2025

Grades 3 and 6 (English-language) student achievement results have increased in reading, writing, and mathematics relative to those in 2023–2024.

For Grade 3 (English-language), the three-year trend shows that the percentage of students meeting the provincial standard has increased in reading and in mathematics and has remained the same in writing.

For Grade 6 (English-language), the three-year trend shows that the percentage of students meeting the provincial standard has increased in reading, in writing and mathematics.

Grades 3 and 6 (French-language) results have decreased in reading, have remained the same in writing and have increased in mathematics, relative to those in 2023–2024.

For Grade 3 and 6 (French-language), the three-year trend shows that the percentage of students meeting the provincial standard has decreased in reading and in writing and has increased in mathematics.

Education Quality and
Accountability Office



Secondary Provincial Achievement Results, 2024–2025

Grade 9 Mathematics

Grade 9 mathematics (English-language) student achievement results have increased from the previous 2023–2024 school year. The three-year trend shows an increase in the percentage of students meeting the provincial standard

Grade 9 (French-language) results have increased from the previous 2023–2024 school year. The three-year trend shows an increase in the percentage of students meeting the provincial standard.

Ontario Secondary School Literacy Test English (OSSLT) and Le Test provincial de compétences linguistiques (TPCL)

OSSLT student achievement results, relative to those in 2023–2024, are unchanged. The three-year trend shows no change in the percentage of first-time eligible students who were successful.

TPCL student achievement results, relative to those in 2023–2024, have increased slightly. The three-year trend shows an increase in the percentage of first-time eligible students who were successful.

Education Quality and
Accountability Office



EQAO Advisory Committee (EAC)

EQAO never convened a meeting of the EAC this school year. Apart from sending copies of memos to school boards, EQAO did not have any other formal communication with EAC members.

As the Advisory Body for Student Achievement and Assessment continues its review of EQAO, it seems likely that the future of the EAC remains a question mark. It remains to be seen whether the Advisory Body recommends that EQAO consult with a stakeholder group, like the EAC, or recommend that it be abolished.

National and International Large-Scale Assessments

No national or international large-scale assessments were scheduled to be administered to Ontario students during the 2025–2026 school year.

Education Quality and
Accountability Office



When the Minister released the 2024–2025 EQAO results in December 2025, he claimed that the results reflected a need to take more action to support student success and he announced the establishment of an expert Advisory Body on Student Achievement & Assessment (Advisory Body) to examine EQAO testing.

Subsequent to the initial announcement, the following Advisory Body appointees were named:

- William (Bill) Robson as Chair
- David R. Johnson as Advisor.

The appointees' terms are March 2026 to December 2026.

The Minister's *initial* mandate for the Advisory Body was to review and assess the following:

- Why student outcomes are not improving at the pace we need
- Whether the curriculum and learning resources are clear, consistent and easy to use
- How well teachers are being prepared and supported
- Whether students have the tools they need to succeed
- Whether EQAO tests align with what students are being taught and are fair for all students
- How data can be used to improve teaching, policy and funding decisions
- Whether current supports for students who are struggling, including those with special needs, are working
- How to better help students before they take standardized tests.

The scope of the Advisory Body's review was expanded to address the following four areas:

Curriculum, professional learning and supports

- Determine if our curriculum and instructional supports are:
 - clear and accessible
 - consistently delivered by well-prepared educators
 - helping students achieve in reading, writing and math

Data and analytics

- Review how our school system uses data-driven insights to:
 - inform action to raise student achievement
 - understand what is working
 - apply successful approaches across the public education system

Focused interventions

- Review effectiveness of programs and supports for groups of students who are struggling.

Student assessment

- Review how the province:
 - measures student achievement
 - can more effectively and equitably:
 - measure student achievement
 - support educators
 - reflect curriculum expectations without unintended barriers

At the end of its term, the Advisory Body is expected to provide the Minister of Education with:

- a report with interim findings
- a final diagnostic report including:
 - key findings
 - root causes of stalled results
 - recommendations for action related to key findings
- briefings and discussions on the report's findings and recommendations for the Minister of Education and the Ministry

Final recommendations to the Minister of Education will be made public.

Assessment Staff Workgroup discussions at the beginning of the year had considered how the Minister *might* act on his public musings about changing the mandate of EQAO, including either limiting or expanding its mandate.

However, after the Minister released the 2024–2025 EQAO results in December 2025, the Workgroup's discussions focused on the Minister's newly established Advisory Body on Student Achievement and Assessment and identified potential ways for OTF to respond.

The Executive supported the Workgroup's recommendation that an update of the OTF/Affiliate positions and recommendations about assessment could:

- proactively strengthen any response to the Advisory Body
- anchor any additional professional learning work OTF and its Affiliates might undertake related to emerging issues, like the use of GenAI for assessment purposes.

In turn, the Workgroup developed a proactive assessment action plan which outlines a multi-channel approach to reinforcing and re-asserting OTF/Affiliate positions on assessment. This includes a refreshed position paper on assessment called, *Putting Learning First—Classroom-based Assessment in Ontario's K–12 Education System*.

The plan and paper advocate for centering and valuing classroom-based assessment as a means to realize comprehensive system improvement.

Given that classroom-based assessment remains the most valid and comprehensive source of evidence about student learning and achievement, the key messages are:

- Assessment and evaluation of student achievement is the domain of the teaching profession
- Teacher professional judgement is the cornerstone of assessment and evaluation
- Authentic assessment and evaluation of growth and learning cannot be standardized.

The plan also includes engagement with subject associations about the paper and development of webinars showcasing the paper.

On June 22, 2026, the Ministry announced updates to the evaluation policy for courses in Grades 9 to 12 outlined in Chapter 5 of *Growing Success*. These policy changes were foreshadowed in the legislation, *Putting Student Achievement First Act, 2026*. The Minister framed these changes as an effort to “ensure more consistent learning experiences” by:

- “Prepar[ing] students for postsecondary pursuits by introducing mandatory written exams on official exam days in Grades 9–12 and providing greater clarity on how students’ final marks are calculated.”
- “Encourag[ing] improved engagement in the classroom by requiring attendance and participation to be part of the final mark for students in Grades 9–12, with attendance worth 15 per cent for Grades 9–10 and 10 per cent for Grades 11–12.”

The Workgroup is not aware of any credible research study or thought leadership in the areas of engagement, motivation, learning, and achievement that supports this policy change. In fact, these changes contradict the core principles set out in *Growing Success*.

The Assessment Workgroup expects that these changes in policy will fuel its work and conversations for the next school year.



Curriculum

- Curriculum Staff Workgroup
- Consistent Educational Resources—Nelson Education's Edwin
- OTF Resources for Revised Curricula

The Curriculum Staff Workgroup met this fall to discuss any curriculum-related issues expected during the school year. As the Minister delayed the implementation of new kindergarten, history, and Grade 10 Mathematics to 2026–2027, the Workgroup discussed whether these revised curricula might be released earlier than June 2026—a typical release date for this government. The Workgroup has persistently advocated with Ministry of Education staff for reasonable release/implementation timelines and timely access to resources and professional learning to support effective implementation of revised curricula.

On December 17, 2025, the Ministry of Education released the revised Kindergarten curriculum with mandatory implementation scheduled for September 2026. This release came six months earlier than usual. Just prior to its release, the Ministry of Education staff met with the Workgroup to provide a high-level overview of the curriculum and implementation supports. TVO, Dyslexia Canada, and the Ontario Science Centre and Science North were identified as organizations developing classroom-ready resources.

