

# Cultivating a More **EQUITABLE, INCLUSIVE** and **ACCESSIBLE** Federation and Workplace

*A resource for*

BARGAINING UNIT  
**EQUITY, ANTI-RACISM,  
AND ANTI-OPPRESSION**  
OFFICERS



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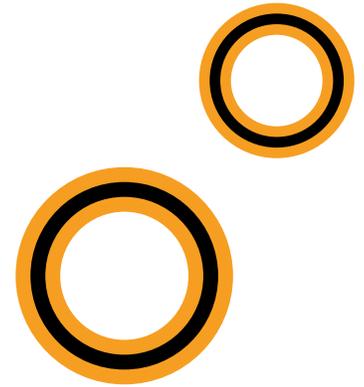
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## About This Resource

A resolution was passed at AMPA 2022 creating the new position of Equity, Anti-Racism and Anti-Oppression Officer in each District/Bargaining Unit. While this position already existed in some Districts/Bargaining Units, in many, this is a brand-new role. This guide was developed to support individuals filling this vital role to aid in the creation of a more equitable, inclusive, and accessible Federation and workplace.

This guide contains information on a number of topics related to advancing equity, anti-racism and anti-oppression in your workplace and at the local level. This resource is not meant to be exhaustive and instead, is meant to serve as a starting point for those looking for some concrete ideas on how to get started. This is why much of the content of the resource is focused on getting familiar with the Federation and working towards improving it. Getting familiar with the Federation will allow Equity, Anti-Racism and Anti-Oppression Officers to work alongside their Bargaining Unit executives to protect and improve the working conditions of all members.



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## Navigating the Position of Equity, Anti-Racism, and Anti-Oppression Officer

It is important for the Equity, Anti-Racism, and Anti-Oppression Officer to understand the “scope of practice” for the role. This will help keep your work within its legal bounds and clarify expectations. While you are not the individual that represents members directly, members may approach you to represent them. It is important to work with the members of your executive on such matters to avoid prompting any disciplinary responses, adverse or unintended consequences, and to avoid causing harm. This is essential for any union portfolio.

The executive and members alike also need to understand what the responsibilities of the role are and what you want to achieve in this role.

To become an effective advocate, it is important to:

- Ensure there is language in the Constitution and By-Laws around the duties of the position, so that they are clearly defined;
- Strengthen the Bargaining Unit’s abilities to support Members without stepping outside the established “scope of practice”;
- Broadly understand how your position is located within, and is impacted by, the many different contexts surrounding it (whether they are legal, contractual, ideological, political, etc.);
- Find your employer’s collection of policies, procedures, and rules of governance, familiarize yourself with them and determine the pathways for advocacy;
- Read your local Collective Agreement, familiarizing yourself with the conditions, rights, duties, privileges, and clauses around representation and union activity or involvement in the workplace;
- Not act in isolation—collaborative work will provide greater results;
- Familiarize and understand concepts of advocacy and representation, including things like: confidentiality, privacy, management rights, work now; grieve later, the duty of fair representation, insubordination, and human rights.

### Considerations

- What kind, and what level of advocacy should you provide to members? How does this mesh with existing portfolios on the executive and the union’s relationship with the employer?
- What are the relevant frameworks that govern how the union advocates for members?
- What channels exist for you to exert your influence and to advocate on behalf of members? What are those channels’ rules of engagement?
- Who are your allies? Who can you work with to better advocate for equity, anti-racism and anti-oppression?

- How are you practicing self-care? Is your workload reasonable? Are you setting boundaries for your own self care?

## **Tips**

- Read and understand the Bargaining Unit, District, and provincial Constitution & Bylaws of the organization, so that you can understand the scope of practice for the position.
- Ensure that you build positive working relationships with other members of the executive, as they will be key to the advocacy you hope to engage in.
- The grievance officer, chief negotiator or other executive members may consult you on matters related to equity, anti-racism and anti-oppression so it is good to have a thorough understanding of the Collective Agreement and its processes.
- Seek training and consultation on best practices and procedures before engaging in your advocacy.

## **Additional resources**

Bargaining Unit Training Resource



## Engaging in Reflexivity

To do good equity, anti-racism and anti-oppression work and to examine our structures, policies and practices through such a lens, we must be reflexive. Reflexivity is “finding strategies to question our own attitudes, thought processes, values, assumptions, prejudices and habitual actions; to understand our complex roles in relations to others” (Bolton & Delderfield, p. 10, 2018).

Reflexivity is important. It allows union members to:

- Learn about themselves and lean into areas that need work.
- Identify what they need to learn more about and/or who they can learn from and with.
- Actively be involved in the dismantling of oppressive systems.
- Strengthen their capacity for empathy.
- Explore how they may influence other people, relationships or situations.
- Leverage power & positionality to support others.

### Considerations

- Have you examined your own privileges to understand your own biases?
- Have you read or tried to learn about the experiences of people with different lived experiences than your own?
- Have you discredited someone’s identity or their truth?
- Have you caught yourself generalizing someone based on their identity?
- Have you resisted change?
- Have you avoided conversations about a particular issue?
- Have you thought a member was being divisive when they spoke up about an equity issue?

### Tips:

- Think about how your own upbringing and lived experiences play a role in the decisions you make or your responses to situations.
- Practice mindfulness to increase self awareness.
- Consider keeping a journal that you can record your thoughts. In addition to the questions above, you may also want to ask yourself the following: How do your assumptions affect your actions and decisions? How do your values and beliefs impact your interactions with others? (Adapted from Burnam, 2023).

### Additional resources

- Bolton, G., & Delderfield, R. (2018). [Reflective Practice: Writing and Professional Development](#), 5th Edition. Sage: London.
- Burnam, Lizzy. (2023). [Reflexivity in Qualitative Research: Why You’ll Never Be an Objective Observer](#).

## Centering Wellness in Equity Work



Prioritizing self-care and well-being are an integral component of equity, anti-racism and anti-oppression work. An individual's mental health affects their actions, relationships, and thoughts. As Eleanor Brown states, "Rest and self-care are so important. When you take time to replenish your spirit, it allows you to serve others from the overflow. You cannot serve from an empty vessel".

Building community as a mechanism for affirmation, empowerment, healing and resilience is a common strategy that is used to improve, maintain and sustain one's mental health.

Centering Wellness in Equity Work is important to:

- Provide safe and inclusive spaces for members to engage in equity work.
- Establish balance and boundaries.
- Establish expectations.
- Combat burnout.
- Build a community of support.
- Centre and contextualize experience.

