



Canadian Teachers' Federation

Fédération canadienne des enseignantes et des enseignants

**A Consultation on Options for Reform to the Copyright Board of Canada
Submission by the Canadian Teachers' Federation**

September 2017

Founded in 1920, the Canadian Teachers' Federation (CTF) is a national alliance of provincial and territorial teachers' organizations that represent over 232,000 elementary and secondary school teachers from coast to coast to coast. The CTF is also an active member of Education International, the global federation of teacher unions.

Our mission is to serve as a unified bilingual voice of teachers' organizations in Canada on education and related social issues, by promoting high quality inclusive public education, the status of the teaching profession, and the freedom to learn.

We believe that a strong publicly funded public education system, rooted in the principles of universality, equity, responsiveness, and accountability, is essential to sustaining and promoting our democratic society working for the good of all. We also believe the best interests of all children and youth must guide each decision that society and its institutions make on their behalf.

The CTF is pleased to be able to participate in this consultation regarding options for reform to the Copyright Board of Canada.

Maintaining and improving the quality of education for Canadian students is a high priority for teachers. The Copyright Board's decisions have a direct impact on the classroom, therefore the CTF wants to ensure the Board maintains a fair, inclusive, and open process when it comes to the setting of tariffs for the education sector.

Furthermore, the CTF realizes the federal government is concerned about the efficiency of the Copyright Board and its lengthy decision-making process. It is our general position that any changes mandated to the Board's operations should not adversely impact the quality of education in the classroom. We believe that any and all changes should enhance the quality of public education by providing teachers across the country with access to high quality resources.

The CTF believes teachers and students should have access to as wide a range of learning materials as possible, and that teachers should be free to select from all available works, in whatever format deemed most advantageous, for use in instructional processes. Teachers in Canada know the importance of compliance with copyright law. They are aware of their responsibilities towards the use of copyrighted material. In fact, many resources developed in the last few years are available to help teachers make informed choices with respect to the *Copyright Act*. The tools made available to them allow teachers to quickly determine whether a

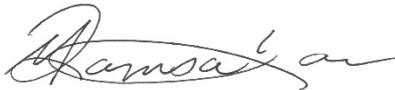
specific use of a copyright-protected work in their lessons is permitted under the fair-dealing provision of the *Copyright Act*.

Michael Geist notes, “The government believes there needs to be quicker decisions, greater transparency, and an effort to address the current backlog given concerns about ensuring creators are paid and in bringing new innovative service to the Canadian market.”

<http://www.michaelgeist.ca/2017/08/canadian-government-puts-copyright-board-overhaul-fast-track-consultation-launching-tomorrow/>

While the government is trying to protect and facilitate the growth of a copyright-based market, the CTF suggests careful consideration be given to ensuring teachers and students can continue to easily access the resources needed for meaningful teaching and learning in every province and territory across Canada.

The CTF strongly believes the voice of the teaching profession needs to be heard in any consultations regarding copyright-related matters having implications for learning, teaching, and the broader context of public education in Canada. The CTF will continue to closely monitor ongoing and future developments regarding copyright and, in particular, we look forward to participating in the broader review of Canadian copyright legislation slated to begin later this year.



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