On February 24, 2026, the Ministry of Education released the updates to the Grades 7, 8 and 10 History curriculum for implementation in the 2026–27 school year. The updates include specific learning expectations about Black Canadian history, the Holocaust, the Holodomor famine, and the dangers of extreme political ideologies. Just prior to its release, the Ministry of Education staff met with the Workgroup to provide a high-level overview of the curriculum and implementation supports. Resources to support implementation of these updates are being developed by Archives of Ontario, TVO, Friends of Simon Wiesenthal Centre, Liberation75 and Toronto Holocaust Museum.

The Curriculum Staff Workgroup continues to monitor developments related to curriculum revision and implementation.

The Curriculum Staff Workgroup learned of a Request for Bid (RFB) by the provincial government released in March 2026 seeking a provider of "Consistent Educational Resources". The nature of this competition raised some important questions and considerations about how the government continues to underfund the public system. A major concern was that the RFB would pave the way for the expansion of centralized budget decision-making and monopoly making for a single publishing vendor. And, while it may produce savings on resource development and purchasing costs, it might also diminish the quality and diversity of resources necessary to support effective curriculum implementation.

On June 22, 2026, the Ministry announced Nelson Education’s *Edwin* (a digital learning platform) as the successful bid for the RFB. *Edwin* was touted as providing students “...access to interactive learning tools that help them track and improve their progress, while educators will be able to identify learning gaps earlier, tailor instruction and provide targeted support to improve student outcomes.”

While the Ministry appears to view *Edwin* as the primary or core classroom resource for teachers, it has not mandate that teachers use the platform, insisting that they can continue to use supplementary educational materials in their classrooms approved by their school board.

Given that this announcement was made the end of the school year, it is reasonable to assume that teachers will be ill-prepared to begin the school year using *Edwin* to its fullest potential. The Curriculum Workgroup will monitor the rollout and implementation of *Edwin* throughout the upcoming school year.

With the support of the Anti-racism Workgroup, the Curriculum Workgroup, and Assessment Workgroup, OTF coordinated summer projects to develop resources for the revised 2026 Kindergarten and revised Grade 7 curriculum, summer projects to develop resources for the revised 2026 Kindergarten curriculum and revised Grade 7, 8, and 10 history curriculum focused on Black Canadian History learning expectations.

The Kindergarten resources are part of a project called, “Weaving Systematic and Explicit Instruction into Kindergarten Classrooms.” Resources will include sample Flow of Day documents which provide suggestions on how Kindergarten teacher-educator teams can organize an instructional day to move between play and inquiry-based learning experiences to systematic and explicit instructional time. Other resources will highlight practical ideas for classroom organization, transitions, oral language development, and reinforcing/practicing learned reading and math concepts.

With financial support from the Affiliates, the “Black History is Our Shared History” will provide Grade 7, 8, and 10 history teachers with some background knowledge to the importance of Black Canadian history learning for all students in Ontario. Videos featuring and written by Ontario-based, English and French, Black Canadian history scholars will anchor these resources. Additionally, existing national Black Canadian history resources were reviewed by teachers and then aligned to Ontario history curriculum expectations.

All of these resources will be made available on the OTF website.

Professional Learning

- OTF Connects
- Ici on parle français
- OTF/Affiliate Symposium on Teacher Education
- Safe@School Professional Learning Module

Our online webinar series, *OTF Connects*, invites teachers to learn, share and collaborate with colleagues from across the province through rich, relevant professional learning opportunities. Our goal is to have members leave each session with ideas that are immediately transferrable to their classrooms and contexts.

We were pleased to offer a total of 15 *OTF Connects* webinars this year:

- *Expression Matters: Building Student Well-Being Through Drama and Dance*, with Matthew Sheahan & Joanna Perlus, Council of Ontario Drama and Dance Educators (CODE)
- *Generative Artificial Intelligence: A Revolution in Action for Teachers*, with Daniel Dubé, AEFO
- *Enhancing Classroom Practices with Generative AI—Part 2*, with Deidre Harrington, OSSTF
- *L'intelligence artificielle générative: la révolution en action pour le personnel enseignant - 2ème partie*, with Daniel Dubé, AEFO
- *Elementary Money Math Made Simple*, with Heather Montgomery, Bank of Canada Museum
- *It Starts with Words...Commemorating the Holocaust*, with Melissa Mikel, Liberation75
- *Favoriser les connaissances financières à tout âge : à la découverte du monde de l'argent, de la finance et de l'économie*, avec Adam Young, Musée de la Banque du Canada
- *Financial Literacy for Grades 7–12*, with Adam Young, Bank of Canada Museum
- *Turning the Page—Highlighting Key Resources from the Right to Read Writing Project*, with Cheri-Anne Byrne, CODE



- *Train Your AI Brain: Customizing AI for Planning and Productivity*, with Lidia Fumo, Elementary Teacher, Peel DSB
- *Empowering Student Voice Through the UN Sustainable Development Goals (UN SDGs) and AI*, with Lidia Fumo, Elementary Teacher, Peel DSB
- *Getting Moving with Google's AI Tools*, with Cameron Steltman, OAJE
- *The World with AI: Explorations through Drama*, with Tessa Lofthouse, CODE
- *Diving Deeper with Google's AI Tools*, with Cameron Steltman, OAJE
- *STEM on the Land: Exploring Métis Harvesting in Grades 4–8*, with Andrea Paquette and Chantal Tremblay, Métis Nation of Ontario (MNO)

The webinars continued to be well attended and appreciated by members once again this year.



Ici on parle français

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This was the sixth successive year that OTF received funding, through the FSL-LMP, to support our *Ici on parle français* professional development (PD) grant program, which we deliver in partnership with our three English-language Affiliates.

The program received an approved budget of \$65,000 for 2025–26, making it possible for us to fund 74 worthwhile professional learning proposals, including 41 individual and 33 team applications, involving a total of 149 members. A full 145 of the participants were able to successfully complete their projects.

The testimonies provided by the participants regarding the impact on their FSL proficiency and pedagogy were extremely positive, with 95 per cent noting improvements in their FSL instructional and assessment practices and the majority saying that they could not have undertaken the professional learning without the grant program.



We are currently in the process of posting the completed team projects on the OTF website so that other members can benefit from the incredible learnings of our project participants.

OTF/Affiliate Symposium on Teacher Education

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For the seventh year in a row, our OTF/Affiliate Symposium was presented as a joint event between members of the local Teacher Education Liaison Committees (TELCs) and members of the OTF Curriculum Forum (OTFCF). The in-person event was held on February 6–7, 2026, at the Hilton Meadowvale Hotel in Mississauga.

Our chosen theme was *Empowering teachers for today and tomorrow - Libérer le pouvoir de la profession enseignante pour bâtir aujourd'hui et demain*. A total of 162 participants were in attendance, including 38 Teacher Education Liaison Officers, 42 Faculty members, 27 Teacher Candidates, 34 OTF Curriculum Forum (CF) members, eight guests and 13 OTF and Affiliate leaders and staff.



As we had hoped, the Symposium provided an invaluable and unique opportunity for our partners in teacher education to come together to examine the multiple challenges faced by early career teachers and to consider the specific competencies we need to support them to acquire through their Initial Teacher Education (ITE) programs and during their initial years of practice.