### Considerations

- What are your strategies for creating professional/personal boundaries?
- What does your personal reflection routine look like?
- What does your work schedule look like?
- How do members contact you?
- How can you build capacity for others around you to do this work as well?
- Does your Bargaining Unit fund equity, anti-racism and anti-oppression training? Have you reviewed the OSSTF/FEESO Financial Handbook to look at available provincial funding?

### Tips

- Ask for help and create a system of support. You are not alone.
- While it is important to create safe spaces for others, it is equally important for you to create safe spaces for yourself.
- Be kind to yourself.
- Practice mindfulness.
- Look at the District/Bargaining Unit budget to see whether there are potential funding lines at the local and provincial level that can be used for Executive training on topics related to equity, anti-racism and anti-oppression. This will build capacity for others to also engage in this work.
- Look into your Employee Assistance Program (EAP) to see what supports you can utilize.

## Additional resources

- Canadian Mental Health Association (CMHA). [Mental Health Meter](#).
- Centre for Addiction and Mental Health (CAMH). [Helpful Practices to Promote Mental Health](#).
- [OSSTF/FEESO Update](#)—Review for upcoming training, workshops and conference that may be eligible for provincial funding.
- Starling Minds—offers 24/7 access for OSSTF/FEESO members and their families to a free digital mental health platform that can help members proactively build healthier, more positive life-long habits into their daily lives and build resilience to stress, anxiety, burnout, and depression. To register for Starling Minds, visit [member.starlingminds.com](https://member.starlingminds.com) and use the access code OSSTFMEMBER (all-caps).



## Using an Equity Lens

An equity lens “is a series of considerations to guide us as we seek to understand how our decisions and actions either break down or reinforce the barriers that prohibit equal participation and benefit” (Simmonds, 2019).

When examining your structures, policies, procedures or practices through an equity lens, it is important to ask yourself:

1. Who is being included? Who is being excluded? Are there particular groups that are being negatively impacted?

Consider the following identities (this list is not exhaustive):

Creed	Family status	Gender identity or gender expression
Indigenous peoples	Language	Marginalized bodies
Newcomers, immigrants, refugees	People with disabilities	Racialized persons
Sexual orientation	Socioeconomic status	

2. What methods or strategies did I use to come to this knowledge? How did I come to know what I did not know? Did I look at research? Did I consult with members of the community?

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3. What can be done to reduce exclusion or the negative impacts?

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4. How do I assess whether what I am doing to mitigate exclusion is successful? This is about examining whether your actions have had unintended consequences.

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**Additional resources**

Simmonds, A. (2019). [Equity Lens Toolkit](#).



## Understanding Your Constitution

Every District and Bargaining Unit has a constitution.

### ○ What is a Constitution?

- A set of rules and procedures explaining the governing structure of an organization, and how its business is to be conducted.
- It contains important dates, timelines and duties that must be fulfilled by OSSTF/FEESO.
- Think of it as the instructions for a board game—it describes the aim of the game, the pieces, how many players, how the game is played, etc. Or, like a road map that guides us each year to our destination.
- It's a living document that can be changed as needed.
- All members have access to it (hard copy or available on the website).

### ○ Sections of a Constitution

#### Articles:

- The Articles contain the definitions and the fundamental structure of Provincial OSSTF/FEESO.
- It is the “who we are” part.
- Articles and Bylaws must always agree—if there is a contradiction, the Articles always supersede the Bylaws.

#### Bylaws:

- A Bylaw must refer to something in the Articles.
- The Bylaws provide the details about what each structure in the organization does and how it does it.

At the provincial level, there is also a Policies and Procedures document. Some Bargaining Units will also have a procedures section in their document.

Some sample language that you might include in your Bylaws under the role of the Equity, Anti-Racism and Anti-Oppression Officer include:

- act as a resource person in the Bargaining Unit which may include reviewing local OSSTF/FEESO policies, bylaws, events, communications, and processes from an equity perspective to advance equity at the local level.
- assist in the creation and maintenance of accessible and inclusive local practices and processes to remove barriers to participation.
- assist Members to navigate and access OSSTF/FEESO spaces.
- assist in the development of local Federation equity, anti-racist, and anti-oppressive policies and frameworks.
- assist in the establishment of a local equity, anti-racism, and anti-oppression committee.

- assist in the preparation of local OSSTF/FEESO materials relating to equity.
- assist the Executive regarding equity issues.
- attend and report to meetings of the Executive.
- build awareness on equity, anti-racism, and anti-oppressive issues.
- co-ordinate and participate in training on equity and related matters.
- duties as assigned by the President.
- examine equity-based barriers to participation and leadership at the local level.
- increase member engagement of First Nations, Métis, Inuit, Black, racialized, and/or other equity-seeking members.
- liaise with community groups (and other organizations where applicable)
- liaise with other Bargaining Units' Equity, Anti-Racism & Anti-Oppression Officers to collaborate and share resources.
- promote communication about Federation events and volunteer opportunities to First Nations, Métis, Inuit, and equity-seeking members.
- support and amplify members of First Nations, Métis, Inuit, and equity-seeking groups within the Bargaining Unit.

### ○ **Reviewing the Bargaining Unit and District Constitution:**

- Ensure that the Equity, Anti-Racism and Anti-Oppression Officer is listed in the Articles section under “Executive”.
- Ensure that the Equity, Anti-Racism and Anti-Oppression Officer’s duties are listed in the Bylaws.
- Locate the process for appointment or election of the Equity, Anti-Racism and Anti-Oppression Officer.

### ○ **Next steps:**

- Does the constitution language capture everything it needs to?
- Does the Officer liaise with other committees or councils?
- Does the Officer have an opportunity to meet with other local BU Equity, Anti-Racism and Anti-Oppression Officers?
- Is the Officer connected via Update, website and social media to ensure that they know of all the opportunities they could be participating in/advertising to the membership?
- Is there a budget line allocated to the work of this portfolio?
- Does the Officer have a copy of the Financial Handbook and the Provincial Constitution & Bylaws and Policies and Procedures?
- How are AMPA delegates selected?
- Will constitutional changes need to be made at a general meeting/annual general meeting?



## Leading a Meeting

Meetings are an opportunity to get Members together to identify problems, work through solutions and come up with new ideas.

Whether it is a small group meeting or a large group meeting, how you lead the meeting sets the tone for everything from the creation of the meeting agenda to ensuring that everyone in the meeting feels comfortable and included. Meetings have a purpose and how you lead the meeting will allow you to attain your purpose.

