

# ATA NEWS

The Alberta Teachers' Association  
**100 years**  
Learn from the past. Inspire the future.

February 13, 2018 | Volume 52, Number 11 | News Publication of The Alberta Teachers' Association



CORY HARE

Students at Edmonton's Calder School made more than 300 valentines for women and children who have accessed the services of local women's shelters. Here, Grade 3 student Jenna Kanash displays her work. See story on page 8.

## Meet the new standards

Province announces long-awaited standards for teachers, principals and superintendents.

Read Jonathan Teghtmeyer's editorial on page 2. See story on page 4.

## Change and stability

New top execs embrace change while maintaining standard of excellence.

Read Dennis Theobald's Q&A on page 2.



## Cellphone free

One Alberta school reports happier times after removing cellphones from class.

See story on page 7.



## Respectful schools

New online toolkit helps teachers create safe and caring environments.

See story on page 5.



## Leadership hopefuls

Candidates seeking to lead the Alberta Party share their thoughts on education.

See page 6.

### WHAT'S ONLINE?

[teachers.ab.ca](http://teachers.ab.ca)

- Bargaining survey
- Teachers' convention FAQ
- Collective bargaining updates
- Serve on an ATA committee
- Trauma awareness: resources for teachers

## New standards provide opportunity to highlight teacher quality



### EDITORIAL

Jonathan Teghtmeyer  
ATA News Editor-in-Chief

My eyes opened wide and I drew a long, slow breath as my principal laid out the list of detailed criteria that he would be using to evaluate me the following week.

A young first-year teacher, I was initially intimidated by all of the things that I needed to demonstrate for the upcoming observation of my lesson.

I had seen the Teaching Quality Standard in university, but it wasn't made real for me until that moment. I took the criteria home, reviewed it and checked it against the lesson plan I was intending to deliver.

Sure, I could demonstrate that I understood the subject discipline, that students learn differently and how to assess a range of learning objectives, but could I demonstrate an analysis of a long list of contextual variables, or an understanding of the legislated, moral and ethical frameworks within which I worked?

Fortunately, my lesson went well and, fortunately, my principal based his evaluation on more than a single observation of my lesson. By the end of the year, I was recommended for a continuous contract.

The process felt very open, fair and reasonable — largely because I had a clear definition of the standard I was being measured by.

In 1997, Alberta's Teaching Quality Standard (TQS) was the first of its kind in Canada. Now, 20 years later, we have an updated TQS. It is an important document because it provides the bedrock on which the entire system of teacher quality assurance is built.

Our Teacher Growth, Supervision and Evaluation policy is a fine policy that has served Alberta's teachers, students and the public education system very well. It is based on trust, professionalism and collegiality. Many international experts say that Alberta's regard for the professionalism of teachers is why our system performs so well.

The TQS has a clear set of competencies and indicators that teachers are expected to meet throughout their careers. These are fair and objective criteria to be used throughout the teacher growth, supervision and evaluation process.

We are often subjected to tired and misinformed charges that bad teachers are protected or hard to get rid of, including from some former ministers of education. However, the charges are often rooted in a mythical narrative that has pervasively followed our profession around the world and throughout time, despite good evidence to the contrary.

I hope that the passing of an updated TQS, along with the introduction of the leadership and superintendent leadership standards, can allow us to highlight the comprehensive system of teacher quality assurance that we have in place in Alberta.

Teachers are extensively evaluated as they enter the profession in order to gain continuous employment and earn permanent certification. After that, they are actively supervised by principals who collect data from a variety of sources. They also commit to ongoing continuous professional learning and growth in order to ensure that teaching quality is continuously advancing.

If a principal has reason to believe that a teacher is no longer meeting standards, they can initiate an evaluation at any time. Processes following a poor evaluation can lead to a program of remediation, loss of employment or

even loss of certification through the Association's practice review process.

Teachers do not shy away from these obligations and commitments. We are professionals, and as the professional association of teachers, the ATA is committed to upholding high standards of practice.