Our rich conversations were anchored by two main questions:

1. What are the learnings and supports we should be providing to early career teachers? and
2. What really matters in what we provide to our newest members as they enter this incredibly challenging profession at this incredibly challenging time?

Among the complex realities considered during the Symposium, mental health, Generative AI, and violence in schools were high on the list of identified challenges facing beginning teachers.



Safe@School Professional Learning Module— Creating Safe and Supportive Classrooms

A-46

This year, as part of our [Safe@School](#) – [Bien-être @ l'école](#) professional learning project, OTF undertook the development of a new Professional Learning Module (PLM) for elementary teachers on the topic of creating safe and supportive classrooms.

The main objective in creating the new PLM was to provide strategies that members could use within their classrooms to communicate to students that it is the right of all members of the school community to be safe, and to de-escalate incidents of student aggression, ideally before they even occur. The PLM also sought to amplify and augment the excellent work of the Affiliates to support members experiencing violence.

The new resource, now titled *Creating Safe and Supportive Classrooms: A Primer for Elementary Teachers*, has gone through several rounds of writing, editing, rewriting and further editing, with feedback solicited from both OTF and Affiliate staff officers as well as teacher members. The finalized resource was approved by the Executive at its May meeting and it will be released to the field in English and French in time for the new school year.



Work is now beginning on an equivalent resource for secondary school teachers and educators.

Pensions

- Annual Pension Education Program for OTF Governors
- OTF Pension Forum
- Review of OTPP Funding Management Policy
- Protecting the Pension Promise

Annual Pension Education Program for OTF Governors

A-48

Launched as a pilot in 2024–2025, OTF coordinates an annual learning opportunity, devoted to pensions, for OTF Governors .

A session is held each January following the Winter Board Meeting.

Education sessions focus on key aspects of the Ontario Teachers' Pension Plan.

Focal topics follow a five-year rotation, covering all major OTPP divisions:

- Risk and Pension Funding
- Member Services and Plan Design
- Legislative Environment and Governance
- Strategy and Stakeholder Relations
- Investments

OTF Pension Forum

A-49

The 2026 OTF Pension Forum, an annual event that brings together Affiliate leaders, OTPP representatives, and key stakeholders to strengthen understanding of the Ontario Teachers' Pension Plan, was another success.

The Forum offers an opportunity to hear updates on OTPP performance and strategic priorities, explore emerging pension issues, and highlights the Plan's investment and stewardship activities.

Feedback from the April 16, 2026, Forum highlighted the success of several enhancements, including increased bilingual content, eco-friendly initiatives, and a dedicated website and registration platform, all of which improved the attendee experience.



The image shows a printed agenda for the 2026 OTF Pension Forum. The agenda is titled 'AGENDA' and lists the following sessions:

Time	Topic	Speaker(s)
10:00 a.m. - 10:10 a.m.	WELCOME & INTRODUCTION	Yves Durocher, Director, Pension & Economic Affairs—OTF
10:10 a.m. - 10:25 a.m.	LAND ACKNOWLEDGEMENT	Chris Cowley, President—OTF Nathalie Drolet—AEFO
10:25 a.m. - 11:10 a.m.	PRESENTATION	Chris Cowley, President—OTF
11:10 a.m. - 11:45 a.m.	OPENING REMARKS	Jo Taylor, CEO—OTPP
11:45 a.m. - 11:55 a.m.	CIO FIRESIDE: PENSION INVESTING IN 2026 AND BEYOND + Q&A	Gillian Brown, Chief Investment Officer, Public & Private Investments—OTPP Stephen McLennan, Chief Investment Officer, Asset Allocation—OTPP
11:55 a.m. - 12:30 p.m.	OUR ASSESSMENT OF THE BUSINESS ENVIRONMENT FOR A WORLD IN FLUX + Q&A	Jonathan Hausman, Chief Strategy Officer—OTPP
12:30 p.m. - 1:30 p.m.	BREAK	
1:30 p.m. - 2:05 p.m.	2026-2030 CLIMATE STRATEGY + Q&A	Anna Murray, Senior Managing Director and Global Head of Sustainable Investing—OTPP
2:05 p.m. - 2:15 p.m.	LUNCH	
2:15 p.m. - 2:50 p.m.	ECONOMIC UPDATE + Q&A	Millan Mulraine, Managing Director and Chief Economist—OTPP
2:50 p.m. - 3:00 p.m.	BREAK	
	MEMBER SERVICES: LISTENING AT SCALE: TRANSLATING MEMBER SENTIMENT INTO STRONGER EXPERIENCES + Q&A	Alida Ladak, Managing Director, Member Experience—OTPP
	CONCLUDING REMARKS	Yves Durocher, Director, Pension & Economic Affairs—OTF

OTF strives to ensure a safe atmosphere at all venues for its events. However, OTF cannot guarantee that all events will be completely free from allergens.

The review process for the Ontario Teachers' Pension Plan's (OTPP) Funding Management Policy (FMP) is anticipated to conclude successfully in the coming weeks, through close collaboration among OTF, the Government of Ontario (the co-sponsor) and OTPP.

The updated policy, reflecting recommendations from independent legal and actuarial experts, clarifies funding decision-making and introduces greater flexibility to support the long-term sustainability of the Plan.

Protecting the Pension Promise

A-51

Among other facets, OTF's work this year in the pension arena accomplished the following:

- Improved pension education resources
- Enhanced communication with affiliates
- Increased advocacy on emerging pension issues
- Fine-tuned resources for common member inquiries (50-Day Rule, Reduced Workload, Buybacks, etc.)
 - Standardized email responses
 - Information sheets/One-pagers



Equity Work

- Anti-Racism Staff Workgroup
- Truth and Reconciliation
- Métis, Inuit and Urban Indigenous Education Priorities Table
- International Assistance
- Urgent Action Appeals
- CTF/FCE's Women's Symposium

Anti-Racism Staff Workgroup

A-53

The release of the Ontario Human Rights Commission (OHRC)'s *Dreams Delayed* report created a timely opportunity for OTF to identify specific actions that it can take to combat anti-Black racism in education, both for members and for students.

The Workgroup developed *From Advocacy to Action: OTF Framework for Addressing Anti-Black Racism in Education(From Advocacy to Action)* to provide a theoretical and research basis to inform and guide the development of an OTF anti-Black racism action plan.

Using *From Advocacy to Action*, the Workgroup conducted outreach to Black scholars, community organizations, and educator associations to inform the development of an initial action plan focused on policy advocacy and program initiation or engagement.



The Anti-racism Workgroup continued to meet with the OHRC through the school year. The Workgroup was able to exchange updates with regards to actions taken following the release of the OHRC's *Dreams Delayed* report. The OHRC also shared insights from their engagements with other stakeholder groups like Faculties of Education (through the Ontario Association of Deans), the Ontario College of Teachers and the trustees' associations.

This year, the Workgroup was able to draft an OTF Anti-Black Racism Action Plan—Phase 1. The action plan consists of three key actions that are taken annually. The three key actions are:

1. Engage French and English Black teachers throughout their career, at different career stages, and seek opportunities to provide teacher identified support and partnership.
2. Provide professional learning for all teachers (French, English, public, Catholic, secondary, elementary) to address anti-Black racism through student learning environments, instruction and assessment.
3. Come alongside community-based organizations in programs or advocacy that align with OTF's objects.