When leading meetings at OSSTF/FEESO, it is crucial to set a positive tone, ensure an inclusive space, and you, as the one leading the meeting, play an important role in this. The following handout provides some tips and tricks for leading an effective meeting and ensure that your members keep coming back!

### Considerations

#### Calling a meeting:

- How will you publicize the meeting (i.e., date, location)?
- How will you inform individuals of the meeting? Targeted call out? Tap on the shoulder? Bring a friend? Open House? Site visits? Social media? Staff meetings?
- Have you looked at the [OSSTF/FEESO Event Planning Checklist](#)?

#### Setting the Tone:

- What can you do to establish a positive space?
- How will you set the tone?
- What do you do to ensure the smooth running of a meeting?
- How do you make members who are sovereign, sovereign-seeking and equity-seeking feel particularly welcome?

#### Leading the Meeting:

- Will you take notes?
- Do you talk more than you listen?
- Do you engage with members afterwards?
- Do you reply to concerns through eblast, individual emails, reports back to the next meeting?
- Are you taking formal minutes and creating motions?
- How are you reporting the business of the meeting?

## Tips

### Setting Group Norms

As the leader of the meeting, you have the ability to set and influence group norms and ground rules. Do not let the culture around meetings just happen. Use your influence to create an atmosphere that assures participants that they can participate honestly and openly. You can instill a positive culture with your words and by setting an example with your actions.

- **Be present and curious**—Instill the feeling that everyone’s contribution is welcome and wanted. Encourage questions and answer all questions (even if they seem obvious) with comprehensive and respectful answers. Acknowledge that people new to the group might find the procedures or processes of union meetings confusing at first and that they should feel free to ask questions. Do the same yourself! When listening to reports, ask questions of clarification and demonstrate that asking questions is a positive contribution to the meeting.
- **Step up / Step back**—Let the group know that you appreciate everyone’s contributions and that you seek to balance the voices present. Let everyone know that you hope they monitor conversations and if they see that they are contributing more than everyone else that they make room for other voices as well.
- **One person speaks at a time**—This is an important group norm that needs to be established. If you are strictly following parliamentary rules, it is very clear that the chair decides who speaks. Whoever is running a meeting should ensure that turn-taking is the norm. If a heated conversation morphs into multiple voices at once, the leader of the meeting needs to reestablish this rule.
- **Honour confidentiality**—At any point in a meeting, especially an informal one, a participant should be able to ask for confidentiality on a particular subject and have this request honoured. If you are following parliamentary rules, Executive Session can be formally established. Members of your meeting need to feel their confidentiality is secure before they can be expected to share sensitive information.
- **Expect discomfort**—It is important for all participants to realize that difficult topics will be discussed and that not everyone will agree all the time. Let people know that there may be difficult conversations ahead but that it is okay. You can promise them a safe place to have difficult conversations.
- **Manage Expectations**—People new to union work are not always aware of the limitations of unions and their influence. It is sometimes a significant disappointment when people realize that collective agreements and other documents and agreements sometimes prevent us from implementing changes. Ask for their patience but also share procedures and documents with them to help explain situations. But from the very beginning, let everyone know that problems that arise in a meeting would not necessarily get solved in that meeting. If the participants of a particular meeting get discouraged at the lack of progress, remind them that this work sometimes takes time.

## Engaging in Difficult Conversations

When a difficult conversation arises in a meeting, participants will look to you, their leader, for direction. How you respond to the difficult conversation will influence how others engage.

How do you ensure the meeting is a safe space for discussion?

- **Be fully present**—Once a difficult conversation emerges in a meeting, you need to make yourself aware. Fight the urge to react to it quickly and emotionally. Tell yourself, this is going to be a difficult conversation . . . What do I need to do as a leader in this situation.
- **Let go of the need to be right**—You may have very strong feelings about the subject, but that does not mean that you are right. Acknowledge your position but be open to listen to other perspectives. Feel free to share your opinion but listen to other opinions as well. Be open to shifting your beliefs as you learn more. Be open about any shifts in opinion that you experience so others feel comfortable doing the same.
- **Respect lived realities**—Be aware that everyone in the meeting has a different lived reality and that their experiences will have influenced them to think differently about the subject than you do. Respect their experiences and seek to learn more about them. Do not assume that everyone is going to think like you do.
- **Meet people where they are**—Everyone is on a learning continuum. If you sense that someone does not know as much as you do on a subject, do not expect them to hear your truth and then believe what you do. Change to people’s attitudes is often incremental. Maybe you are able to move someone only slightly toward your perspective. That’s impressive! You cannot force people to change their minds, but you can provide them with information that helps them come to slightly different conclusions.
- **Adopt an attitude of humility**—In order for you and everyone in the meeting to be able to be open to a change in opinion, everyone needs to adopt an attitude of humility. You can tell yourself that you do not know everything about the subject and that you are open to learning more. You can acknowledge that others have different experiences than yours and you want to learn from them too. You can tell yourself that by personally adopting an element of humility, you will encourage others to do the same. This is hard when you are the “leader” of a group, and you think others are looking to you for the “correct” response. The correct response is usually found by listening.

## **Handling Problem Situations**

Sometimes unexpected behavior interrupts or somehow negatively affects a meeting. As a leader, participants will look to you for direction on how to handle the situation.

Examples of behaviours that commonly disrupt meetings:

- Monopolizing conversations
- Latecomers/Early Leavers
- Joking comments
- Signs of frustration
- Tangential discussions
- Private conversations
- Non-participation
- Disrespectful behaviours
- Distracting behaviours

Potential techniques to confront these behaviours:

### **Revisit ground rules**

Before you begin a meeting, workshop or presentation, setting the ground rules ensures that everyone agrees on the expectations of behaviour. Reminding participants of these ground rules often presses the reset button.

### **Restate the purpose of the event**

At the beginning of your meeting, workshop or presentation, you should always make it clear what is the purpose and what will be discussed. Restating the purpose will remind and reorient participants who are straying from the subject at hand.

### **Emphasize the seriousness/importance of the topic**

If the topic was not important, the group would not be meeting. If participants begin to lose focus or lose sight of the goal, reminding them of the seriousness and importance of the topic may bring them back.

### **Remind participants of the agenda**

Sharing an agenda at the beginning of a group gathering gives everyone the confidence that there is order and purpose. If participants forget about the agenda, conversations will drift. To bring them back on track, restate the agenda and what items are coming next.