Our system of teacher growth, supervision and evaluation is fair and thorough, and it is based on trust and professionalism. But it is all built upon the foundation provided by the Teaching Quality Standard.

### Correction

Mea culpa. Last week, in my tribute to the now retired executive secretary, Gordon Thomas, I wrote that I took the record of youngest ATA staff officer hired from Dr. Thomas. After reading the article, he informed me that the record actually belongs to Mary-Jo Williams, hired in 1969. I'm not sure where I got the false information from, and I regret that it was published. Of course, my ability to fact-check this article was hampered by the fact that my go-to fact-checker was also the subject of the article. My sincere apologies to Dr. Williams. ■

I welcome your comments—contact me at [jonathan.teghtmeyer@ata.ab.ca](mailto:jonathan.teghtmeyer@ata.ab.ca).

## New leadership dedicated to maintaining level of excellence



### Q & A

Dennis Theobald  
ATA Executive Secretary

**Question:** Dennis, what change can members expect to see now that you have taken over the role of executive secretary while, at the same time, new people are also in place as associate and assistant executive secretary (Brian Andrais and Joni Turville, respectively).

**Answer:** The short answer is "not much and everything."

The Alberta Teachers' Association is much bigger than one person or even three people, regardless of their titles. Members can be assured that staff throughout the organization will continue to do their very best to serve and support teachers. The day-to-day work will continue to be done and to be done to the level of excellence expected of what Education International president Fred Van Leeuwen has described as the best teachers' organization in the world.

At the same time, however, the Association cannot stand still. The retirement of Gordon Thomas and several

other staff officers of long standing marks a generational transition and provides us the opportunity and challenge to reassess what we are doing and how we are doing it. Processes and standards for the operation of a complex \$36 million per year enterprise like the Alberta Teachers' Association are evolving and we must keep up.

But outside the walls of the Association, the nature of teaching and the social, political and economic milieu within which we practice our profession are changing as well. We need to understand, anticipate and respond to these changes.

One specific example is the very dynamic political situation in the province. As we approach a general election in the spring of 2019, Albertans will need to weigh the merits and platforms of several parties, some new to the political scene. The next election will be a competitive affair, and I anticipate we are in for some raucous campaigning. Teachers, regardless of their personal political affiliations, will want their Association to ensure one clear message is sent and heard above the din: "Public education is vital to this province's future and must be supported and funded accordingly!"

On the economic front, teachers also will want to see the Association working to improve their conditions of professional practice and employment even in the face of threatened austerity and "compassionate cuts." Our capacity to respond effectively at the bargaining table and in the public arena depends on building the involvement and commitment of members.

We are continuing to see the emergence of new challenges relating to inclusion, diversity and increased incidents of violence in the classroom. In each of these instances, the Association will continue to lead principled and constructive efforts to identify the practices, policies and resources necessary to address these challenges.

At the same time, teachers will have to adapt their practice to respond to new practice standards and curriculum. They will expect their Association to continue to advocate for appropriate support from the province and their employers. Teachers will also want the Association to be active in delivering relevant professional development in a variety of forms and venues.

In the weeks ahead, teachers will have an opportunity to review and comment on the proposed Association

budget for 2018/19 (posted now for members at [teachers.ab.ca](http://teachers.ab.ca)). As you go through the budget, you will note that the Association's elected leadership has attempted to anticipate and address the issues I have identified above in a focused and material way. I encourage you to engage in a thoughtful dialogue with your district representatives and table officers about the budget to provide them with direction that they can then provide to me.

So, everything is changing and that is nothing new. What is constant is the commitment of my colleagues and me to our profession, our Association and to you.

I want to conclude by acknowledging and thanking now retired executive secretary Gordon Thomas who, in my 17 years with the Association, has provided me with practical advice, wisdom and friendship. I can't pretend to be Gordon, but with your support and that of my colleagues, I can be the very best Dennis I can be. ■

Questions for consideration in this column are welcome. Please address them to Dennis Theobald at Barnett House ([dennis.theobald@ata.ab.ca](mailto:dennis.theobald@ata.ab.ca)).