A phased approach to the action plan allows for flexibility and responsiveness as OTF continues working alongside organizations in anti-Black racism work.

One of the actions, under key action #2 (professional learning), is the launch of *the Black History is Our Shared History* (BHOSH) project.

BHOSH was originally submitted to the Ministry as a funding proposal to develop supports for the teaching of Black Canadian history learning expectations being added to Grade 7, 8 and 10 history curricula.

Since three different divisions at the Ministry of Education declined funding OTF's BHOSH proposal, the Executive supported the recommendation of the Anti-Racism Workgroup to pursue a scaled back version of the BHOSH program as the first phase of the OTF Anti-Black Racism Action Plan.

All OTF affiliates provided funding for BHOSH and that work began in summer 2026.

Truth and Reconciliation

Over the past many years, OTF's commitment to education for reconciliation has included our active participation in two annual Indigenous national gatherings:

- This year's Indspire National Gathering took place in Winnipeg on November 19–21, 2025. OTF was pleased to sponsor the Meditation Room at the event. Participation by teachers and educators was once again extremely high this year and the event was a great success.
- The National Indigenous Education and Reconciliation Network Gathering (NIERNG) was held on May 19–21, 2026, in Richmond, BC, and was hosted by the British Columbia Teachers' Federation (BCTF). As in the past, OTF and Affiliate staff who attended the event felt enriched by the activities, interactions and the information that was so generously shared, all while continuing to forge strong bonds and relationships with those engaged in this important work.

A-56



Indspire

Indigenous education,
Canada's future.

L'éducation des autochtones.
L'avenir du Canada.



In addition to participating in the NIERNG and Indspire National Gathering events, OTF was pleased to continue our work with the Métis Nation of Ontario (MNO), supporting MNO's efforts to bring Métis language, history and perspectives to the attention of our members.

In addition to highlighting MNO's work in *Interaction*, we promoted an *OTF Connects* webinar presented by the MNO in late April, titled *STEM on the Land: Exploring Métis Harvesting in Grades 4–8*.

Métis Nation
of Ontario 

OTF has been an active member of the Ministry of Education's provincial Métis, Inuit and Urban Indigenous Education Priorities Table (MIUIEPT) since November 2023. The meetings and activities of the MIUIEPT are managed through the Indigenous Education Office (IEO).

This year, the MIUIEPT met on four occasions (December 17, February 4, April 8 and June 3) and focussed on two priority areas:

1. The development of an alternative *Elder Endorsement Pathway* for certifying teachers of Indigenous languages, scheduled to come into existence by the end of the 2026 calendar year; and
2. The creation of a new resource to guide how schools observe the National Day for Truth and Reconciliation (NDTR) on September 30 each year, beginning in the fall of 2026.



Throughout the year, OTF coordinated in-depth feedback from the Federations, which we provided to the Indigenous Education Office (IEO) in response to the above initiatives. This included a joint meeting of Federation staff with IEO staff on May 13 to discuss the proposed *Elder Endorsement Pathway*, creation of a response paper on the new certification pathway, and three rounds of input on the NDTR Resource Guide.

International Assistance

A-59

The International Assistance Committee met twice this year (December 6 and May 30). In total, the Committee considered 541 requests for project funding, by far the largest number of applications we have ever received in a single year. Of the 541, we were able to approve funding to 229 projects from 18 countries (approximately 42 per cent), including seven that were within the UN Development Focus Fund priority areas.

The 18 countries where the approved projects were located included: Burundi, Cameroon, Chad, Congo, Ethiopia, Ghana, Guatemala, India, Kenya, Malawi, Nigeria, Philippines, Rwanda, Sierra Leone, South Sudan, Tanzania, Uganda and Zimbabwe.

The Committee also continued serving as the Trustees for the Ontario-Lesotho Educational Sustaining Fund and the Blanche Snell Estate Fund this year, sending \$1,777 to our colleagues at the Lesotho Association of Teachers (LAT) to disburse on OTF's behalf, and funding three Ontario-based international applicants through the Blanche Snell Fund.



Further details regarding the work of the Committee can be found in the International Assistance Committee's Annual Report, as well as in the infographic distributed to Governors, beginning on page H1.

Urgent Action Appeals

A-60

In February, the Executive approved a request from Education International (EI) to support the Union of Teachers of North and East Syria (UTNES), who were working under extremely difficult conditions to protect teachers, students, unionists, and education access for all in Northeast Syria.

Then in August, the Executive considered financial donations to support the victims of devastating earthquakes that hit both Venezuela and Colombia this summer.



CTF/FCE's Women's Symposium

A-61

OTF was pleased to join CTF/FCE as a co-host, along with AEFO, ETFO, OECTA and OSSTF/FEESO, of the 2026 CTF/FCE Women's Symposium, which was held in Toronto on April 30–May 2.

The theme of this year's Symposium was *Our Roots, Our Strength, Our Rise/Nos racines, notre force, notre essor*.

The sold-out event brought together over 200 women leaders from CTF/FCE member and associate member organizations across the country to explore learning and networking opportunities, and to reflect on, and intentionally build upon, the foundations laid by generations of women in public education and society at large.

Through dynamic discussions, interactive workshops, and meaningful networking, participants explored how collective action and collaboration can amplify their impact across diverse areas of work.

Participants left the event feeling inspired, confident and equipped with strategic tools to continue their personal and professional growth.



Teacher Education

- Faculty Liaison
- Teacher Education Committee
- Teacher Education Staff Workgroup
- ITE Program Length and Content
- Technological Education
- Math Proficiency Test
- Ontario Association of Deans of Education
- Re-imagining Teacher Education Working Group

Faculty Liaison

A-63

OTF's Faculty liaison activities are managed primarily via the 17 Teacher Education Liaison Committees (TELCs) that operate at the 13 English-language and three French-language Faculties of Education across the province. While several universities now offer their ITE programs on more than one campus, Lakehead is the only one where we have two separate TELCs, owing to the large distance between Thunder Bay and Orillia.

Throughout the year, the Federation TELC representatives worked hard to nurture positive relationships with the Deans of these Faculties, meeting four to 10 times a year with their faculty counterparts. In support of the ongoing work undertaken by our TELCs, the OTF President and senior staff were pleased to present at 28 Federation Days and three Pinning Ceremonies this year. As Governors are aware, Federation Days constitute our first interactions with our future members, so we make every effort to ensure that our presentations are both welcoming, informative and motivational.



In addition to the above Federation Days and Pinning Ceremonies, OTF staff once again provided two workshops for teacher candidates at the University of Ottawa—one in September addressing OTF and subject associations' curriculum supports, and the other on parent engagement in March. Both workshops were extremely well received.

With the introduction of the new 12-month pre-service programs in May 2027, we will need to consider how Federation Days will be conducted in the years ahead.

Teacher Education Committee

A-64

The provincial Teacher Education Committee met face-to-face three times (September 20, February 6 and May 9) and once online (November 22). It was an extremely busy year for the Committee and we are grateful to the dedicated members who helped us navigate its work, including:

- Tracking the experiences of TCs with the Math Proficiency Test (MPT);
- Studying Faculty enrollments and their impact on teacher supply and demand;
- Considering ongoing challenges experienced by Associate Teachers (ATs) and the practicum component of the ITE programs;
- Developing a position paper on improving access to ITE for Technological Education teacher candidates (TCs);
- Monitoring ongoing challenges with the Transitional Certificate of Qualification;
- Scheduling focused conversations with beginning teachers for OTF's *Learning from and with Beginning Teachers*;
- Providing input and feedback on OTF's new primer for elementary schoolteachers on creating safe and supportive classrooms;
- Considering professional advisories and the review of the Professional Standards by the Ontario College of Teachers;
- Planning of, and participation in, our annual OTF/Affiliate Symposium on Teacher Education.



