

ATTENTION!
Complete a survey for a chance to win \$100

Details on page 4

MISSING SCHOOL



See infographic on page 3.

ATA NEWS

The Alberta Teachers' Association

100 years
Learn from the past. Inspire the future.

September 26, 2017 | Volume 52, Number 3

News Publication of The Alberta Teachers' Association



Changing lives in Uganda

Teachers share their professional development experiences. See page 7.



Left: Children in Uganda line up to greet Canadian teachers arriving for a professional development visit in the summer. PHOTO: TACY OLSON



Election opportunity

Municipal vote a chance to probe trustee candidates on important issues.

Read Jonathan Teghtmeyer's editorial on page 2.



Thank you, teachers

Education Minister David Eggen shares his thoughts as World Teachers' Day approaches.

See Viewpoints on page 3.



Nancy kicks it

Teacher translates cancer journey into an annual celebration.

Read story on page 5.



BROMLEY CHAMBERLAIN

Members of Provincial Executive Council (PEC) take a break from their first meeting of the year on Thursday, Sept. 21 to show their support for Orange Shirt Day. See the Oct. 10 issue of the ATA News for a feature story on the workings of PEC. This will be the first instalment in an ongoing series called *In Focus*.

Call for CANDIDATES



Teachers and retired teachers who are running in upcoming school board elections are invited to submit information to the ATA News for publication in the Oct. 10 issue. Please include your name, photo and a short statement about your status (retired, on leave), where you taught and the ward in which you are running.

Please send your information by Oct. 3 to managing editor Cory Hare: cory.hare@ata.ab.ca.

Upcoming election a chance to discuss education issues



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

School board trustee elections are on Monday, Oct. 16, and races are already heating up in many parts of the province.

Teachers are often asked by their friends and neighbours to provide some advice or insight on prospective candidates, and while teachers should feel free to engage in this democracy as citizens, they should also be cautious.

Teachers are employees of school boards and could face employment repercussions or code-of-conduct issues if they cross professional lines or upset a sitting or future trustee.

Act professionally and strike the right balance. Talk to your neighbours about issues and candidates' views, but stop short of criticizing candidates on social media, for instance. Make a quiet donation or put up a lawn sign, but I wouldn't volunteer to deliver the big speech at the candidate's rally.

We encourage ATA locals to engage in a non-partisan way in school board elections and to try to get teachers and the public informed about issues and candidates. Our advice to locals is to use the elections as an opportunity to discuss important issues in education, to ask candidates what their positions are on these issues and then to

share objectively the positions held by candidates.

This is good advice for teachers as well.

So what are the issues? What should we be talking and asking about? Here are my top five suggestions.

1. Education funding

In recent years, provincial funding for public education has been stabilized, but while funding has kept up with growth in student enrolment, most school board grants have not been adjusted enough to keep up with inflation. We need trustees who will advocate for adequate education funding from the province. At the same time, we need trustees who will work to ensure that the funding that school boards receive makes its way into classrooms and goes as far as possible to support student learning.

2. Curriculum and assessment

The current curriculum review is becoming fodder for some hyperbolic political speech, and asking trustees to speak on this will illuminate their ability to look at such issues reasonably. Has a candidate spent time researching and carefully considering the key questions about curriculum, or are they parroting less thoughtful talking points? Do candidates understand how curriculum works and the differences between curriculum and pedagogy? Do they respect the professional roles of teachers in developing curriculum, determining teaching methods and assessing student learning? What are their views on the role of standardized testing and on public assurance?

We encourage ATA locals to engage in a non-partisan way in school board elections and to try to get teachers and the public informed about issues and candidates.

3. Classroom conditions

Alberta's 2003 Commission on Learning targets for reduced class sizes have never been met. Average K – 3 class sizes have grown by more than 10 per cent since 2009, and currently only five of the 61 school boards in the province are meeting the established targets. At the same time, Alberta's classrooms are twice as likely as other classrooms in the world to include students with special needs and students learning in a new language. Trustees should be aware of the unique demands that come with large and complex classrooms and should be advocating for strategies to reduce class size while ensuring that students and teachers are supported as much as possible with the resources available.

4. Indigenous education

Specific and targeted supports are needed to bridge the achievement and graduation gaps that exist between First Nations, Métis and Inuit students and others in the province. Canada's Truth and Reconciliation Commission has also made a number

of recommendations related to education to reverse the harmful legacy of residential schools in Canada. Trustee candidates should be aware of issues related to Indigenous education and prepared to work on improvements while also supporting efforts to ensure that all students learn about the histories, cultures and world views of Indigenous peoples.

5. Student safety and respect for diversity

Support for gay-straight alliances and LGBTQ+ students could become the ballot box issue in a number of jurisdictions. Some people still view these as contentious issues, in particular as they relate to parental notification. Lobby groups are already organizing around these elections and are working hard to promote candidates that may be obstructive on issues related to supports for LGBTQ+ students. While this issue, like curriculum, is becoming overly politicized, it would be good to know where candidates stand. ■

I welcome your comments—contact me at jonathan.teghtmeyer@ata.ab.ca.

All teachers are subject to professional discipline



Q & A

Gordon Thomas
ATA Executive Secretary

Question: Why are public and separate school teachers subject to professional discipline but not superintendents or teachers in private and charter schools? This is unfair and not equitable. All teachers should adhere to the Code of Professional Conduct.

Answer: All those who hold a teaching certificate are subject to discipline for their conduct. Teachers who are employed by public and separate school boards, other than as the superintendent of schools or the superintendent's chief deputy, are required by law to be active members of the Alberta Teachers' Association.

Active members must adhere to the Code of Professional Conduct (which is

approved by the Annual Representative Assembly). The discipline process for these teachers is outlined in the *Teaching Profession Act*. Any person can make a complaint to the ATA's executive secretary, who is required to initiate an investigation. If there is sufficient evidence to warrant a hearing, a hearing is ordered, and the ATA presents the evidence to the hearing committee.

There is also a discipline process for teachers who are not covered by the *Teaching Profession Act*, such as those in band, private or charter schools; superintendents; university professors; department staff; and unemployed teachers. Such teachers are not subject to professional discipline by the ATA, but are instead subject to the discipline process defined in the Practice Review of Teachers Regulation. Schedule A of the regulation details the required conduct standards, which are very similar in nature to the expectations set out in the ATA's Code of Professional Conduct.

Anyone with concerns about the conduct of a teacher who is subject to this regulation can make a complaint to the registrar (the person appointed by the minister of education to issue teaching certificates), who is required to consider the complaint. In most instances, an investigation is ordered. If there is sufficient evidence to warrant a hearing, a hearing is ordered, and the registrar presents the evidence to the hearing committee.