### **Summarize the participant's viewpoint**

People need to be heard. By summarizing a participant's viewpoint, you may not be agreeing with them, but you are acknowledging their ideas. When done well, this is a very powerful technique to build trust with a participant.

### **Acknowledge their position/feelings**

Sometimes people will tell you (or clearly show you) how they are feeling and need to have their feelings acknowledged. Doing so is sometimes the first step in dealing with that person's behaviour.

### **Ask others for input**

When working in a group, it's important that all voices are heard. Soliciting input from all members creates a balance of ideas and participation.

### **Ask participant to hold off until the break**

Some participants have great questions or ideas but they may derail or divert discussion away from the intended topic. Politely ask them to wait until the next break to discuss.

### **Ask the participant a question**

Asking a participant a direct question can be an effective way to get their attention, bring them back on topic or give them the opportunity to share.

### **Increase your presence**

As the facilitator you can adjust the intensity of your presence. When things are going well, you can be quieter and less directive. When the group needs a leader, you need to be more energetic, louder and more demonstrative. Read the room and react accordingly.

### **Proceed with schedule**

You have an agenda and a schedule. Participants rely on the facilitator to keep the conversation moving and to stay within time limits. Sometimes, despite unexpected events, you need to move the meeting forward.

### **Ask participant(s) to stop the behaviour**

Sometimes a behaviour is so egregious that it needs to be addressed directly. Be friendly, firm and brief. Name the behaviour and ask it to stop. Do not go into detail about why the behaviour is wrong or what effect it has. If you need to, you can address the issue in more detail later.

### **Ignore the behaviour**

Very rarely is ignoring a problem the right thing to do. Sometimes a member of a group discussion is upset, distracted, or not feeling well. They may not fully participate and just might need to be given a pass.

## **Navigating Sensitive Discussions**

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Despite all the hard work and preparation you put into creating an effective meeting, conflict is inevitable. In fact, conflict can be a good opportunity for a group to tackle difficult issues that would otherwise fester and grow. A group will look to its leader to handle these difficult situations. Consider the following techniques when you find yourself leading your group into challenging discussions.

### **Clarify**

Clarify the purpose, process and goals at the beginning of discussions to ensure that there is a shared focus. Early in the discussion you need to help the group find parameters for the conversation. What is the actual problem? What is it you are trying to achieve? This clarification may need to be restated regularly if the discussion tends to wander off topic.

### **Check your biases**

Check in with your participants to make sure that your biases and assumptions are not creating barriers to relevant and meaningful dialogue. Remember that your personal

experiences may provide an important perspective to the discussion, but so might that of others. Make sure that you are not assuming that everyone thinks the same way as you.

### **Paraphrase**

Paraphrase participants, when necessary, to check for clarity and to ensure that people feel heard. Do not simply repeat back what others are saying but use your own words to share your understanding of what others are saying.

### **Question**

Ask complex, high-quality questions that invite a variety of possible responses rather than relying on simple questions like “why?” or “what else?”. When a discussion hits a standstill, good questions can help invigorate participants to tackle the topic from new angles.

### **Record**

Record ideas from participants. Do not just have someone take notes. A good leader might get up and use a whiteboard or chart paper to help the group organize their thoughts visually. Such records can be invaluable for remembering what was discussed. Take pictures of them with your phone to make them more permanent and shareable.

### **Summarize**

Offer thoughtful and accurate verbal summaries at appropriate times during the discussion to help the group progress. Until someone summarizes a piece of the discussion, the group might find it difficult to move on. Be the one to recognize the appropriate time to do so and help the group progress to the next part of the discussion.

### **Closure**

Sometimes the hardest part of a difficult discussion is knowing when it is done. Help the group move toward and achieve closure in decision-making discussions. Help them test the quality of their decisions. Help the group know when their task is complete.

### **Action Plan**

Ensure that a detailed action plan comes out of decision-making discussions. Ensure the group has considered any barriers to their plan. If minutes are being taken, the action plan can be included in them.



## Conducting an Equity Audit

An equity audit is a comprehensive review of your local policies, processes and practices through an equity, anti-racism, and anti-oppression lens. It includes examining barriers to participation and inclusion. This is an incredibly important exercise because it identifies equity-related gaps and helps inform your equity action plan.

To conduct an equity audit effectively it is important to:

- Have a good understanding of how the Bargaining Unit operates.
- Gather as much information as you can on your local policies, processes and practices, so that you can properly identify where the gaps exist, if any.
- Have a good understanding of employer/board policies on human rights as well as equity, anti-racism and anti-oppression.
- Familiarize yourself with the Ontario Human Rights Code.
- Develop good working relations with members of your executive, including the Bargaining Unit President, so that the process is as cooperative as possible.
- Determine the pathways to advocating for more inclusive and equitable employer policies, practices and procedures.
- Establish good working relationships with community groups who you can turn to for consultation.
- Develop analytical tools or an analytical framework that you can apply to the material you are auditing, so you know what to undertake and what to look for when completing the work.

### Considerations

- Does the Bargaining Unit have strategies to engage members from First Nations, Métis, Inuit and/or equity-seeking groups?
- Does the executive participate in training on equity, anti-racism, and anti-oppression?
- Is there networking, mentoring or coaching opportunities?
- Does the Bargaining Unit have a robust anti-harassment policy? When was it last reviewed? Is the policy accessible to all members?
- Is the Bargaining Unit or District compliant with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#)?
- Do you have family-friendly policies when planning events?
- Do you use inclusive language and images in your communications and promotions materials?

## Tips

- Find ways to connect with other Bargaining Unit Equity, Anti-Racism, and Anti-Oppression Officers in your District.
- Do not overlook the district structure and operations; equity audits need to focus on the District as well.
- If constitutional changes are needed to make your Bargaining Unit more equitable and inclusive, changes should be brought forward to your Constitution Committee/President/Constitutional Officer for inclusion at your Bargaining Unit/District Annual General Meeting (AGM).

## ○ Potential things to look for when conducting an audit:

### Constitution

- Committees:
  - Who is on them?
  - How are representatives to the committee selected?
  - When do they meet?
  - Does the committee have an adequate budget?
  - Does participation on committees incur expenses? Are those expenses covered?
- Branch/site representatives:
  - Who is a branch representative?
  - How are they selected?
  - What is the organizational structure?
- AMPA Delegation:
  - How are they selected?
  - How are alternates delegated in your District?
  - How is this opportunity communicated to local members?
- AGM:
  - What is the process for submitting motions?
  - How is it advertised?
  - Where is it held?
  - Is the space accessible?
  - Is the meeting family friendly?
  - Do the planners use the OSSTF/FEESO Event Planning Checklist?
- Grievances:
  - Who decides if a grievance is launched?
  - How do they decide whether a grievance is launched?
  - Is there an appeals process?