Full details of this work can be found in the Report of the Teacher Education Committee beginning on page F1.

Teacher Education Staff Workgroup

A-65

Given the many changes and frenetic activity in the teacher education portfolio this year, it is no surprise that the Staff Workgroup had its hands very full. The Workgroup members had five scheduled meetings through the year (September 16, November 18, January 20, March 24 and June 2), with several additional meetings and online interactions inserted in between to address emerging issues.

In addition to its usual work of responding to requests from the Executive to examine diverse teacher education matters, create position papers, and provide input and formulate policy responses, the staff officers on this Workgroup also represent the Federation in our interactions with several external partners, including the Re-imagining Teacher Education Working Group, Indigenous Education Office, Ontario College of Teachers Professional Affairs and Membership Services Departments and our annual meeting with the OADE. It is also this Workgroup that takes the lead on creating and delivering the program for the OTF/Affiliate Symposium on Teacher Education each year.



As several of the Workgroup members will be moving on to other responsibilities or retirement in the coming year, we acknowledge the following for their many contributions:

- Pascal Chéron, AEFO
- Zaiba Beg, ETFO
- Belinda Russo, OECTA
- Rosemary Judd-Archer, OSSTF
- Lindy Amato, OTF

ITE Program Length and Content

A-66

After months of rumours and speculation regarding changes to the length of ITE programs in Ontario, Ministers Quinn (MCURES) and Calandra (EDU) announced on April 10, 2026, that Ontario's pre-service programs will be reduced in length to become a consecutive 12-month program, delivered via three back-to-back semesters, beginning in May 2027. The joint statement also announced an increase in the required number of practicum days in ITE programs, and an augmentation of the stipend paid to our members who serve as Associate Teachers (ATs).

OTF and its Affiliates have long supported a 12-month ITE program, delivered over three semesters. We also welcomed the news that the practicum component might be increased, and an additional stipend paid to ATs for the essential work they do to mentor TCs. The above notwithstanding, we were disappointed by the absence of any prior consultation with the teacher Federations and also concerned about the minimal consultation with and transition time afforded to the Faculties of Education, who will be tasked with implementing the changes and delivering the new ITE programs.



As noted earlier in this report, we wrote to both Ministers in April, urging them to consult with OTF and its Affiliate, and to allow more time for implementation of this significant change to ITE.

It was not until June 10 that Minister Calandra confirmed that the number of days of required practicum will remain at 80. To date, we have not heard anything further about the increased stipend for ATs.

Technological Education

The Executive requested the Teacher Education Staff Work Group to explore options for advocating for enhanced pathways to ITE programs for candidates in Technological Education.

This work was undertaken over the fall and winter, together with input from members of OTF's Teacher Education Committee. The final paper, titled *Improving Access to Initial Teacher Education (ITE) Programs for Technological Education Teacher Candidates*, was published in February. As noted earlier in this report, the paper received considerable media coverage.

Also as noted earlier, OTF advocated against a decision by OCT to grant “de facto” qualifications to teachers of Grade 9 and 10 Technological Education, enabling them to teach Grades 11 and 12. We argued that this process undermines teaching qualifications and also threatens student safety, neither of which is in the public interest. It is our understanding that OCT has accordingly discontinued this practice.

A-67



Math Proficiency Test

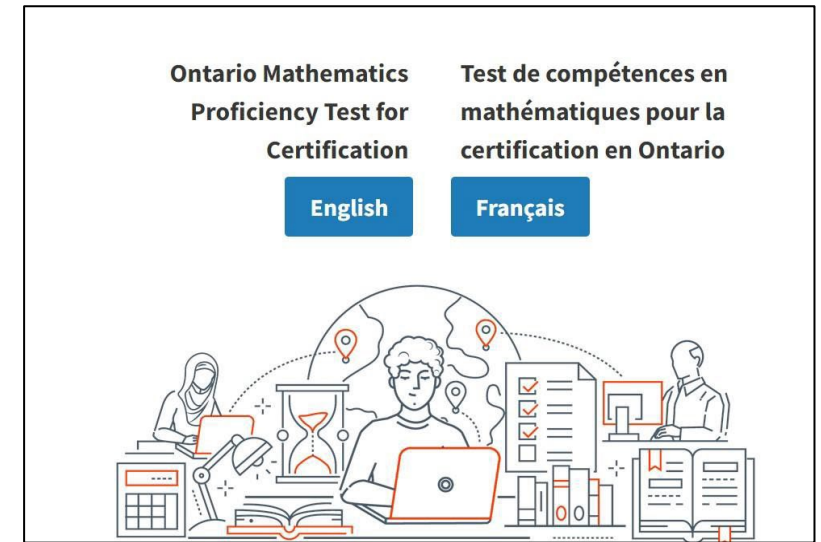
A-68

As Governors will recall, Ontario's Math Proficiency Test (MPT) was reinstated as a certification requirement for teachers in Ontario as of February 1, 2025. The MPT includes math content from Grade 3–9 (70 per cent of the test) and a pedagogy component (30 per cent of the test). To be successful, applicants must score at least 75 per cent on each component of the test (content and pedagogy) in a single sitting.

The Education Quality and Accountability Office (EQAO) once again administered three “test windows” this school year:

- September 29–November 22, 2025
- January 12–March 21, 2026
- April 20–June 6, 2026

Following numerous unsuccessful attempts to receive the MPT results from EQAO and EDU both last school year and this, OTF proceeded with submitting an access request under the Freedom of Information and *Protection of Privacy Act* (FIPPA) to EQAO in February 2026, to acquire the results. We were pleased that this request met with success, although the results we obtained confirmed our worst concerns about the biased nature of the MPT.



On May 4, we issued a [Media Release](#) outlining our serious misgivings with the test due to its inherent biases based on race, age, Indigeneity and language. News coverage in response to our release was quite fulsome and widespread.

We will continue voicing our opposition to the MPT as a certification requirement for graduates of Ontario's ITE programs.

Ontario Association of Deans of Education

A-69

OTF participated in three regular meetings of the OADE, alongside other education stakeholders (October 3, February 20 and June 12). In addition, the OTF President, Secretary-Treasurer and OTF and Affiliate Staff with responsibility for Teacher Education attended the meeting that is annually dedicated to having OTF meet alone with OADE, which this year took place on March 27, 2026.

During our dedicated meeting with OADE, the OTF President stressed the importance of the partnership between the Federations and the Faculties in the preparation of the next generation of teachers. Several areas of alignment and mutual concern were then discussed, including:

- OTF's Freedom of Information request re MPT
- Preparing beginning teachers in the current context and for future challenges
- Teacher recruitment, retention, supply and demand
- Associate teacher supply and demand
- Impact of labour action on practicum placements



While our positions on teacher education are not always aligned with those of the Deans, we continue to enjoy positive relationships with the OADE. As mentioned earlier in this report, we are in the midst of a new SSHRC-funded research collaboration with the Deans, titled *More than another brick in the wall: Factors contributing to early career retention*, which we look forward to continuing in the fall.