The Alberta Teachers' Association

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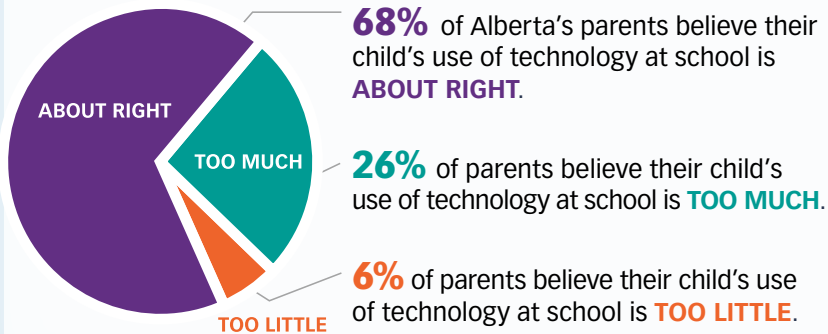


Download the app now by scanning the QR code or searching "Alberta teachers" in the App Store.

## CONNECTED OR DISCONNECTED?

**Growing Up Digital (GUD) Alberta** is a 10-year, collaborative research project that examines perspectives on digital technology, health and learning. The current phase of study involved collecting data from parents and grandparents.

### In the classroom



**68%** of Alberta's parents believe their child's use of technology at school is **ABOUT RIGHT**.

**26%** of parents believe their child's use of technology at school is **TOO MUCH**.

**6%** of parents believe their child's use of technology at school is **TOO LITTLE**.



“ I think schools and parents play an equal role in developing good habits with technology. ”

— Alberta parent

## It's time to talk revenue reform

### VIEWPOINTS



**Ricardo Acuña**  
Parkland Institute

As the provincial government prepares to release its budget for the 2018–2019 fiscal year in a few weeks' time — the last full budget before a projected spring 2019 election — Albertans will hear significant talk about debt, deficits, belt-tightening and a plan to eventually return the province's finances to balance. What Albertans won't hear, however, is any mention of Alberta's chronic revenue problem or the need to radically reform the province's tax system.

This is not surprising given that both the governing NDP and the opposition UCP have stated unequivocally on numerous occasions that they will neither be raising income taxes nor considering the introduction of a provincial sales tax. While not surprising, the absence of a broad and mature conversation about revenue reform should be a serious concern for all Albertans who are worried about the long-term financial viability of their province.

The reality is that spending is not Alberta's major problem. Alberta's total program spending per capita is actually in the middle of the pack compared to other provinces, with some spending less and others spending significantly more. When you look at Alberta's spending as a percentage of gross domestic product (GDP), a technique often used by economists to compare spending between jurisdictions with very different economies, our spending is the lowest in the country.

Alberta's tax revenues, on the other hand, are nowhere near those of other provinces on either a per capita or a GDP basis. According to the provincial government's own calculations, taxing Albertans at the same levels and on the same basis as British Columbia, the next lowest

taxed province, would generate an extra \$8.7 billion in revenue for the province.

In the 1999–2000 budget, the last full year before Ralph Klein's drastic changes to our individual and corporate taxes took effect, individual, corporate and other taxes combined generated enough revenue to cover 53 per cent of provincial program spending. Last year total revenue from taxes, including the carbon levy, was only enough to cover 38 per cent of provincial program spending. Even in 2005–2006, at the height of the provincial bitumen boom, all individual, corporate and other taxes combined were only generating enough revenue to cover 41 per cent of program spending.

It is worth noting that in that same year, 2005–2006, natural resource revenues generated enough money to fully cover 54 per cent of the province's program spending. The nature of the problem becomes crystal clear with the realization that last year that number was less than six per cent.