- Officers (Health & Safety, Communications, Status of Women, etc.):
  - How are they chosen?
- Executives:
  - Does the Bargaining Unit executive reflect the composition of the membership?
- Other advocacy streams (Labour Council, Board or Employer Meetings, Coalitions, etc.):
  - How are representatives chosen for outward-facing advocacy?
  - Are there ways in which members are excluded from participation?
  - Who is reporting on outward-facing advocacy work?
  - Are the chosen representatives present and responsive in meetings?

### **Election / Appointment Practices**

- Are there restrictions on who can stand as a candidate?
- What are the campaigning rules?
- How are elections conducted? Are they accessible?
- How are elections/appointment processes advertised?
- If it is an appointment, which body makes the appointment?  
What is the composition of that body?

### **Provincial Events (e.g., regionals, conferences)**

- Who has access to these events?
- How are Bargaining Unit delegates selected?

### **Local Events**

- Is the OSSTF/FEESO Event Planning Checklist used for Bargaining Unit events, or meetings?
- What equity-centered practices can you incorporate into your local functions?

### **Expenses**

- Are members expected to pay out of pocket and be reimbursed, or are expenses offered to be covered up front?
- How is money being spent? How is it tracked? How are expenses reported?
- Is the local expense reimbursement policy reflective of actual expenses?  
Of Federation policy?

### **Communication**

- Who is the target audience?
- What is it that is being communicated?
- Are eligible D/BU memos being shared?
- How are messages being communicated?
- How are eligible Bargaining Unit reports/minutes being distributed, and who are they being distributed to? Are they being consulted as a source of information on Bargaining Unit business?
- Who is writing media releases for your Bargaining Unit? Who is providing input?

- Who has access to Bargaining Unit/District social media accounts and the website?
- Are the language and images being used inclusive?
- Is the language accessible?

### **Donations**

- What considerations are going into donations made by the Bargaining Unit/District?
- Who is being excluded?

### **Budget**

- Who sits on the budget/finance committee?
- How are funds distributed to Bargaining Units? How is this process explained to members?
- Are there budget lines that reflect the needs of equity work?

### **Training**

- What training is your Bargaining Unit offering?
- Who is the training open to?
- How are training opportunities selected?
- Does your Bargaining Unit have a training schedule for the Executive/Members?

### **Collective Bargaining**

- How is feedback being collected for the bargaining brief?
- Who sits on the table team for negotiations?
- How is the bargaining brief approved?
- How are meetings for ratification votes conducted?

### **Collective Agreement**

- Has the Collective Agreement been thoroughly examined through an equity lens?
- Is everyone impacted equitably by the language and interpretations of the Collective Agreement?
- Have you looked at model language on topics related to equity, anti-racism and anti-oppression?

### **Employer/Board Policies and Practices**

- Are you familiar with the employer/board policies on equity, anti-racism and anti-oppression?
- How do they impact the members of OSSTF/FEESO?
- Are you familiar with other employer/board policies? Have you reviewed them through an equity lens?
- Have the employer's hiring, transfer and promotion practices been examined through an equity lens?

## **Labour Relations Committee**

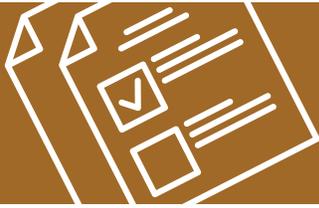
- Who is on the committee?
- Are members of the committee consulting you on issues related to equity, anti-racism and anti-oppression?

## **Professional Development**

- What self-directed professional development opportunities are offered? Is the content inclusive?
- What types of professional development is mandated/determine by the employer? Is the content inclusive? Is it accessible?

## **Additional resources**

- [OSSTF/FEESO Action Plan to Support Equity, Anti-Racism and Anti-Oppression](#)
- [OSSTF/FEESO Event Planning Checklist](#)
- [OSSTF/FEESO Collective Bargaining for All Checklist](#)
- [OSSTF/FEESO and AODA](#)



## Developing an Action Plan at the Local Level

For equity, anti-racism, and anti-oppression work, an action plan can serve as a blueprint that guides the Bargaining Unit toward the goal of improving the working conditions of all members and creating a more diverse, inclusive, accessible and equitable organization.

An action plan allows you to track progression and success. It also provides a means of accountability for the position (and the plan). The membership should be able to access the action plan and provide feedback on it. In fact, the action plan itself is a commitment to the membership.

Just like strategy development, creating an action plan is a prospective and iterative process: it requires re-evaluation and refinement of approach. It is an exercise that requires a very deep, objective, and critical analysis. Thus, the action plan should be a living document.

Developing an action plan is an important part of the portfolio. Having strategic direction tends to be more effective and helps anchor your work, such that it feels directed and powerful.

To create an effective action plan, it is important to:

### Collect Information

Gather as much information as you can on anything related to equity, anti-racism, and anti-oppression work, including things like available resources (human, financial, material, etc.), existing community networks, common interests that are ripe for allyship, existing portfolios of executive members, and existing human rights or equity action plans.

### Plan

- Create a list of objectives under the heading of the main goal.
- Create a set task list for each of the objectives and set deadlines for those tasks. The deadlines should be realistic.
- Develop and complete the plan in a communal effort and not as an individual; it will most certainly require consultation, particularly with First Nations, Métis, Inuit and/or equity-seeking members.

### Communicate

Communicate the plan to the network of contacts and resources allied to your cause. Ensure individuals who are assigned to specific tasks have access to the information in the plan, and that they are provided with friendly reminders, from time to time.

### Execute

Carry out the tasks set out in the plan, and conduct progress or status updates during

the execution phase, if possible. This can include sending updates to the Bargaining Unit executive and to the membership on objectives that have been completed.

## Evaluate

- Gather information from interested parties about how the plan was implemented and accept any constructive criticism in order to improve as you move forward.
- Recognize the efforts of your colleagues; thank them for things they have done specifically and afford compliments as they are warranted.
- Provide constructive feedback yourself when it is warranted.

## Considerations

- Are there existing plans that you could model, or work in conjunction with?
- What are the barriers? This information can come from the equity audit.
- What are the values?
- What are the intended outcomes?