Re-imagining Teacher Education Working Group

A-70

OTF and the Affiliates have been active participants in the Re-imagining Teacher Education (RiTE) Working Group for three years now. The Working Group is co-led by OADE and the Council of Ontario Directors of Education (CODE).

This year there were four meetings held by the Working Group (November 25, January 27, March 31 and May 26). Over the course of these meetings, participants engaged in an in-depth examination of mechanisms for diversifying the teaching profession. The Working Group considered research, initiatives and strategies to diversify the teaching profession that are currently underway at faculties of education.

In response to a draft discussion guide focused on diversification of the teaching profession, which was developed by a sub-group of the Committee, OTF and the Affiliates provided detailed feedback regarding both the process and the content of the discussion guide in late June.



We look forward to resuming our participation with other education stakeholders at the RiTE Working Group table in the new school year, much of which we assume will be focused on the introduction of the new 12-month ITE program regime.

Ontario College of Teachers

- Ontario College of Teachers – OTF Advocacy
- Governing Council
- Relations & Discipline – OCT Interstaff Work Group
- Standards of Practice & Accreditation & Membership Services – Inter-Staff Meetings
- Focus on Teaching Survey
- New Graduate Preparedness Inquiry
- Certification Matters

OTF developed a bilingual PowerPoint presentation and companion videos to strengthen member understanding of OTF's advocacy regarding the Ontario College of Teachers (OCT).

The initiative has been well received by members and affiliates while supporting renewed collaboration and constructive dialogue between OTF and OCT.



Certification and Registration

- New accelerated certification pathways have greatly reduced the wait times, down to days instead of months.
- A more expedited certification process has helped cross-Canada labour mobility & internationally trained teachers
- Indigenous Languages Certification Pathway is under way, with First Nations and Indigenous community leadership helping to guide practice.
- The College is presently working to operationalize the changes to the shortened Initial Teaching program length, brought about by Bill 101, introduced by the Ontario government this past spring.

Professional Standards

- The OCT Professional Standards had not been reviewed in over 20 years.
- The Standards highlight a renewed commitment to students and student learning, which is now more obvious and integral to its understanding.
- The roll-out of the refreshed Standards will be a 12-month process with an awareness campaign to begin this September.



Complaints and Investigations

- The College improved its handling of teacher conduct matters, meeting the 90-day standard for decisions to pursue an investigation in 67 per cent of recent cases. Delays mainly stemmed from difficulties in gathering information, and procedural issues are now resolved.
- The new enhanced screening initiative makes front-end screening more effective at filtering out employer complaints before they proceed to full investigation.
- The College has refined its 75 allegation categories, with verbal abuse, physical abuse, discrimination, and boundary violations guiding future training and advisories.



Focus on Teaching Survey (FoTS)

- Published in June 2026, the FoTS reports that Ontario teachers are highlighting ongoing workforce pressures, including shortages in key subject areas and difficulties accessing permanent teaching opportunities.
- Respondents also emphasized issues related to equity, diversity, and inclusion in workplaces.
- Although the College leadership does not provide editorial commentary on its own survey, its stated intent is to provide data to guide system leaders in strengthening the teaching profession.

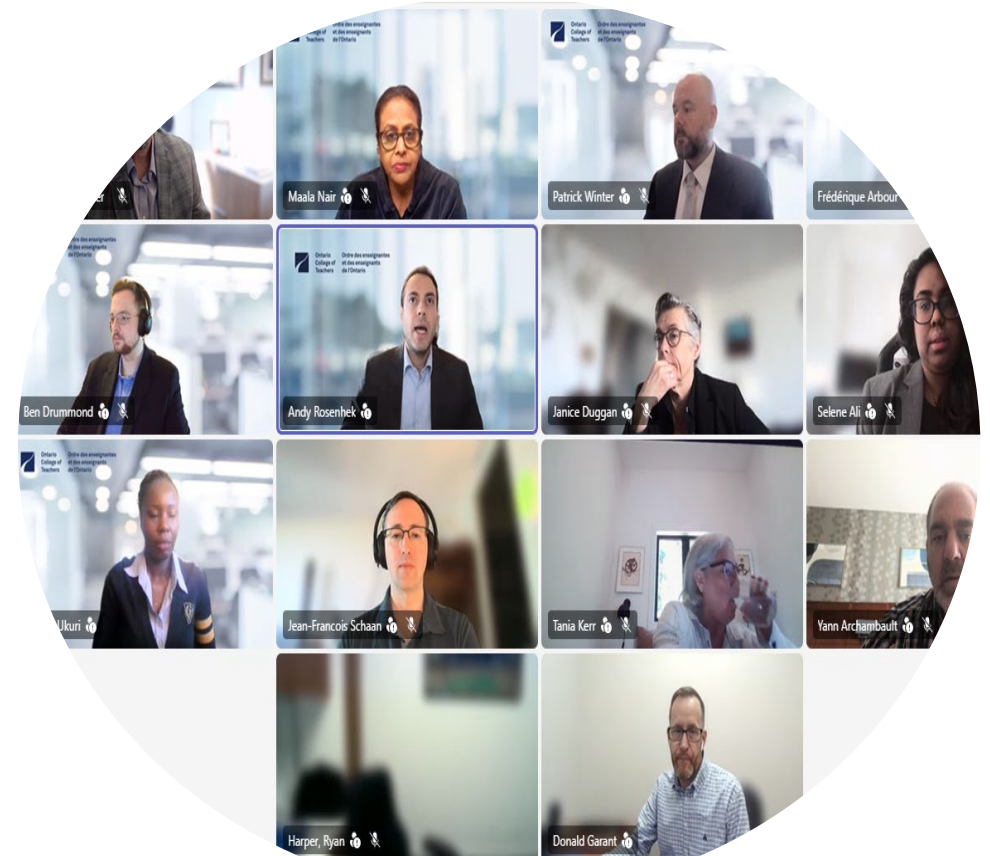
Governance and Finance

- A new Governance Manual and an updated Governing Council Dashboard will strengthen decision-making by providing clearer guidance and timely performance data across areas such as certification, complaints, tribunal outcomes, and accreditation.
- Council approved the nomination of Line Lienou to replace retiring member Tammy Webster, bringing teaching experience from three of Ontario's four publicly funded school systems.
- The College's projected 2026 budget shows more than \$55M in expenses and a \$5.8M shortfall, while overall operations have grown into a \$61M organization with over \$73M in assets. We worry that this year's deficit budget could provoke a rise in annual OTF certification costs.

Investigations & Discipline – OCT Interstaff Working Group

OTF and affiliate staff continue to meet twice yearly with the OCT Interstaff Working Group to receive information on Investigations & Discipline matters.

These meetings represent an opportunity to ask pointed questions on issues that matter to our members, including complaints and investigation data.



Standards of Practice & Accreditation & Membership Services— Inter-Staff Meetings

A-79

OTF and Affiliate staff participated in three formal meetings with OCT staff from the Standards of Practice & Accreditation & Membership Services Departments (November 10, January 8 and May 13).

Although our respective staffs meet formally only a few times per year, our ongoing interactions via email combined with the fact that many also sit as representatives on other external committees and work groups, has enabled us to cultivate positive working relationships.