To be clear, all certificate holders are subject to discipline. A superintendent who engages in unprofessional conduct will effectively face the same discipline process as a classroom teacher, and the conduct standards are the same. The complaint is received by the registrar, who handles the matter in a similar way as the ATA. ■

Questions for consideration in this column are welcome. Please address them to Gordon Thomas at Barnett House (gordon.thomas@ata.ab.ca).

“It's very important, then, that you ask trustee candidates what their relationship is with the district's administration and if they are willing to think independently.”

Edmonton Catholic Schools trustee Patricia Grell, in a blog post outlining the challenges faced by school board trustees (grellblog.wordpress.com)



YOUR VIEWS

f FACEBOOK FEEDBACK

On Student Vote

Wayne Schlosser

Kudos to those teachers who organize forums in their schools for school trustee, councillors and mayoral candidates. It's a Canadian privilege, right and duty to vote.

On Orange Shirt Day

Stephanie Shomody-Bertrand

I ordered mine last month & I'm so excited to wear it!! I teach at a band-run school in Northern AB.

ON THE TWITTERSPHERE

EdmCatholicTeachers @ECTlocal54

Congratulations to our very own Sarah Novosel, who won the Doctoral Fellowship in Education award from @albertateachers.

From Agile Schools Learning Sprint workshops (#ATAagile)

Dr Simon Breakspear @SimonBreakspear

Thrilled with the launch of the new cohort of @albertateachers district and school teams in Edmonton today @Agile_Schools #ATAagile.

Shari Jensen @sharijensen11

Excited to be at the @agile_schools @albertateachers session today!!

Kathleen Macridis @kmacridis

When you focus on student outcomes, the teacher practice follows naturally ... it takes the guess work (stab in the dark) out of it.

Laura Côté @LauCo77

From now on I'm not going to say I'm a teacher. I'm going to say I'm a learning causer.

Lloyd MacKenzie @LGMackenzie

"It's about doing something every week, every month, to get a little bit better at our craft." @SimonBreakspear

Terri Lynn Guimond @TLGuimond

Expert teachers know how to CAUSE learning in the moment...not simply cover the material. #ATAagile @Agile_Schools

Letters to the editor: We welcome letters to the editor. Please limit your submission to 300 words. Only letters bearing a first and last name, address, and daytime telephone number will be considered for publication. Teachers are also asked to indicate where and what they teach. All letters are subject to editing for length, clarity, punctuation, spelling and grammar. Email managing editor Cory Hare: cory.hare@ata.ab.ca.



TEACHING IN FREEDOM, EMPOWERING TEACHERS

5th Oct 2017
World Teachers' Day



World Teachers' Day provides an opportunity to look at the state of education and the teaching profession across the globe.

MISSING SCHOOL

264 million school-aged children and youth globally are out of school.

61.4 million	61.9 million	141 million
PRIMARY AGE	LOWER SECONDARY AGE	UPPER SECONDARY AGE

GLOBAL POVERTY

55%

If all adults completed secondary education, global poverty rates would be cut by 55%.

Estimated effect of universal secondary education completion on poverty

Learn more at bit.ly/edfightspoverty

SOURCE: UNESCO INSTITUTE FOR STATISTICS



Teachers: thank you for your amazing work



VIEWPOINTS

David Eggen
Minister of Education

I want to take the time to wish all of you a wonderful World Teachers' Day on Oct. 5. On that day, we will celebrate all of the amazing work that you do each and every day for Alberta students.

We know that teachers are the backbone of our education system, and that if we can retain good teachers in this province, we will continue to be successful.

I want you to know that you have a government that values what you do. We are building new schools, funding for enrolment and reducing school fees because we know that investing in education means we're investing in the future of our province.

We opened more than 50 brand new and modernized schools across the province in the month of September, with many more to come throughout the school year. We will need many more teachers in the coming years to fill all of the new schools that our government is currently building and will continue to build into the future.

I understand the value all of you bring to our young Albertans. Your entire profession is rooted in making life better for Alberta families.

As I'm sure many of you know, I've been a teacher for more than 20 years. My first teaching position was actually not in Alberta. Right out of university I had the opportunity to teach in Zimbabwe for three years. It was an incredible way to start my career and really confirmed my decision to become a teacher.

Even as the minister of education I never forget that I am still a teacher and that I rely on my classroom

experience to inform the decisions I make to protect and improve our education system. Our education system is widely admired in the international community, and I'm proud of the work we all do to prepare Alberta's students for success.

I have to admit, one of my favourite parts about being the minister of education is meeting with teachers and students from every corner of this amazing province. I love meeting with people who are clearly so invested in the future of our students. It's great to get the opportunity to visit classrooms from across Alberta. As a teacher, I spent most of my time in Edmonton classrooms. As minister, I get the chance to connect with you, my colleagues, and our students across the province.

Over the last 100 years, Alberta has grown by leaps and bounds, faced challenges and overcome barriers to become a leader in education.

I've seen students in Fort McMurray demonstrate their dance moves; some in Little Buffalo showed off the work their whole school is doing to improve literacy outcomes; students in Airdrie toured me through their innovative dual credit program ... the list goes on. I've met teachers leading the way in blended environments, showing their students the ropes in CTS fields like robotics and culinary skills,

or finding ways to integrate living walls and exercise balls into their everyday lessons.

A few weeks ago some students took the time to demonstrate Math Wars, a card game that is helping them master addition and card shuffling – both important life skills! I've even had the chance to bump into some of my own former students, who are now pursuing teaching careers of their own. It's both humbling and gratifying to see them join the ranks of our profession. I want to thank all of you who have hosted me in your classrooms in my time as minister, and I look forward to meeting many more of you in the weeks and months ahead. Every time I have the opportunity to visit a classroom or an ATA event, I learn more about the things that make our education system one of the best in the world and the teachers who make that happen.

Over the last 100 years, Alberta has grown by leaps and bounds, faced challenges and overcome barriers to become a leader in education. Teachers have been there every step of the way, preparing students for a successful future and encouraging the kinds of positive change that make our province what it is today.

Our goal is ultimately a shared one: to improve the lives of students in the province and prepare them for successful futures.

I can't thank you enough for your dedication and for all that you do to help our students succeed. Please know that the work you do each and every day is very much appreciated by me and all Albertans. Thank you, and I look forward to continuing to work together to make our schools even better for today, tomorrow and generations to come. ■

This opinion column represents the views of the writer and does not necessarily reflect the position of the Alberta Teachers' Association.

A tough NUT to crack

John Barnett cut his teeth on teacher advocacy in the UK

FROM THE ARCHIVES

Maggie Shane
ATA Archivist

Leading up to its official 100th anniversary in June 2018, the Alberta Teachers' Association is celebrating its history through a number of initiatives, one of which is this column. Curated by archivist Maggie Shane and appearing in each issue of the ATA News this year, this column will feature significant moments and individuals in the Association's history as well as interesting artifacts or documents from the Association's archives.