## Tips

- Look at the OSSTF/FEESO Financial Handbook for available funding lines.
- Speak with the local finance/budget committee about the creation of new funding lines.
- Ask about how to access funding reserves for special projects.
- Make sure your plan is accessible.

## Additional resources

- OSSTF/FEESO Financial Handbook
- [OSSTF/FEESO Action Plan to Support Equity, Anti-Racism and Anti-Oppression](#)

## Example:

Topic	Area of Focus	Timeline	Action	Status	Details
Executive meetings	Meeting agenda	6 months	Review agenda with an equity lens	Not completed	An equity update is provided as a standalone item at every meeting.
Professional Development and Training	Access to professional development and training	2 years	Review existing workshops and resources with an equity, anti-racism and anti-oppression lens	Ongoing	Re-write Branch Representative training



## Accessing the OSSTF/FEESO Financial Handbook

The OSSTF/FEESO Financial Handbook is a resource for District/Bargaining Unit Treasurers, District/Bargaining Unit Presidents, District Office Managers, Committee Chairs and members. It is a guide to OSSTF/FEESO finances and application forms for District/Bargaining Unit funding.

The District/Bargaining Unit funding, available by application, provides local leaders and members with the financial resources for member protection, service, and training.

Each OSSTF/FEESO Provincial account is managed by an Executive Assistant who processes the application for funding before final approval is submitted to the OSSTF/FEESO provincial Treasurer. Each application has specific criteria for eligibility.

Members are encouraged to apply through their District/Bargaining Unit President and/or Treasurer to access funding. The Bargaining Unit, Equity, Anti-Racism, and Anti-Oppression Officer can assist members with applying for funding and coordinating eligible training opportunities.

Once approved, it takes approximately 15 business days for a District/Bargaining Unit to be reimbursed for eligible expenses providing that an approval letter and expense receipts have been submitted and received by the Provincial Treasurer. Expense receipts must be received by June 30th of each school year.

District/Bargaining Unit financial funding is important to:

- Provide resources to finance District/Bargaining Unit/member needs, programs or projects.
- Provide support to diverse communities and underrepresented populations.
- Provide needs-based funding.

### Considerations

- What are the financial needs of your District/Bargaining Unit?
- What are the financial needs of the members?
- Does the District or Bargaining Unit have a process for pooling financial resources and/or applying for provincial funding?
- Is there a mechanism for members to seek funding in the District/Bargaining Unit?
- How do members access District/Bargaining Unit funding?
- Are there District/Bargaining Unit member engagement activities planned?
- Are there community engagement activities planned?

### Tips

- Look at the District/Bargaining Unit budget to see whether there are potential funding lines at the local and provincial level that can be used for member protection, service, and training.

- Review the OSSTF/FEESO Financial Handbook and download the fillable PDF applications for the accounts you are interested in.
- Discuss with the District/Bargaining Unit Treasurer about the process for applying for funding.
- When multiple members access funding using the same account, use one application form for efficiency.
- When possible, and where available, use a District/Bargaining Unit credit card for upfront costs so that members are not out of pocket for eligible expenses.

## Additional resources

Common OSSTF/FEESO Provincial Funding Accounts used for equity, anti-racism, and anti-oppression initiatives and training include:

<b>Account 2010</b> Professional Development and Union Training	Review with District Treasurer (Account #2010 funding amounts are based on a formula)
<b>Account 2016</b> Anti-Racism and Equity Training for Members	Supports Members who wish to seek anti-racism and equity training.
<b>Account 2018</b> Anti-Racism and Equity Training	Supports anti-racism and equity training for Districts and Bargaining Units.
<b>Account 2035</b> Inter-District Meetings/ Training	Supports two or more Districts or Bargaining Units holding regional meetings and training sessions dealing with items of mutual interest.
<b>Account 2045</b> Involving the Not Yet Engaged	Supports informal and varied social activities that allow members to feel connected to each other and the Federation.
<b>Account 2047</b> Community Outreach	Supports funding for local union participation in activities or events (i.e., parades, community picnics, fundraisers, progressive initiatives, etc.).
<b>Account 2085</b> District Human Rights Funding	Supports funding to provide assistance to local Districts and Bargaining Units for special human rights projects, programs, or activities, designed to strengthen human rights work at the local level.
<b>Account 2090</b> Member Accessibility Funding	Funding for this account supports, note-taking and/ or sign language interpretation services, braille transcription, and assistive technology/ies.



## Member Identification

Member identification is a useful strategy to examine the demographic composition of your membership, how your members connect with the union, the workplace and the community around them.

While an important component of member identification is to collect data, whether it is through qualitative or quantitative methods, building connections with members is equally as important and will aid in your data collection efforts.

Member identification is important to:

- gain an improved understanding of the composition of the membership.
- strengthen the Unit's abilities to represent and support members.
- provide context for bargaining.
- improve policies and practices.
- prepare the Bargaining Unit to be more responsive to the future needs of members.
- understand how members are affected by changes in legislation that have an impact on specific demographic groups or job classes.
- increase member engagement.
- understand community connections.

### Considerations

- What information about members do you want to collect?
- What is the purpose for collecting the data?
- How will the data be collected and what will it be used for?
- Where will the data be stored?
- How long will you store member data?
- Will data be collected as members join your union or at various time points (e.g., every 3 years, 5 years, etc.)?

### Tips

- Ensure that you build positive working relationships with site reps as they will be key to the data collection efforts.
- Design the member identification strategy with the input of the Executive, Council and committees.
- Look at the budget to see whether there are potential funding lines at the local and provincial level that can be used to collect data. For example, the Provincial Financial Handbook has a funding line for mapping and mobilization (see Financial Handbook).

## Additional resources

- Ontario Human Rights Commission. Count Me In! [www.ohrc.on.ca/en/count-me-collecting-human-rights-based-data](http://www.ohrc.on.ca/en/count-me-collecting-human-rights-based-data)
- OSSTF/FEESO. Tell us who we are. [www.osstf.on.ca/about-us/tell-us-who-we-are.aspx](http://www.osstf.on.ca/about-us/tell-us-who-we-are.aspx)



## Engaging First Nations, Métis, Inuit and Equity-Seeking Members

Engaging members of First Nations, Métis, Inuit and equity-seeking communities in your local is critical to improving decision-making and developing innovative ideas and solutions.

Creating union spaces that are safe, inviting, and free from discriminatory practices can help foster a sense of belonging and an inclusive union environment.