For years Albertans have been able to enjoy the lowest taxes in the country because the cost of our public services and infrastructure — our schools, hospitals, universities and roads — was being subsidized by revenues from oil and gas production. When the price of oil went up, the government ran surpluses. When the price of oil went down, the government ran deficits. And after 2015, when the price of oil completely collapsed and stayed down, the government began going into debt.

This trajectory clearly highlights the irresponsibility and unsustainability of relying on volatile and unpredictable natural resource revenues to pay the bills rather than tax revenues that are much more stable

and predictable over the long term. This is especially the case given that resource economists and analysts around the world have made clear that we are not likely anytime soon to see oil prices rebound to the heights they occupied 12 years ago. Of course, the other consequence of subsidizing low taxes with oil and gas revenue is that we have nothing to show for our natural resource wealth in terms of a lasting legacy.

Norway provides a good example of what happens when a jurisdiction uses tax revenue, rather than oil wealth, to fund public services and infrastructure. The Norwegians were able to weather the latest global oil bust better than any other oil-producing country on the planet, and by saving their natural resource revenues rather than spending them, they have been able to build up a sovereign fund worth approximately \$1 trillion.

By contrast, in Alberta we are running deficits of more than \$10 billion a year and have a savings fund that is currently worth less than half the value of our accumulated debt.

For all these reasons it is critical that Albertans embark on a serious conversation about significant revenue reform in the province and how we implement it. There are numerous options, including a sales tax, increased progressivity in our income tax, and increased corporate and business taxes. Whatever the preferred option, if we don't start pushing that conversation, then our politicians never will. And if they don't start working to fix our revenue system soon, we will all pay the price through inferior public services and infrastructure. ■

*Ricardo Acuña is executive director of the Parkland Institute, a non-partisan public policy research institute situated in the faculty of arts at the University of Alberta.*

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

## YOUR VIEWS

### LETTERS TO THE EDITOR

#### School leaders need more support

I am a teacher, a person who works closely with others because I care deeply and passionately about making schools great for all. From my viewpoint, *learning* and *education* are active, messy, complicated words, full of the richness of relationships and interactions, full of the complexities of human beings in public education. As a 37-year public school ATA member, I can attest to the increasing class sizes, learning and socio-emotional needs as well as the unending demands and increasingly unrealistic expectations placed upon teachers and public schools.

Yet I often feel as if I do not belong and am not recognized by my association, my employer and sometimes not by my colleagues. I have been an ATA member for almost all of my adult life, a high school principal for 16 years, and my role has changed in exponential ways. I too am impacted by the complexities of learners and the reduction in the numbers of staff, both certificated and support. Along with the staff, I agonize over how best to support our students and each other given the unexpected reduction in resources.

I respect and understand a focused campaign using postcards and making it about the realities of the classroom, yet I believe if my ATA provincial colleagues and local elected officials look over communication from the Association this school year and previous years, they would see that explicit references to administrators as members and recognition of "our" concerns are scant. And there are issues that impact us directly and indirectly, including the long-standing overcontribution of administrators to our ATA pension plan. Simply stated, this is unfair and a fight the ATA should continue until a subset of the membership is treated fairly and appropriately. The supports for school-based leaders are not numerous nor well established.

I am requesting the ATA embed into *all communications* forthwith the inclusion of *all members* — administrators, teachers, central office teachers and substitute teachers — and take seriously the issues and concerns of school-based administrators in all Association undertakings. ■

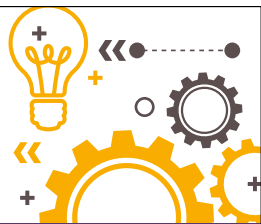
*Matt Christison, principal, Robert Thirsk High School, Calgary*

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.



# This...

from ATA President Greg Jeffery



## February means a return to list bargaining



Last column I mentioned that February in Alberta means teachers' conventions, but sometimes it also means bargaining. As our collective agreements are all set to expire on Aug. 31, we need to get back to work at the central table, which means bargaining the lists — that is, coming to an agreement on the list of matters that will be bargained at the central table and the matters that will be bargained locally. This list bargaining will begin even though many of our local bargaining units are still at work completing the last agreement.