John Walker Barnett's contributions to the teaching profession in Alberta make for a long and storied history. But where did Barnett acquire and perfect those formidable skills in pedagogy, administration, oratory and organization that made him such a potent force in Alberta's early history? The answer

is surely informed by his work ethic, character and constancy of vision. Nevertheless, we are also well rewarded by giving some attention to his time with the United Kingdom's National Union of Teachers (NUT).

Having graduated from Westminster College in 1901, Barnett took up his duties as an educator sure in the conviction that teachers' working conditions, salaries and professional status should be secured through collective bargaining and mutual support. By the time Barnett entered the profession, the NUT was in its 31st year, having formed in June of 1870 as the National Union of Elementary Teachers.

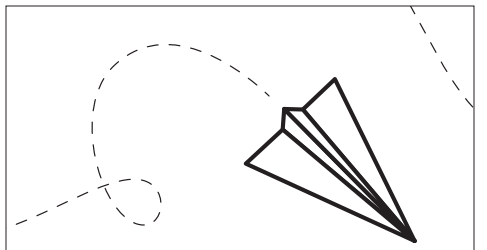
Teachers had organized in opposition to the practice of paying teachers according to students' examination scores. From the outset, NUT advocacy encompassed student welfare as well as that of teachers. By the turn of the 19th century, the NUT had achieved compulsory primary education and raised mandatory schooling to age 12. These improvements characterized the growing strength of the United Kingdom's teaching profession in 1911, when Barnett sailed for Canada.

As writer Shelley Trigg noted in the

January/February 1993 issue of the *ATA Magazine*, Barnett encountered a profession "fraught with problems: wages were low and often infrequently paid; there were no salary schedules; and collective bargaining was unheard of."

Having been active in the NUT as a local union president, Barnett was uniquely qualified and suited, in experience, talent and commitment, to begin the heavy work of raising up Alberta's teachers and to build, in the image of the NUT, a strong, forward-looking, resilient and effective profession. After all, Barnett had been a first-hand witness to the explosive growth and rise in influence of the NUT. According to its website, the organization was founded by 400 teachers and grew rapidly between 1895 and 1910, doubling in size to 68,000 members.

Barnett's energy and tenacity were sustained, not only through a personality disposed to leadership, but by a singular vision for Alberta teachers. He was fully seized of a vision of the possible. He had worked and lived the NUT's success and now set about enacting, embodying and demanding change for Alberta's far-flung and isolated teachers. ■



ATTENTION!

The Alberta Teachers' Association is reviewing its processes for distributing the *ATA News* to schools and would like feedback from teachers.

Please take a few moments to complete a short online survey to help us improve our practices and best serve you.

WWW.SURVEYMONKEY.COM/R/ATAMAILING3

You could win one of three \$100 restaurant gift cards by completing the survey.

Thank you.

Students poised to mark municipal ballots

Cory Hare
ATA News Managing Editor

Students throughout Alberta are getting ready to vote in municipal elections for the first time.

Nearly 800 schools representing 60,000 students in 145 municipalities have registered to participate in the Student Vote program for the upcoming civic elections on Oct. 16.

"If we want our kids to grow into citizens and understand what it takes to be a citizen, they have to practise first, and that's what the Student Vote program is trying to achieve," explained Taylor Gunn, president of CIVIX, the non-profit organization behind Student Vote.

The program enables students to vote in parallel elections held alongside actual elections. In the weeks leading up to the vote, students learn about government and democracy, research the candidates and discuss campaign issues in school and at home. Students then take on the roles of election officials and co-ordinate a parallel vote, whose results are tabulated and released publicly after official polls close.

Participating schools receive free learning materials and election supplies such as activity guides, posters, an election manual, ballots and ballot boxes.

The program is popular with teachers because it enables students to get a direct experience of the democratic process, Gunn said. Many students take



The upcoming elections on Oct. 16 will mark the first time that the Student Vote program has operated at the municipal level in Alberta.

their enthusiasm home and end up informing their parents about issues and motivating them to vote themselves.

"Many teachers tell us they see their students becoming empowered by taking part in something that's real life," Gunn said.

Since its inception in 2003, CIVIX has co-ordinated 36 Student Vote elections across Canada, but just six or seven of these have been at the municipal level. These are challenging to fund and to co-ordinate because they are each run by a municipality, but they're also very rewarding because students can readily

connect with local issues, Gunn said.

"When you get to the municipal level, there's a lot of local concerns that can make a great deal of sense to students," he said.

Social studies teacher Jennifer Keay of Hilltop High School in Whitecourt has participated in Student Vote since 2004, when it held its first parallel federal election.

"I was flabbergasted at the prevalence of apathy, lack of understanding and disdain for elected officials," she stated via email. "The Student Vote program allowed me (as a new teacher)

to bring democracy to life. Meaningful conversations were started in my classroom that my students brought home to their families. That year, my community had a very high voter turnout, which many people attributed to the Student Vote program."

She said she's witnessed students become stronger and more aware through the program, and become active voters when they reach voting age.

"I have seen my students become leaders in their communities, willing to participate and try to make a difference because they understood their role as a citizen in a democratic nation."

Deadline

The deadline to sign up for Student Votes is Sept. 29. Information is available at studentvote.ca. ■

Funding partners

The Alberta Teachers' Association is among the partners that have provided a total of \$200,000 to enable the Student Vote program to proceed alongside Alberta's municipal elections in October. Other partners include Alberta Education, the Edmonton Community Foundation, Elections Alberta, the Galvin Family Trust and the Government of Canada.



STORIES AND PHOTOS WANTED

If something newsworthy is going on in your school, district or local, please let us know. We will also consider articles, photos and cartoons. Please email tips and submissions to managing editor Cory Hare: cory.hare@ata.ab.ca.

World Teachers' Day a cause for celebration

Kim Dewar
ATA News Staff

With World Teachers' Day approaching on Oct. 5, Alberta Teachers' Association president Greg Jeffery is encouraging colleagues around the province to celebrate the profession and the efforts of teachers worldwide.

"Please know that your labours and the work of all teachers will be recognized as all of us continue to make our world a better place one student at a time," Jeffery said.

Since 1994, World Teachers' Day has been celebrated internationally on Oct. 5. The day is an initiative by the United Nations Educational, Scientific and

Cultural Organization (UNESCO) and is celebrated in more than 200 countries. According to the organization's website, the day is devoted to celebrating the contribution that teachers make to society and generating awareness of teacher issues. This year's theme is Teaching in Freedom, Empowering Teachers.