Engaging First Nations, Métis, Inuit and equity-seeking members is important to:

- Create a union environment that is reflective of its membership.
- Foster a sense of social connection and a sense of belonging.
- Build a stronger union.
- Empower and invite members to bring their authentic selves to the work that they do inside and outside of the Federation.

### Considerations

- How does your local demonstrate effective allyship?
- Does your local use trauma-informed approaches when interacting and servicing the membership?
- How are union activities, opportunities, networking experiences communicated to the membership?
- What actions has your local taken to work towards reconciliation?
- How does your local call-in/invite members with diverse expertise and experiences into union activities and conversations?
- Have you asked First Nations, Métis, Inuit and equity-seeking members if they experience barriers to participation in your local?
- Does your District/Bargaining Unit incentivize participation in union events/activities?
- Does your executive participate in community events?
- Do you have members that volunteer on Boards, councils, community organizations, etc.?

### Tips

- Access equity, anti-racism, and anti-oppression training opportunities.
- Intentionally create local practices with the goal of increasing diverse representation on local executives and within positions of leadership and responsibility.
- Look for ways to support community events/initiatives.
- Understand the demographic composition of the community that you are working in.

- Learn about what is important to First Nations, Métis, Inuit and/or equity-seeking members in your community.
- Look at the District/Bargaining Unit budget to see whether there are potential funding lines at the local and provincial level that can be used to fund member engagement activities.
- Discuss with the District/Bargaining Unit Treasurer about the process for applying for funding.
- Review upcoming training, workshops, conferences that members may be interested in and share the information.
- Review the Better Schools, Stronger Communities campaign materials.

### Additional resources

OSSTF/FEESO Financial Handbook—Provincial Accounts used for equity, anti-racism, and anti-oppression initiatives and training include:

<b>Account 2010</b> Professional Development and Union Training	Review with District Treasurer (Account #2010 funding amounts are based on a formula)
<b>Account 2016</b> Anti-Racism and Equity Training for Members	Supports Members who wish to seek anti-racism and equity training.
<b>Account 2018</b> Anti-Racism and Equity Training	Supports anti-racism and equity training for Districts and Bargaining Units.
<b>Account 2035</b> Inter-District Meetings/ Training	Supports two or more Districts or Bargaining Units holding regional meetings and training sessions dealing with items of mutual interest.
<b>Account 2045</b> Involving the Not Yet Engaged	Supports informal and varied social activities that allow members to feel connected to each other and the Federation.
<b>Account 2047</b> Community Outreach	Supports funding for local union participation in activities or events (i.e., parades, community picnics, fundraisers, progressive initiatives, etc.).
<b>Account 2085</b> District Human Rights Funding	Supports funding to provide assistance to local Districts and Bargaining Units for special human rights projects, programs, or activities, designed to strengthen human rights work at the local level.
<b>Account 2090</b> Member Accessibility Funding	Funding for this account supports, note-taking and/or sign language interpretation services, braille transcription, and assistive technology/ies.



## Working with/Developing Effective Relationships with Community Groups

OSSTF/FEESO members are actively involved in their local communities where they are community activists, educators, and leaders who inspire and invoke progressive thought and action. We know that when we have strong unions, we have stronger communities. We also know that when the community thrives, the public education system thrives.

Working with/developing effective relationships with community groups is important to:

- Demonstrate the Federation’s commitment to building stronger education communities.
- Build alliances.
- Influence collective action.
- Develop personal relationships that influence professional initiatives.
- Empower and invite members to bring their authentic selves to the work that they do and/or with the Federation.
- Electing a government that champions public education.

Talking to members of community groups, volunteering and making connections is crucial to this work. It is important that relationships with community groups do not become transactional. The aim should be to build authentic and long-lasting relationships.

### Considerations

- What community groups do your members belong to?
- Does the District/Bargaining Unit have a process for coordinating inter-district events/activities?
- Does your executive currently participate in community events?
- Are there community groups that your local is not connected with that they should be?
- How does your local engage with community leaders?
- Do you have members that volunteer on boards, councils, community organizations, etc.?
- Are there scheduled community activities planned?

### Tips

- Find out what community organizations your members are connected to.
- Identify community group leaders and what the group’s core issues are.
- Look for ways to support community events/initiatives.
- Identify and/or develop coalitions for regional organizing efforts.
- Look at the District/Bargaining Unit budget to see whether there are potential funding lines at the local and provincial level that can be used to fund

community activities.

- Reach out to your Provincial CPA Field Secretary to access Better Schools, Stronger Communities campaign resources.
- Review the OSSTF/FEESO Education Platform to guide discussion around education advocacy with community groups.

### Additional resources

- [OSSTF/FEESO Education Platform](#)
- Understand the demographic composition of the community that you are working in.

<b>Account 2047</b> Community Outreach	Supports funding for local union participation in activities or events (i.e., parades, community picnics, fundraisers, progressive initiatives, etc.).
<b>Account 2085</b> District Human Rights Funding	Supports funding to provide assistance to local Districts and Bargaining Units for special human rights projects, programs, or activities, designed to strengthen human rights work at the local level.



## Creating Mentorship Opportunities

Mentorship within the union context is when an individual holds a leadership position and/or has knowledge or experience in a particular area and is willing to support another individual in accessing, learning about, and navigating union spaces.

Mentorship is important. It allows union members to:

- Create more welcoming and inclusive spaces for other union members.
- Share knowledge with individuals who are interested in learning about the union.
- Grow their mentees' networks within the union space.
- Intentionally engage First Nations, Métis, and Inuit and/or other equity-seeking union members.
- Develop the leadership skills of their mentees.

### Considerations

- Are there members of your Executive that are willing to serve as mentors for members who are interested in developing their leadership skills or learning more about union opportunities?
- How do you identify members who may be interested in learning about union opportunities/engagement?
- How do you communicate with the broader membership to ensure that everyone is provided an opportunity for mentorship?
- What are some strategies mentors can be provided with to build meaningful and trusting relationships?

### Tips

While the tips below are based on the 4 Cs of Mentoring (Fain, 2020), there is overlap which will be dependent on how you implement the items.

#### Conversations

Engaging in meaningful dialogue

- Take the time to learn about your mentee's interests, lived experiences, values; they will not have the same journey or goals as you.
- Create a safe and welcoming space.
- Work on building trust with your mentee.
- It is important to actively listen to the needs of your mentee and also hear their stories.
- Ask mentees how they pronounce their names and what their pronouns are. Share your own pronouns.