*As our collective agreements are all set to expire on Aug. 31, we need to get back to work at the central table, which means bargaining the lists.*

Many of you are now thinking “Didn’t we do that list stuff two years ago?” and you would be correct. Part of the *Public Education Collective Bargaining Act* says that the lists for each round of bargaining will be negotiated by the respective parties. Yes, this means we do it all over again. The time frame, however, may not be as painstakingly slow, as last time we had a great deal of teaching to do at the table.

Bargaining with the Teacher Employer Bargaining Authority (TEBA) meant different players at the table. Representatives of Alberta Education did not all have bargaining experience, and reps from other ministries who did have that experience did not necessarily understand the education context. So it took time. The good news here is that as long as the TEBA reps do not change too much, this list bargaining should go much more quickly. The other good news is that different items can and most likely will be on the central table list.

The next question then becomes “So how do I have input into what’s on the list?” The online survey that is open now is a great place to start. Many of you will have received an email from a company called StratCom providing a secure link to the survey. If you did not, it is likely because the email address you provided us through your ATA website profile is an employer email. For security reasons, we will not use an employer email for anything to do with bargaining. So check your profile at [profile.teachers.ab.ca](http://profile.teachers.ab.ca).

The other place you can express your opinion is through the Teacher Welfare Committee chair in your own local. He or she would then pass this along to our TW staff, who all meet with the central committee. We want to hear from you, so please share your thoughts.

One last thing. You might not be sure of who is on your Teacher Welfare Committee. That’s because this is the new name for your Economic Policy Committee (EPC). All EPC’s will be changing their names to better reflect the work that is being done. Same work, new name.

Find me at your convention to share your thoughts on this or other matters. Put seeing me on YOUR list of things to do. ■

*I welcome your comments — contact me at [greg.jeffery@ata.ab.ca](mailto:greg.jeffery@ata.ab.ca).*

# New professional practice standards announced

Cory Hare  
ATA News Managing Editor

It’s official: Alberta now has new professional practice standards for teachers, school leaders and superintendents.

In development for three years, the standards were announced Feb. 7 and will take effect Sept. 1, 2019.

“These standards set a common vision for what it takes to deliver high-quality education in Alberta’s classrooms,” said Education Minister David Eggen, who made the announcement alongside Alberta Teachers’ Association president Greg Jeffery and Michael Hauptman of the College of Alberta School Superintendents.

With the introduction of the Teaching Quality Standard (TQS) in 1997, Alberta became the first province to introduce standards for teachers. Now, alongside a TQS that has been updated to reflect changing times, the province also has the Leadership Quality Standard (LQS) to describe the competencies expected of school leaders and school jurisdiction leaders and a Superintendent Leadership Quality Standard (SLQS) to define the competencies expected of Alberta school superintendents.

The competencies in all three standards are connected, ensuring a consistent set of skills for teachers and leaders at all levels of the system, Eggen said. These connections mean classrooms will be designed by all educators to anticipate, value and respond to the diverse strengths and needs of all students.

Jeffery said a lot of work went into the development of the standards and that he appreciated the level of consultation and engagement that occurred with the profession.

“School principals, vice-principals and central office leaders are key members of the teaching profession in Alberta and we welcome the introduction of new standards that outline the uniqueness of their roles as part of a unified teaching profession,” Jeffery said.

Professional practice standards guide university and other education programming for teachers and education leaders. They also provide the basis for areas like teacher certification, mentorship, induction, career-long learning and growth planning.

Identifying distinct expectations for superintendents, system leaders and school leaders is a positive step for education in the province, said Christopher MacPhee, president of the College of Alberta School Superintendents.

“Educators looking to move into leadership roles will now have guiding expectations and competencies to chart their path.”

Between now and September 2019, when the new standards will come into effect, Alberta Education and the ATA will work to help educators learn about and prepare to meet the new standards. More information about supports for teachers, principals, school leaders and superintendents will be available soon, including details on the new certification process for principals and superintendents. Training programs, symposia and local initiatives to help educators prepare for the new standards will be announced in the coming months.