A number of ATA locals throughout the province traditionally organize activities to recognize the occasion. One such local is Calgary Public Teachers Local No. 38 which, for the third straight year, will be giving away more than 500 apples to guests at Heritage Park on Sunday, Oct. 1.

The apple giveaway will take place in front of Weedon School. The Alberta Teachers' Association donated the historic one-room school to the park in



Members of Calgary Public Teachers Local No. 38 celebrate World Teachers' Day in 2015 by giving away apples at Heritage Park. This will be the third year that the local has organized the event.

1964 and paid for its restoration.

"Our ongoing presence at Heritage Park gives us an opportunity to remind Calgarians about teachers' contributions to historical preservation but also to society in general," said Kevin Kempt,

president of the Calgary Public Teachers Local No. 38.

"Mostly, however, this is a chance for us to just thank Calgarians for their ongoing support for teachers and public education." ■

Cancer journey inspires teacher to give back

Bromley Chamberlain
ATA News Staff

When Nancy Luyckfassel was teaching, she always answered truthfully whenever a student asked her age.

Every birthday is a gift, was her philosophy, and it's one that was solidified when she was diagnosed with cancer in 2015.

"I have known far too many people in my life who didn't get the privilege of being as old as I am," Luyckfassel said with tears in her eyes. "I had roommates at the Cross Cancer Institute who did not survive."

"My family and I wanted to give back for the life-saving assistance I got and make the journey easier for others."

Now an executive staff officer in the Professional Development program area of the Alberta Teachers' Association, Luyckfassel no longer has to field student questions about her age, but her philosophy of celebrating her birthday is stronger than ever. On that day for the past two years she's hosted Kickin' It NancyStyle, a fundraising run for the Alberta Cancer Foundation's Patient Financial Assistance Program.

"My family and I wanted to give back for the life-saving assistance I got and make the journey easier for others who follow on this path," she said.

A Fort Saskatchewan resident, Luyckfassel was diagnosed with T-cell lymphoblastic lymphoma (a rare and aggressive form of non-Hodgkin's lymphoma) on Dec. 3, 2015. Later that month she began intense chemotherapy that required her to stay at Edmonton's Cross Cancer Institute for five to eight days at a time. She spent Christmas in the hospital and had many more stays there over the subsequent year.

During that time she realized that, although the Alberta health care



Organized by ATA executive staff officer Nancy Luyckfassel, Kickin' It NancyStyle is an annual run that raises money for the Alberta Cancer Foundation. The event took place Sept. 10 in Fort Saskatchewan.

system is very good, having cancer can be a financial burden to many patients for a variety of reasons.

"Something simple like an anti-nausea drug that you get for free when you are staying in the Cross costs you \$25 a pill once you leave," she said. "If you don't have a benefit plan, you are making choices: do I take an anti-nausea drug, or do I not?"

Throughout her battle with cancer, Luyckfassel was thankful that both she and her husband had good employer benefits.

"I had roommates who came from Grande Prairie who were moms that worked hourly-wage jobs at retail stores," Luyckfassel said. "They had no benefits. If they missed their work they had no pay."

In June 2016 Luyckfassel's treatment was deemed successful, and

she switched to a maintenance plan involving less frequent chemotherapy. Having learned of the financial hardship that accompanies cancer for many, she started brainstorming ways she could give back and, since she has always been a runner, decided that organizing a fundraising run was a good fit.

The first Kickin' It NancyStyle event took place on Sept. 10, 2016 and raised \$18,000. Fundraising totals from the 2017 edition haven't been finalized, but the event did attract about 150 participants from all over the province.

"Many of them are in my life because I was a teacher," Luyckfassel said. "There were more than 10 former students, from the eight-year-old that I taught to the 30-something-year-olds that I taught at the beginning of my teaching career."

Luyckfassel said it means a lot to her to have people gather to support a cause that has left a profound impact on her life.

"I really feel that I have had post-traumatic growth because going through this experience has given me some things that are positive," she said. "I have an increased appreciation for life in general and an increased desire to balance the parts of my life — work, home life, family and friends." ■

Lottery campaign — Nancy Luyckfassel's story has been featured as part of the advertising campaign for the Cash and Cars Lottery, a fundraising campaign for the Alberta Cancer Foundation. The television commercials have been airing throughout Alberta since late July.

Contributions — Donations to Kickin' It NancyStyle will be accepted until the end of November at <https://albertacancer.ca/kickinitnancystyle>.

Meet the UCP leadership candidates

Four candidates are vying for the leadership of the United Conservative Party (UCP), which will hold a vote online and by phone from Oct. 26 to 28. Anyone wishing to vote must buy a membership by Sept. 29.

As a non-partisan organization, the Alberta Teachers' Association encourages its members to engage in the political affairs of the province through individual partisan and non-partisan activities. To that end, we encourage members to participate in all of the political opportunities that are available to them, and we seek to keep them informed about all candidates and parties for political office.

The four UCP leadership candidates were invited to submit a biography and statement of educational beliefs for publication in the ATA News.



PHOTO: JEFFCALLAWAY.CA

Jeff Callaway

Jeff Callaway's campaign did not respond.

jeffcallaway.ca



PHOTO: JASONKENNEY.CA

Jason Kenney

Jason Kenney's campaign did not respond.

jasonkenney.ca



PHOTO: CHRIS BOLIN

Brian Jean Biography

In March 2015, Brian Jean was elected leader of Wildrose. Despite critics and pundits predicting the end of the Wildrose, Brian led the party back from the brink to form the official opposition and win 22 seats. On July 22, he helped lead Wildrose to a historic unity vote to form the new United Conservative Party. Raised in Fort McMurray, Brian is a hunter and a trapper. He's an entrepreneur who has built businesses from the ground up and built them to last. He knows what it's like to sign a paycheck. He's been a college instructor and a community leader in Fort McMurray. And he's even a lawyer, but he asks that you don't hold that against him. Brian is the current MLA for Fort McMurray-Conklin and proudly served as the MP for Fort McMurray and northern Alberta for more than 10 years, from 2004 to 2014.

He is here for Albertans and he is here for you.

Statement of educational beliefs

Education is perhaps the highest calling of any government. Investing in children's learning is a vital element of their future happiness and the flourishing of

society. If government gets education right, everything else becomes easier in the long run.

Obviously teachers are at the core of a good education, and Alberta is fortunate to have so many excellent and dedicated teachers. I believe in empowering teachers in the classroom to use the methods of instruction that work for them and their students rather than the minister's office telling them how teaching should be done. I think the government should play a role with educators in establishing a core curriculum, and in implementing measures like diploma exams to ensure accountability, but not in micromanaging the classroom.

My education platform, which you can find at brianjean.ca, also calls for added supports in the classroom for teachers to serve the increasingly complex needs of their students. More teaching assistants was virtually the only spending promise I made in the 2015 election, and I still believe it is an investment worth making. Inclusion for children with special learning needs or language barriers is important, but without the proper supports, teachers cannot be expected to help all children reach their full potential.