## Connections

Building meaningful relationships

- Send an introductory email explaining who you are and your role in the Bargaining Unit; you may even consider adding a short video introduction so members can see you.
- Invite your mentee to various union events and assist them in expanding their networks.
- Connect your mentee to opportunities and resources.

## Community

Fostering a sense of belonging through the creation of community

- Offer a “Meet and Greet” (virtual or in-person) so that mentor and mentees can meet.
- Create community-building opportunities with mentor and mentees.
- Offer a “Union 101” and other bite-sized training.
- Ask union members what mentorship opportunities they would be willing to facilitate and what mentee opportunities they would be willing to learn about
- Find out what local and provincial opportunities are available and connect your mentee with those opportunities.
- You may want to have more than one mentor as people’s diverse needs from a mentor cannot be served by one person alone.
- If you have the capacity to create a larger mentorship program, allow mentees to network and switch with other mentors based on their interests.

## Culture

Cultivating a culture of mentorship

- Understand and take into account that individual mentorship needs will differ and that there is more than a “one size fits all” approach.
- Foster and promote mentorship in various spaces to create a culture of sharing and learning.
- Always ask mentees for feedback so you can continually improve your mentorship opportunities.
- Connect mentoring to the values and goals of your Bargaining Unit.

### Additional Resources

- [OSSTF/FEESO Provincial Equity Mentorship Program](#)
- Fain, L.Z. (2020). [Grow Good Social Capital Through The 4 C’s of Mentoring](#)



## The Women's Advocate Program

Women's Advocates are not counsellors. They are specially trained volunteers who provide support for women who may need assistance accessing workplace supports and community services or resources.

OSSTF/FEESO has trained between two to five Women's Advocates to work in every district. Two videos were created to assist districts in educating their executives and members on the Women's Advocate program, what role advocates play in the district and to provide helpful hints to assist district and bargaining unit officers in setting up a successful Women's Advocate program in their district.

The Women's Advocate Program is important to:

- Assist members who are experiencing workplace sexual harassment, intimate violence, and abuse.
- Provides support to members experiencing or impacted by domestic violence.

### Considerations

- Who are the Women's Advocates in the District/Bargaining Unit?
- How do Members contact the Women's Advocates for the District/Bargaining Unit?

### Tips

- Introduce yourself to the District/Bargaining Unit Women's Advocates.
- Find ways to support the work that the Women's Advocate(s) do in the District/Bargaining Unit.
- Assist with the development of a communication plan of events, resources, and community supports.

### Additional resources

- [OSSTF/FEESO Women's Advocate Program](#)
- OSSTF/FEESO Financial Handbook. See Account #2027, District Women's Advocacy Program

## Using Pronouns in the Workplace

MY PRONOUNS ARE

Pronouns signal respect for an individual's identity and through their usage, create safer spaces by referring to people in a way that is most comfortable to them.

Asking someone what their pronouns are can avoid misgendering an individual. Some individuals may not want to share their pronouns. It is important to remember that the use of pronouns is an individual choice.

Correctly using pronouns are important to:

- Affirm identity.
- Show respect for an individual.
- Foster a sense of belonging.
- Create an inclusive, safe and positive environment.

### Considerations

- What are the practices that your local uses to affirm identities?
- How do members or local leaders demonstrate a commitment to gender inclusivity?

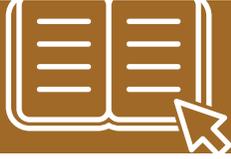
### Tips

- Normalize the use of pronouns by actively sharing your own.
- Include pronouns in your e-mail signature, in everyday communications, or when introducing yourself at meetings, events, etc.
- Avoid the use of words like “preferred” or “chosen” when referring to pronouns as this suggests that gender identity is a preference or choice.
- Use gender-neutral language.
- Creating space and opportunity for individuals to share their pronouns does not mean that everyone feels comfortable or needs to share their pronouns. People may choose not to share their pronouns for several reasons such as: an individual may not be ready to disclose their gender identity to their colleagues, they don't feel comfortable sharing their pronouns at that moment or in that space, or they fear bullying or harassment after sharing.

### Additional resources

- Egale Canada. [Pronoun Usage Guide](#).
- Check out [Practice with Pronouns](#).

Visit the [OSSTF/FEESO website](#) using the key word “*Educational Services Resource Bank*” for an updated list of training available to OSSTF/FEESO local executives and Members.



## OSSTF/FEESO Resources

OSSTF/FEESO provides its members with resources to support their workplace and union professional development. Many of these resources have been created by OSSTF/FEESO members.

Resources include:

- Bystander Intervention
- Event Planning Checklist
- Period Poverty Fact Sheet
- Sex Trafficking Fact Sheet
- Workshop Writing, Design and Delivery Checklist

These resources and others can be found on our website at

- [www.osstf.on.ca/resource-centre/educators-resources.aspx](http://www.osstf.on.ca/resource-centre/educators-resources.aspx) and
- [www.osstf.on.ca/en-CA/resource-centre/curricular-materials-and-classroom-resources.aspx](http://www.osstf.on.ca/en-CA/resource-centre/curricular-materials-and-classroom-resources.aspx).

## Staying Connected



### Website

[www.osstf.on.ca](http://www.osstf.on.ca)

The OSSTF/FEESO website is in both French and English and provides information for its members for everything from our history, bargaining updates, political platforms and ways to get involved.

### Update

[www.osstfupdate.ca](http://www.osstfupdate.ca)

*Update* is the official newsletter of OSSTF/FEESO. It is published online at least once a month during the regular school year and several print copies are mailed to worksites. Its award-winning articles cover a variety of subjects that deal with members' working lives, the education community, and social issues.

*Update* also contains resources, union updates and opportunities to participate in writing teams, committees, councils, work groups and workshop presentations.

### Education Forum

[www.education-forum.ca](http://www.education-forum.ca)

*Education Forum* is OSSTF/FEESO's full-colour magazine. Its articles explore the contemporary issues, events, trends and personalities that shape education. Published biannually—*Education Forum* has the largest circulation of any other Canadian magazine serving the education market, reaching more than 60,000 secondary school teachers and educational workers in Ontario, as well as directors, trustees, MPPs, and Ministry of Education officials.

### Social Media

**Twitter:** @osstf

**Facebook:** [www.facebook.com/osstfnews](http://www.facebook.com/osstfnews)

**Instagram:** @osstf\_feeso

**YouTube:** [www.youtube.com/user/OSSTF](http://www.youtube.com/user/OSSTF)

Follow us on social media to keep informed about bargaining, the political landscape, member opportunities, workshops, webinars, resources and news on education and labour.







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