The three standards are available for viewing online. ■

### Three standards

Standard	Applies to
Teaching Quality Standard (TQS)	all certificated teachers in Alberta
Leadership Quality Standard (LQS)	all principals, assistant, associate and vice-principals, and school jurisdiction leaders
Superintendent Leadership Quality Standard (SLQS)	all superintendents and chief deputy superintendents



GOVERNMENT OF ALBERTA

Education Minister David Eggen is flanked by Alberta Teachers’ Association president Greg Jeffery and Michael Hauptman of the College of Alberta School Superintendents during an official signing of new professional practice standards for teachers, principals and superintendents.



## 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](mailto:cory.hare@ata.ab.ca).

# Nobel laureate makes memorable appearance

## 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, entitled From the Archives. 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.

On Oct. 16, 1983, it was standing room only at the keynote session of the ATA Science Council's annual conference. Alberta's science educators were eager to hear from Nobel laureate Dr. Linus Pauling, recipient of the Nobel Prize for Chemistry in 1954 and again for Peace in 1962. The topic of the day was nuclear disarmament.

A scholar of international renown, Pauling's work in chemical bonds and their relationship to complex substances had been celebrated in 1954. Eight years later, Pauling was honoured



Former Nobel Laureate  
Dr. Linus Pauling

for his efforts towards world peace through the eradication of nuclear arms. The opportunity to hear from Dr. Pauling was too compelling to miss.

By 1983, Pauling had authored hundreds of papers on several lines of scientific inquiry including x-ray diffraction on crystalline structures, quantum mechanics, magnetism, chemical bonds, protein structure, inquiries into hemoglobin, general anesthesia and other topics. With such a breadth of scientific interests, Pauling had much to offer the diverse group of science educators attending the conference that year. Nobel prizes are unequalled in their reach into the imaginations of scientists and laypersons alike. The title "Nobel laureate" is an honour so rarified that it imparts enormous status upon the recipient. A Nobel prize demands attention, and introduces the recipient as having something to say that's worth hearing because they have worked towards creating "great humanity," as physicist Juan Garcia-Bellido states in his article "Why are Nobel Prizes Important?"

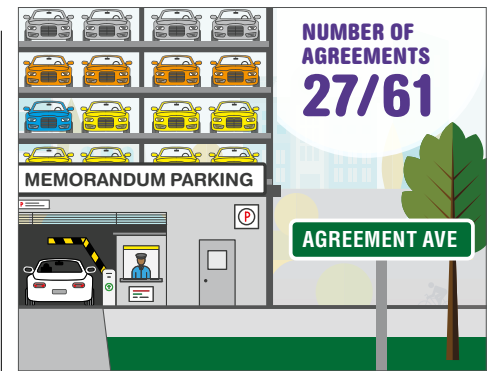
Pauling believed there would never again be a world war in which nuclear weapons were deployed.

"And I believe that it is the discoveries of scientists upon which the development of these terrible weapons was based that is now forcing us to move into a new period in the history of the world, a period of peace and reason, when world problems are not solved by war or by force, but are solved in accordance with world law, in a way that does justice to all nations and that benefits all people," he said.

You can listen to Pauling's address given at the Nobel ceremonies on Dec. 11, 1963 at [www.nobelprize.org/nobel\\_prizes/peace/laureates/1962/pauling-lecture.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1962/pauling-lecture.html).

Pauling's appearance at the Science Council's conference in 1983 highlights specialist councils' shared commitment to providing Alberta's teachers with access to leaders in their field, to top-flight professional development opportunities, and to thought-provoking content.

Specialist councils, and their conference chairs, have been delivering superb learning opportunities to professional educators in Alberta since 1962. The ATA archives is proud to house the historical records, from minutes to newsletters, of most specialist councils. ■



## Local bargaining continues

ATA News Staff

As the Alberta Teachers' Association takes steps to begin the next round of central table bargaining, local bargaining is continuing in a little more than half of the 61 local bargaining units around the province. As of the end of January, 27 local bargaining units reported that they had agreements in place, meaning 34 units are still at the table.