I also believe that parental choice has been a benefit to Alberta's system, and have no inclination to make any significant changes to the funding model we currently have.

brianjean.ca



PHOTO SUPPLIED

Doug Schweitzer Biography

Doug Schweitzer is a father, husband and restructuring lawyer with Dentons. He is a third-generation Albertan who has

experienced the best and worst of our province, and has a vision for a new Alberta. As a restructuring lawyer, Doug has seen firsthand how Alberta companies are struggling. While low commodity prices deserve much of the blame, NDP policies are making a bad situation worse. Alberta is no longer competitive and too many Albertans are out of work.

The United Conservative Party of Alberta represents an opportunity for conservatives to reflect on who we are, what we want for this province and how we can get there. Doug believes Alberta can, and should, be the most exciting place to live, work and grow in Canada. But for that to happen Albertans need new jobs, investors need new reasons to be confident in our province, and we need to ensure all Albertans have the opportunity to find success.

Doug is a new voice, with a new vision, for a modern Alberta.

Statement of educational beliefs

First and foremost I believe we must invest in and ensure we are putting our kids

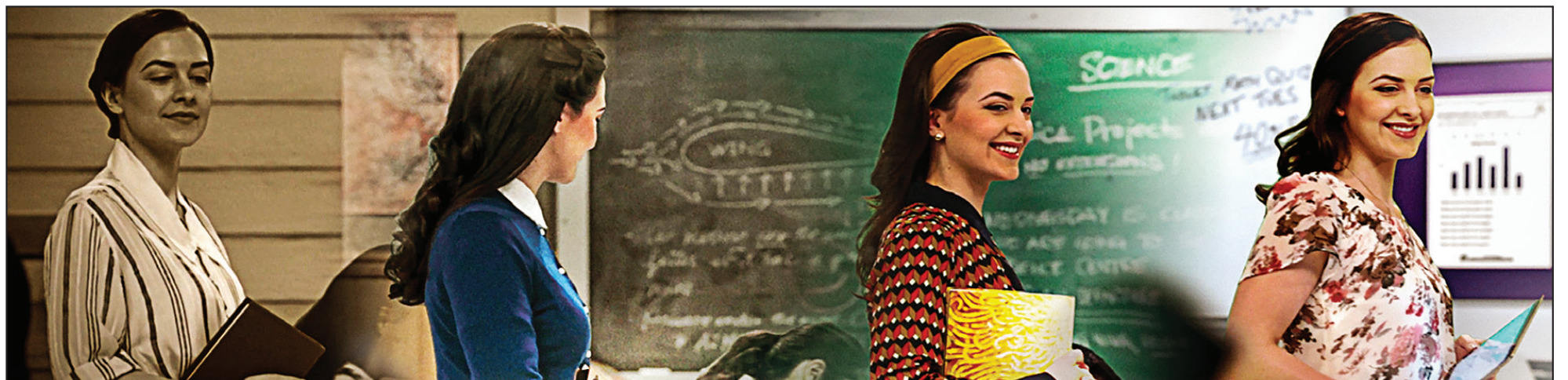
first. Far too often we get caught up in the politics of policy and forget to think about the kids. I believe we have a duty to do what is best for our children and their futures.

Focusing on STEM as part of our children's curriculum is vital. We know STEM occupations are growing quickly, and to ensure the next generation of Albertans is prepared for the jobs of the future, I believe further investment in and focus on these disciplines is necessary. Coding can and should be a second language for all our kids, and if we start early I know they will hit the ground running and be world leaders in these fields.

GSA's and parental choice are two other areas I am passionate about. On GSA's I have been clear from day one: access to these groups is so important for our LGBTQ youth, and I stand firm in my belief that we cannot out kids to their parents. Additionally, I believe in parental choice in our education system — parents know their kids best, they know their needs and desires, and they should have the right to choose what type of school is best for them.

Again, putting kids first is my main agenda when it comes to education. It may not be easy or popular to make certain decisions as they relate to curriculum or other issues in our education system, but sometimes you have to make the tough decisions to do what's right — for the betterment of our kids, their future and our province.

dougshweitzer.com



Celebrating what it means to be a teacher: Yesterday, today and tomorrow.

For the last 100 years, The Alberta Teachers' Association has supported and celebrated our teachers and the essential contributions public education provides to Alberta.

I'm Greg Jeffery, President of the Alberta Teachers' Association. For everything our teachers do, each and every day, to make a difference, I'd like to say thank you. Let us continue our work together as we learn from the past and inspire the future.

Greg Jeffery, President



Learn from the past.
Inspire the future.



The Alberta Teachers' Association

TEACHING IN FREEDOM, EMPOWERING TEACHERS
WORLD TEACHERS' DAY, 2017.10.05
In conjunction with Education International

MASULITA PROJECT

The Masulita, Uganda Professional Development Project is a joint endeavour operated in partnership with the Alberta Teachers' Association. For three weeks each summer, Alberta teachers coteach with Ugandan educators in a government primary/secondary school in the town of Masulita or in a street project called Masulita Children's Village.

Teaching in Africa leaves a permanent mark



JODI ROSVOLD

Teaching in Uganda means facing more than 100 students who are often equipped with little more than a pencil and paper.

Jodi Rosvold
Special to the ATA News

Someone once said, "I am not the same after having seen the moon shine on the other side of the world," a sentiment I share after experiencing Africa.

Like many who've travelled there before me, I anticipated extending my skills and experiences, but I soon realized that the teachers there far surpassed me in every way. When one is stripped of all comforts, resources and supports, the true test of teaching ability is measured.

Imagine teaching in a classroom with no books, computers, Chromebooks, Google Docs, electricity, supports, markers,

papers, heat, air conditioning, whiteboards or other basic supplies we have in ample abundance. Imagine being without your occupational therapist, speech language pathologist, psychologists, behaviour specialists, educational assistants, learning support coaches, community resource workers, social services, volunteers and other valuable team members.

Imagine not having professional development opportunities or summer holidays. Imagine living at your school in a teacherage that's smaller than your staff bathroom, your children accompanying you to work while they're infants and then often being left with relatives once they're school-aged.

Imagine having to walk miles to work or getting there by riding on the back of a motorcycle, using overcrowded public transportation or riding in a boat that lets in a little too much water. Imagine having to bathe yourself in a basin of cold water or using an outhouse that lacks a seat and toilet paper. Imagine making less in a month than a Canadian teacher does in a day and having no benefits, no pension and no job security.