- OTF and the Affiliates provided extensive feedback, in the latter part of January, on the draft revised *Professional Advisory on Physical Safety in Learning Environments*, as part of OCT's review of the Professional Advisory. We are confident that our feedback will help strengthen the clarity of the final version for our members.
- We met with College staff on February 10 and then provided formal feedback to OCT about the revised *Standards of Practice and Ethical Standards for the Profession* on April 15. The final revised Standards were released by OCT on June 12, and OTF and the Affiliates were invited to name teachers to participate in a summer writing session to help develop engagement resources to support the revised Standards.



Our inter-staff meetings also provided opportunities to discuss changes undertaken by OCT to address pathways and barriers to promotion for Technological Education, Indigenous Ancestry and Indigenous Languages teachers, as well as changes to Labour Mobility Provisions for Canadian teachers, which will enable teachers from other Canadian jurisdictions to begin teaching immediately upon arrival in Ontario. We were also able to see an early demonstration of the New Online Application System (NOLA), launched by OCT in November.

Focus on Teaching Survey (FoTS)

A-81

OCT's 2025 *Focus on Teaching Survey* (FoTS) was administered from late August to October 13, 2025. OTF and the Affiliates participated in a feedback session with the FoTS research leads in early October to share impressions of the survey administration and to identify any useful cross-tabulations that may be used in the analysis of the 2025 FoTS.

OCT released an Executive Summary of the FoTS 2025 in late March, and the full report was shared with OTF on July 13.

From these documents, we know that a total of 36,749 members responded to the survey, representing 16 per cent of OCT's membership. The main findings from the study include that:

- 64 per cent indicated that their Initial Teacher Education (ITE) program prepared them well or extremely well, while 21 per cent felt their program prepared them poorly or very poorly.
- As was the case last year, 45 per cent of respondents who began teaching in the last five years said they had no access to the New Teacher Induction Program (NTIP).



Focus on Teaching Survey (FoTS), cont'd

A-82

- Also similar to last year, a large proportion of respondents from equity-deserving groups shared that they experienced a diminished sense of belonging in their places of employment.
- 21 per cent of respondents said they intend to leave in three years and a further 27 per cent in four to 10 years, i.e., a total of almost 50 per cent will leave the profession within the next 10 years.
- 35 per cent of respondents, who indicated they would be leaving, cited the main reason for leaving as being their mental health.
- 24 per cent of those contemplating leaving cited feelings of lack of safety and/or security as their main reason for leaving.
- Elementary teachers were more likely to cite mental health challenges as the main reason for their intention to leave within the next five years, with 1/3 of those planning to leave identifying this reason.
- Dual panel teachers were more likely than others to cite lack of job security as a primary reason for planning to leave the profession.



We were somewhat disappointed that OCT decided to conduct a New Graduate Preparedness Inquiry (NGPI) this winter, given that the College was well aware of our interest and ongoing work in this area. OCT staff positioned the NGPI as a complementary investigation to FoTS.

Undoubtedly, OCT's sampling of beginning teachers just ahead of our own investigation of the same population group had an impact on our participation numbers. While it remains unclear why OCT decided to take on this work at this specific juncture, we are nevertheless confident that the findings from our respective research endeavours will ultimately complement each other.

Among the key findings of the NGPI, OCT has highlighted:

- A theory-practice disconnect in coursework;
- Insufficient preparation for daily classroom realities: classroom management, assessment, and time demands;
- The high value of current, practice-connected instructors; and
- The practicum as the primary source of professional learning.

Governors will recall that, in recent years, OTF and OCT staff have agreed to a protocol for addressing certification challenges experienced by our members or members-to-be. Many of these inquiries come to OTF via local Affiliate leaders, looking for support for their members who have, in some cases, faced the threat of loss of employment due to OCT certification delays and challenges.

The College does not discuss specific cases with a third party, unless consent has been explicitly given by the applicant to do so. Accordingly, the College has introduced a Third-Party Disclosure Authorization Form for this purpose. Where OTF staff have deemed the Federation's intervention necessary, we have asked applicants to fill out and submit this form to OCT.

Our engagement with OCT staff on these cases continues to be extremely impactful, with all inquiries promptly addressed and, in almost all cases, positively resolved.

Services

- OTF Curriculum Forum
- Health & Safety
- Health & Safety Workgroup

The OTF Curriculum Forum (OTFCF) met three times throughout the 2025–2026 year. These gatherings continue to offer a platform for subject/division associations to share their insights on emerging curriculum trends and issues in the publicly funded education system.

Fall Meeting: November 22, 2025

Winter Meeting: February 6, 2026

Spring Meeting: May 23, 2026

Governors can refer to the separate, full report on Curriculum Forum activities this past year beginning on



Health & Safety

A-87

OTF advocated for stronger engagement in provincial health and safety discussions by seeking observer status on the Provincial Working Group on Health and Safety (PWGHS) while also supporting the Workers Health and Safety Centre (WHSC) through formal advocacy during a provincial ministerial audit.

These efforts reinforced OTF's commitment to advancing safe working conditions for members and supporting the organizations that serve Ontario's teachers.



Health & Safety Workgroup

A-88

The OTF Health & Safety Workgroup met four times this year to discuss a range of topics that impact the education sector.

Standing items include the Workers' Health and Safety Centre (WHSC), addressing workplace violence, the Provincial Working Group on Health and Safety, and recent Ministry of Labour Orders and related decisions.

The Workgroup continues to work towards facilitating WHSC Education Sector Instructor Training.



Communications

- OTF MailChimp
- OTF Social Media
- Website Re-design

During the 2025–2026 school year

Communication with members:

Video messages from OTF President

- Back to school
- Bill 33
- Orange Shirt Day
- Concerns to the OCT
- World Teachers' day

Interaction (October, December, February, June)

Holiday Message from OTF Pres. and Sec-Treas

OTF Connects webinars

OTF Ici on parle français program

OTIP Teaching Awards

OTF Special Recognition Award

OTF job posting

Position and Research Papers

- GenAI Policies in Ontario K-12 Education
- Teacher Recruitment, Retention, Supply and Demand in Ontario: Towards a Long-Term Solution
- Improving Access to ITE Programs for Technological Education Teacher Candidates

Media:

Engagement

Fifteen media/interview requests

Media Releases

- Brantford teacher elected OTF President
- Debbie Stein re-appointed to the OTPP Board
- William Butt appointed to the OTPP Board
- OTF's response to the Ontario government's latest announcement on Ontario's ITE Program
- A formula for systemic failure—Ontario's Math Proficiency Test marked with serious flaws
- Appointment of the next Chair of the OTPP Board