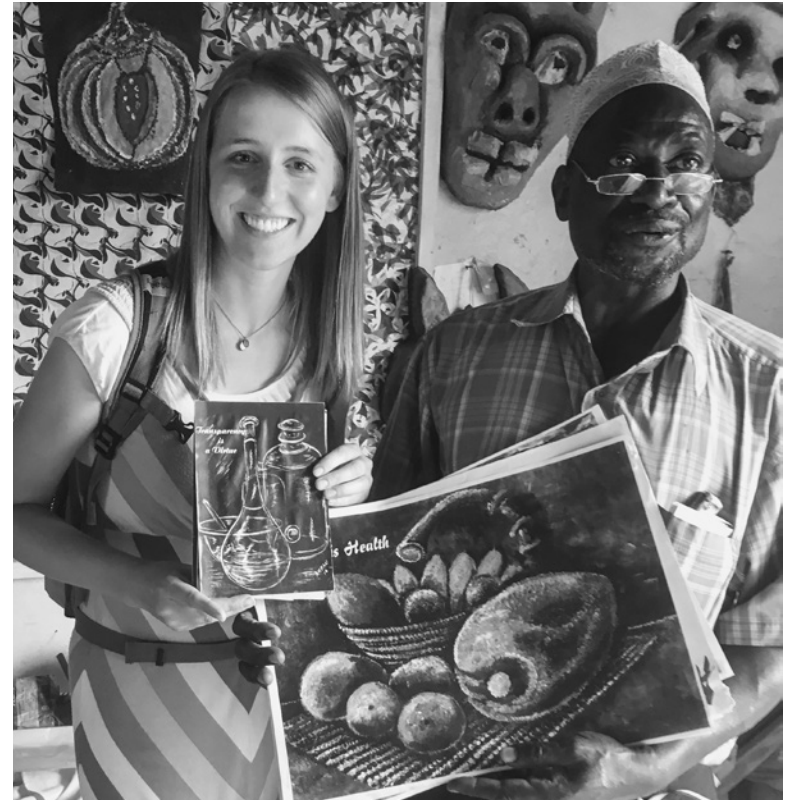
Then imagine facing a class of more than 100 students, many of whom lack basic supplies and many facing possible expulsion because they can't pay their school fees. Imagine having nothing but your voice, the creative use of natural materials and, if you're lucky, a piece of chalk.

No, many of us cannot imagine all that.

Africa changed and challenged me, and I often left work wondering if anyone beyond the first two rows learned anything from me. No, I may not have mastered their curriculum and I may not have delivered my most effective lessons, but I do know I taught them one very important thing: that although this world is large and the people are many, these *mazungos* care. That, to them, is the greatest lesson of all.

And as for me, having seen their moon shine, I'll never be the same. ■

Jodi Rosvold teaches Grade 6 at Elm Street School in Medicine Hat.



SUPPLIED

Alberta teacher Jodi Rosvold poses for a photo with a Ugandan teacher who inspired her with his ability to create art supplies out of everyday materials like bamboo sticks, sponges and sandpaper.

Words don't do it justice

Tacy Olson
Special to the ATA News

I feel very privileged that I had the opportunity to take part in the Uganda Masulita project. It was truly a life-changing experience!

While in Masulita, teachers from Alberta stay in an orphanage compound, called Masulita Children's Village. Living in the village and working so closely with the association helped to provide insight into the culture of Uganda, which made it easier to understand different learning styles and to adapt my teaching.

In Masulita, I worked with teachers in elementary and high school. We shared our best teaching ideas with each other and took time to observe each other teaching different lessons. I loved sharing some of my favourite songs and ideas with teachers in Uganda. I also learned invaluable skills regarding teaching English as a second language students, because the vast majority of the

students from Masulita come to school with very little English.

One of my favourite moments was when I worked with an extremely innovative and creative high school art teacher. It was fascinating to watch this teacher show students how to use natural resources around them to create art (because art resources are expensive and hard to come by for many people in Uganda). This teacher taught his students to make their own paintbrushes with small sponges tied to thin bamboo sticks and calligraphy pens made from bamboo sticks and sandpaper. It was inspiring to watch this teacher empower his students to make changes within their own communities and villages.

It's hard to sum up in a few words all of my feelings and the scope of my experiences, but I will be forever grateful to the ATA for providing me with this unforgettable opportunity. ■

Tacy Olson teaches a combined Grade 1/2 class at École Agnes Davidson School in Lethbridge.

Uganda experience brings amazement and gratitude

Steven Schultz
Special to the ATA News

Imagine teaching a Grade 10 chemistry classroom with 60 students squeezed into 20 desks in a small, rundown classroom at Masulita Secondary School in Uganda. The teacher, who has travelled for two hours from his home, walks in and asks the students to get their notebooks out. Out come tattered notebooks covered in newspaper or magazine pictures, along with pencils and pens. Closer observation reveals that some students have only a pencil that is barely large enough to hold. The teacher reaches into his bag for the two pieces of chalk he has for this class and begins writing notes on the board. Students frantically write down the notes and homework since the



SUPPLIED

Teachers prepare to travel to Bussi Island in Uganda to attend a numeracy and literacy workshop.

teacher is the only one with a textbook and students have no access to the Internet.

These are two experiences I got to observe and participate in.

After observing and teaching for three weeks, I was left with

- amazement at how a small investment by the ATA can change a complete community like Masulita;
- deep gratitude for the teaching conditions I have;
- appreciation for the resource-

fulness of Masulita teachers — making paintbrushes out of sticks, using a pop bottle and straws to demonstrate lungs, raising chickens to supplement their income, building teacher hostels for travelling teachers; and

- affirmation knowing my presence was an encouragement. ■

Steven Schultz teaches science, agriculture and mechatronics at École Secondaire Lacombe Composite High School.



Volunteer for Project Overseas with CTF in the summer of 2018

The Canadian Teachers' Federation (CTF) needs Canadian English- and French-speaking teachers to volunteer their services in Africa, Asia and the Caribbean. Teams are formed in January, with inservice projects taking place in July and August.

For more information and to apply, visit www.teachers.ab.ca, under For Members > Programs and Services > International Cooperation.

Application deadline: November 1, 2017.

Keep a work log to help qualify for employment insurance benefits

ATA Teacher Welfare

During a teacher's career, there are certain times when the support of the employment insurance (EI) program is available, such as during a maternity or parental leave, when sick leave has been exhausted, for a period when compassionate care is being provided or when employment with a school board is no longer available. Qualification for EI benefits is based in part on obtaining sufficient insurable hours of work.

When a teacher ceases to work or goes on certain types of leave, employers produce a

record of employment that the teacher uses for filing an EI claim. The number of hours reported by the school board on the record varies from jurisdiction to jurisdiction. Since teacher work extends beyond regular school hours, the record may not reflect the actual amount of time worked. Many professional responsibilities can be accomplished only after school, during evenings or on weekends.

Typically, substitute teachers, part-time teachers and teachers who work only a portion of a full year are most vulnerable when it comes to being denied an EI claim due to insufficient hours.

The Alberta Teachers' Association has assisted teachers in successfully appealing EI claims relating to a shortage of hours. Teachers whose appeals succeeded had kept accurate and detailed records of additional hours they spent outside their normally scheduled instructional hours and were able to prove that they qualified for benefits.

If you are a teacher working as a substitute, part-time or less than a full school year, you are advised to keep a record of any time worked so that if you ever file for EI and are denied benefits, you will be able to provide evidence of work you have done.

Keep an ongoing record of hours and days worked. Keep a daily planner and a copy of your school calendar and timetable. Note when you arrive at work and when you leave. Record all hours worked, including preparation time before and after school, supervision, completing report cards and time spent marking assignments at home. Where possible, have your logbook hours signed by a principal or other supervisor who can certify that these are hours you spent working. This logbook record can be extremely helpful if you are denied EI and wish to appeal the decision. ■

SKETCHNOTING WORKSHOP

with Sylvia Duckworth

Sketchnotes are visual notes that incorporate words, lines, shapes, colour and simple drawings. In this workshop you will discover how learners of all ages can learn to take meaningful notes using analog and digital drawings as a way to visualize their learning and creatively organize and document their thinking, reading and listening. Learn the fundamental skills needed for bringing sketchnoting to life in your classroom.

Saturday, November 25, 2017
Barnett House, 11010 142 Street, Edm.

Free to ATA members (lunch provided)

Register at surveymonkey.com/r/sketchnoting
(Space is limited to the first 30 registrants)

For more information, contact Nancy at nancy.luyckfassel@ata.ab.ca.

ATA/IEEP 2017

For more information, visit the Service Canada or the Association website, or contact the Association's Teacher Welfare program area at 780-447-9400 (Edmonton area) or toll free at 1-800-232-7208.

Short-Term Exchanges for Educators and Administrators

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Host a teacher or school leader from Australia, Spain or Germany for two weeks and give them a glimpse of our education system. Then your guest becomes your host – travel to your guest's country for a bird's-eye view of their system.

Exchange dates and duration vary by country. Please visit www.ieep.ca.

Deadline for applications: early December 2017

Contact admin@ieep.ca or 780-392-6901.

Applications at www.ieep.ca



Teacher fined for crossing boundaries in relationship with student



PITFALLS AND PRECAUTIONS

Gaylene Schreiber
Secretary to ATA Professional Conduct Committee

Pitfalls and Precautions is a series that aims to educate teachers on professional conduct issues by highlighting situations addressed by the ATA Professional Conduct Committee. The purpose of the series is purely educational, so some non-essential information from the actual case may be omitted or changed.

An experienced high school teacher became aware that one of his students was having trouble at home, including food shortages due to a lack of money. The teacher attempted to address this need by hiring the student to prepare some classroom materials for him. However, the teacher paid the student a significant sum of money shortly after arranging for the work, despite the student's expressed hesitation about taking the money and her concern that the work was not yet complete. By ignoring the student's concern, the teacher made the student feel uncomfortable about the arrangement. The project-for-pay arrangement itself became a concern, as it contributed to the developing inappropriate

teacher-student relationship. To complicate matters, one afternoon and evening, the teacher also engaged in texting with the student while he was under the influence of alcohol. The content of the texts was unprofessional, containing references to adult subject matter. When the parent of the student complained to the school jurisdiction, the teacher resigned.

The hearing committee ordered a penalty of a letter of severe reprimand and a fine of \$1,000 to address two charges of failing to treat a student with dignity and respect, based on article 4 of the Code of Professional Conduct. In its decision, the committee considered the teacher's experience, the student's vulnerability, and the facts that the teacher resigned because of the indiscretion and that the teacher had no previous complaints against him. The penalty serves as a deterrent to others and maintains confidence in the profession. The profession and society hold teachers to a high standard of behaviour in both their professional lives and their personal conduct away from the classroom. ■

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or email albertanutrition@dfc-plc.ca



SLIP US A TIP!
We want to hear about news in your school, district or local.

Please email managing editor Cory Hare at cory.hare@ata.ab.ca.



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CTEC CONFERENCE

November 23 – 25, 2017
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Canmore, Alberta

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<https://ctec.teachers.ab.ca/conferences>

CTEC-19b-2017-09



The Alberta Teachers' Association

The Alberta Teachers' Association invites applications for the positions of

COORDINATOR, PROFESSIONAL DEVELOPMENT

Competition: ESO4/17

Location: Edmonton

Commencement: December 1, 2017

The coordinator directs the work of 14 staff members in the Professional Development (PD) program area who have major responsibilities in the areas of curriculum; student evaluation, teacher education and certification; teachers' conventions; specialist councils; and the development of a variety of workshops, seminars and courses. In addition, this person oversees the operation of cross-program area initiatives as assigned. The responsibilities of the successful applicant will include providing leadership; assigning and coordinating the work of staff; strategic planning; preparing and controlling a budget; acting as Association expert on inservice education, staff development and professional learning communities; developing and implementing new programs; acting on committees; and conducting field service. General information regarding the Professional Development program area and the services it provides is available in the Programs and Services section of the ATA website.

A proven commitment to public education; excellent skills in leadership, human relations, project management, strategic thinking and planning, and change management; facility in oral and written communication; expertise in budgeting and financial planning; and good health and stamina are all essential requirements of this position. In addition, travel and evening and weekend work will be necessary at certain times of the year. A minimum of five years of successful teaching experience in public education is also required. A demonstrated commitment to the Alberta Teachers' Association (or other Canadian teachers' organization) will be considered an asset, as will the ability to work in the French language.

The total compensation for this position includes a starting salary of \$153,207, pensionable service under the Teachers' Pension Plan of the Alberta Teachers' Retirement Fund Board, and employer-paid benefits as stipulated in a collective agreement. The initial location will be in Edmonton, but future assignments may be to any present or future Association office. Duties will commence on December 1, 2017.

EXECUTIVE STAFF OFFICER, TEACHER WELFARE

Competition: ESO5/17

Location: Edmonton

Commencement: December 1, 2017

This position will assist in the work of the Teacher Welfare (TW) program area with duties that may include being responsible for the organization and execution of field service in TW; advising individual members on collective agreement entitlements; acting as a representative of the bargaining agent in collective agreement negotiations; handling collective agreement grievances; acting on committees and participating in the organization and conduct of TW area conferences; serving as Association resource person in specific areas of expertise (eg, provincial or jurisdictional education finance, employee benefits, pensions, employment insurance or equity issues); and working on special or continuing assignments in other areas of Association operation. General information regarding the Teacher Welfare program area and the services it provides is available in the Programs and Services section of the ATA website.