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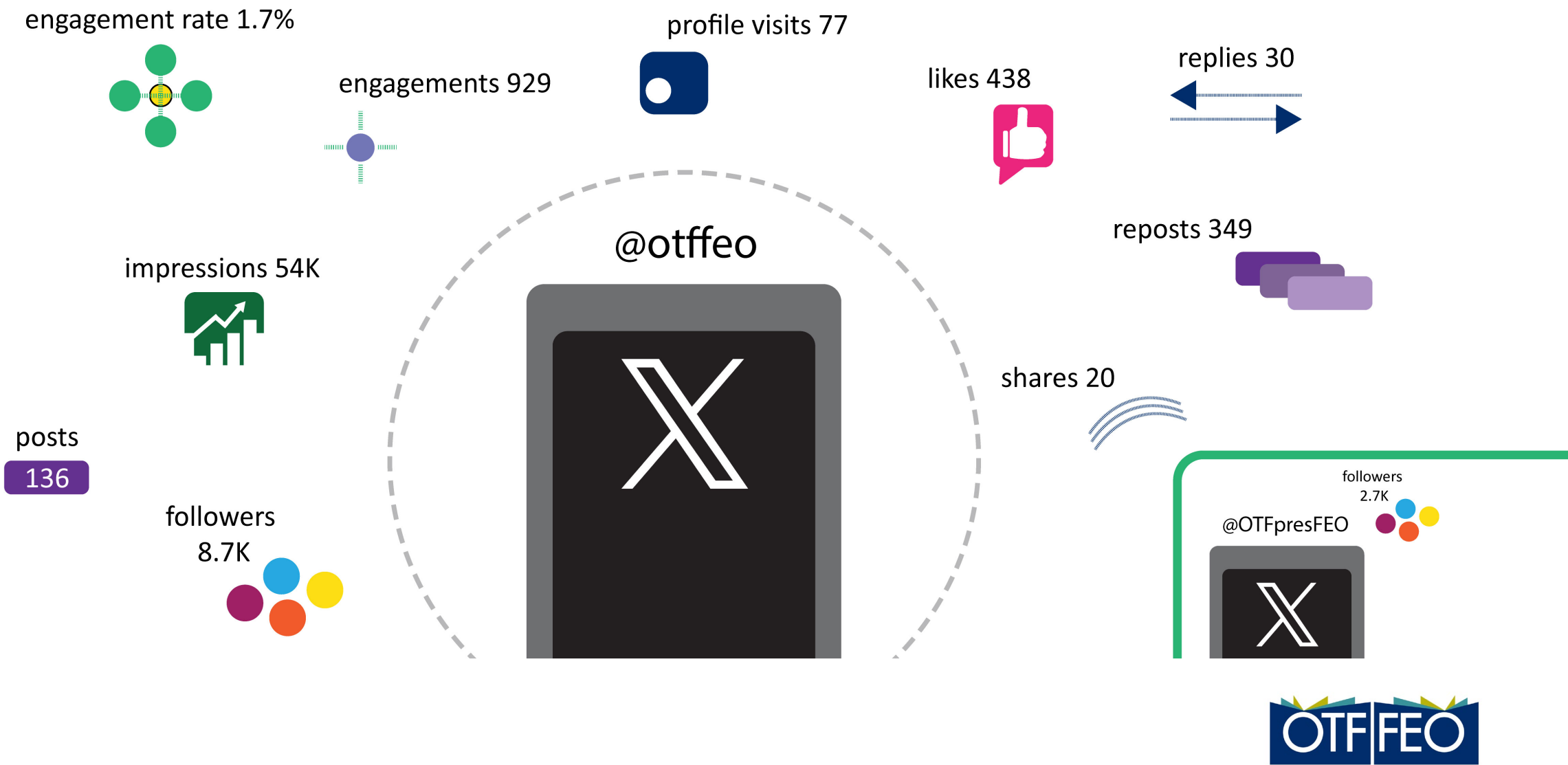
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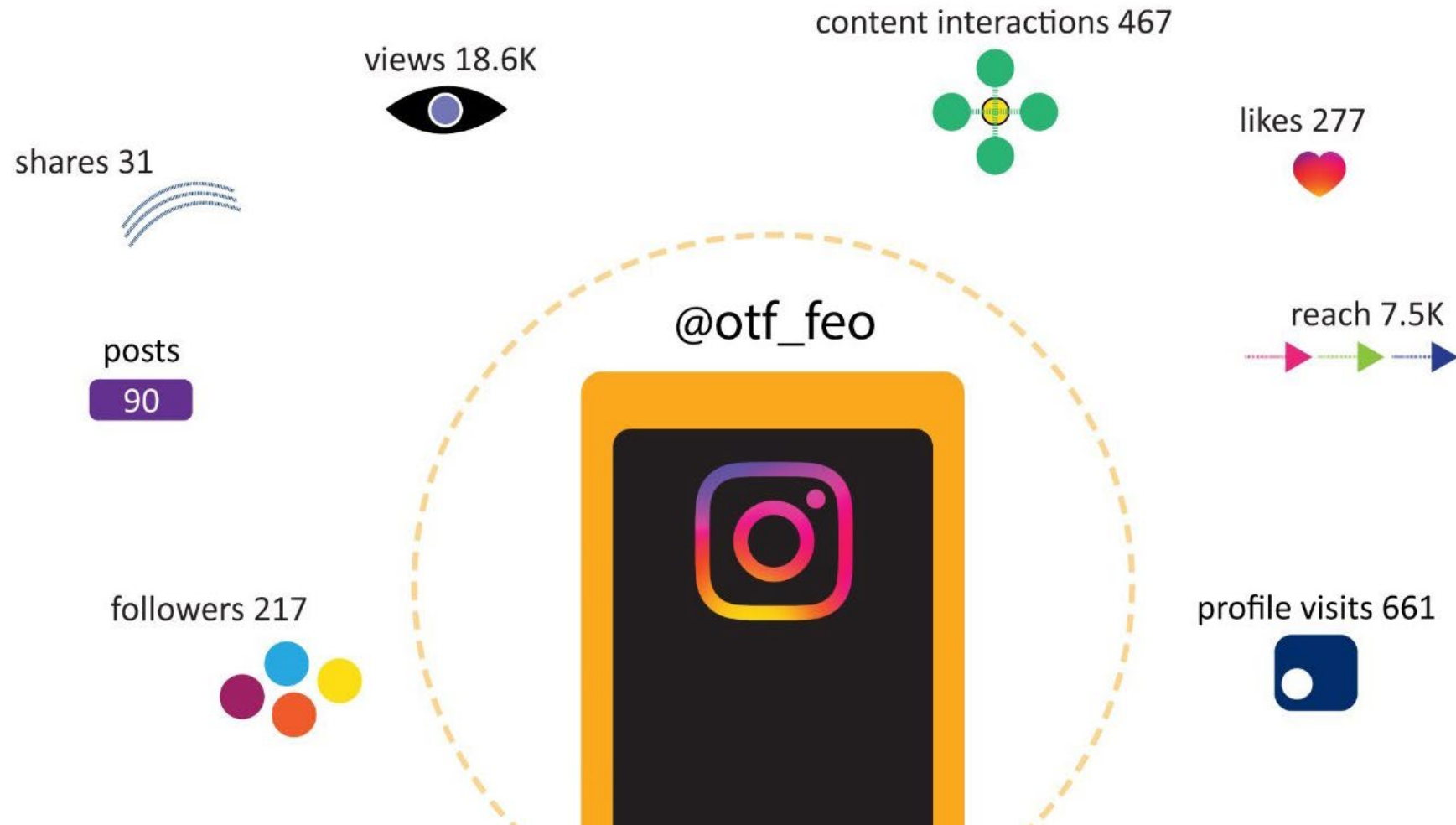
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OTF Website Re-design

A-94

A full re-design of the OTF website, the current iteration of which was created in 2013, got underway this spring.

OTF is working with the creative agency Inorbital.

The re-design process is expected to run from July 2026 to February 2027.



The Ontario Teachers' Federation represents all teachers in the province's publicly funded schools. We are the unifying voice safeguarding their profession, pensions and public education.

La FEO représente tout le personnel enseignant des écoles financées par les fonds publics à travers toute la province. Nous sommes la voix à l'unisson qui protège la profession, le régime de retraite et l'éducation publique.

ENGLISH

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