A proven commitment to public education, excellent skills in leadership and human relations, facility in oral and written communication, and good health and stamina are all essential requirements of this position. In addition, travel and evening and weekend work will be necessary at certain times of the year. A minimum of five years of successful teaching experience in public education is also required. Demonstrated commitment to the Alberta Teachers' Association (or other Canadian teachers' organization) will be considered an asset, as well as the ability to work in the French language.

Total compensation for this position includes a starting salary of \$132,851, pensionable service under the Teachers' Pension Plan of the Alberta Teachers' Retirement Fund Board and employer-paid benefits as stipulated in a collective agreement. The initial location will be in Edmonton, but future assignments may be to any present or future Association office. Duties will commence on December 1, 2017.

Applicants should quote position **ESO4/17** or **ESO5/17** and include the names, phone numbers and e-mail addresses of at least two referees who are not Association employees or elected officials of its provincial executive. Applications must be received by **5:00 PM on Friday, October 13, 2017** and should be addressed to

Ms Denise Wladyka, Human Resources Director
The Alberta Teachers' Association
11010 142 Street NW, Edmonton T5N 2R1
E-mail: hr@ata.ab.ca

For more information, please see our website at www.teachers.ab.ca.

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Goods and Services

Teaching WW1? Running: *The Alex Decoteau Story*, a play by Charlotte Cameron, has excerpts from letters Decoteau wrote in 1917 before a sniper killed him at the Battle of Passchendaele. Suitable for assemblies, Grades 5–12. Book and free Study Guide at FictivePress.com.

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(publication date Oct 10, 2017)

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Communities of Practice Inquiry Grant

A Matching Grant Available from the Association Through ATA Locals

Proposals that support communities of practice activities occurring between November 1, 2017 and June 30, 2018, will be accepted between *September 1, 2017 and April 1, 2018*.

To apply and for more information go to <http://goo.gl/sW3Pfr>.

Have you applied for your school

Grant in Support of *Social Justice Learning?*

DEADLINE:
OCTOBER 3 2017

Applications are online or downloadable from the Aspen Foundation website www.afle.ca






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of the Alberta Teachers' Association



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Running for their lives



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Approximately 1,000 students from Vincent Massey and St. Gregory schools in Calgary pose for a group photo prior to participating in the Terry Fox run several years ago. Each year the schools combine for the event and the students choose a word to form that serves as the inspirational theme for the day.

MOOT POINTS

Linda Hatfield
Special to the ATA News

Kicking through the autumn leaves, I listened to the excited chatter of the students as we headed over to the nearby park. They were pumped. The pep rally in the gym had really gotten them excited. For the fourth year in a row, we were on our way to join up with another school for the annual Terry Fox run.

I, on the other hand, was filled with mixed emotions. In the gym that morning, I was not the only teacher who had felt the sting of tears while we watched the PowerPoint presentation

of images of our students mingled with pictures of Terry on his Marathon of Hope. Their smiling faces contrasted sharply with his grim determination, yet that was

not the only reason I had felt moved. One of the snapshots was of a student who, though smiling with his friends in the photo, was now fighting cancer himself. His private, exhausting battle was not mentioned, but seeing his smile again, I felt his parents' anguish, knowing that at the time, none of them had any idea what lay ahead.

Still another photo made a cry catch in my throat — the image of another boy, who the year before, had shaved his head to support the cause. His enormous grin also could not foretell the sad phone call we would receive at the end of the summer, informing us that his life had been cut tragically short in a car accident while away on holidays.

Again, I felt the anguish of his mother, who survived the crash, only to have to bury her child.

In fact, as I neared the park, I was thinking about his memorial service the following day. I wondered how many of these students would be there, trading their school colours for more sombre ones, setting aside their youthful joy to pay their respects to their classmate.

As I turned onto the grass, I saw the students from the other school forming the red outline of our human word sculpture on the hill. Streaming into the park from this end, our students waited patiently to fill in the giant letters with their grey-shirted bodies. Slowly, the word began to take shape. Looking on, I again felt the emotions rising inside, a mixture of pride and excitement, of gratitude and regret.

A few more adjustments, and then the official photos were taken. Then, quietly at first, and ever

louder, the notes of "O Canada" and the sound of 1,000 voices singing out, voices singing for their country, singing for our hero, and for all the ordinary heroes of our everyday lives, for kids like Chaitanya

and Brendan, who likewise have earned a permanent place in our hearts.

Then, at the sound of the horn, like the word they embodied, they were invited to RISE and run — run for Terry, run for their country and, quite literally, for their young lives. ■

Linda Hatfield is a retired language arts and social studies teacher who taught at Vincent Massey Junior High School in Calgary.

Moot Points is your chance to write about a funny incident, a lesson learned or a poignant experience related to teaching. Please email articles to managing editor Cory Hare at cory.hare@ata.ab.ca.

Still running

More than 900 Terry Fox runs are held every September in Canada. Information about the runs and Terry Fox is available at www.terryfox.org.



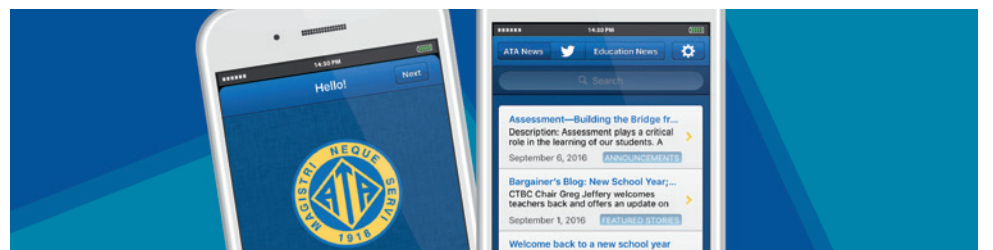
SUPPLIED

Students from Robert Rundle Elementary School in St. Albert participate in the school's annual Terry Fox walk.



SUPPLIED

Teachers from Livingstone Range ATA Local No. 14 enjoy a fun moment after participating in the Terry Fox run in Claresholm on Sept. 17. Pictured are (L-R) Marie Vanderlinden, Tracey Symonds, Jenny McKee, Lynda McGrattan and Kendra Selk. The group raised close to \$8,000.



The Official ATA iOS App

The Alberta Teachers' Association has a mobile application to help teachers connect with personalized information from their professional association. The iOS app is available for download from the Apple App Store for use on iPhones, iPod Touches and iPads.

The application is customizable based on a teacher's local and teaching specialty. The My Info section of the app connects teachers to their ATA local, teachers' convention and specialist council. Teachers can also access their collective agreement from their mobile device to get on-the-spot information about salaries, benefits or leave-of-absence provisions. ■



Download the ATA iOS App in the App Store today.