Under a new bi-level model introduced by the NDP government, a central table agreement between teachers and a group representing their employers was finalized in May of last year. That agreement covers the period from September 2016 to August 2018. This cleared the way for local bargaining units to begin negotiating on local matters. Local agreements, covering that same time period, started falling into place this past September and have continued since. There were six new agreements reported in December and nine more in January. ■

Listen to Pauling's address given at the Nobel ceremonies at [www.nobelprize.org/nobel\\_prizes/peace/laureates/1962/pauling-lecture.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1962/pauling-lecture.html).

To stay abreast of local bargaining developments, visit [www.teachers.ab.ca](http://www.teachers.ab.ca) > Members Only > Collective Bargaining Updates

# New toolkit aimed at creating respectful schools

ATA News Staff

A new online toolkit is available to help teachers and principals create respectful school learning environments through human rights education.

Developed by the Alberta Teachers' Association in collaboration with various partners, the *Respectful Schools Online Toolkit* provides curriculum-related activities, lesson plans and resources that help teachers demonstrate concepts like fairness, equity and inclusion.

"The Respectful Schools Online Toolkit offers all Albertans an opportunity to engage with the spirit of human rights, and to make diversity, equity and human rights a part of daily conversations," said teacher Jessica Scalzo, the project's content manager.

The toolkit was developed due to a 2015 amendment to the *School Act* that added a requirement that school boards, students and parents contribute to a "welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging."

Online since late January, the toolkit highlights and serves three distinct audiences — parents and community, teachers and principals, and education leaders. It contains resources, articles and real-world best practices related to human rights and human rights education.

"The toolkit makes it easy for schools, families, communities and leadership to work together to make schools and communities welcoming, caring, respectful and safe," Scalzo said.

She is confident the toolkit will help users bridge information with engagement and build their capacity in the field of human rights. Illustrating her point, she shared a quote from activist, philosopher and educator Daisaku Ikeda.

"A commitment to human rights cannot be fostered simply through the transmission of knowledge. Action and experience play a crucial role in the learning process."

Development of the toolkit was made possible through a grant from the Government of Alberta and the collaborative efforts of the six key education stakeholders that formed the Respectful Schools Collaborative Group Project:

- Alberta Education
- Alberta School Boards Association
- Alberta School Councils Association
- Alberta Teachers' Association
- Association for Independent Schools and Colleges
- College of Alberta School Superintendents
- Society for Safe and Caring Schools and Communities ■

## Respectful Schools Online Toolkit

[respectfulschools.ca](http://respectfulschools.ca)

Learn.

Teach.

Lead.

## Humans critical to human rights

An example of the lessons that are available in the *Respectful Schools Online Toolkit* is the following excerpt from the *Story of Human Rights*, a 10-minute video produced by Youth for Human Rights. The video explains the critical role that humans play in making human rights a reality.

"Those who fight today, against torture, poverty and discrimination, are not giants or super heroes, they're people. Kids, mothers, fathers, teachers. Free-thinking individuals who refuse to be silent, who realize that human rights are not a history lesson, they're not words on a page, they're not speeches or commercials or PR campaigns. They are the choices we make every day as human beings. They are the responsibility we all share to respect each other, to help each other and to protect those in need."

Visit the Human Rights Education/History section of the *Respectful Schools Toolkit* to watch the full *Story of Human Rights* video.

The *Respectful Schools Online Toolkit* is available at <http://respectfulschools.ca>.

# Meet the Alberta Party leadership candidates

*The Alberta Party will choose a new leader via a preferential online vote from Feb. 25 to 27.*

*As a non-partisan organization, the Alberta Teachers' Association (ATA) encourages its members to engage in the political affairs of the province and participate in all of the political opportunities that are available to them. To that end, we seek to keep our members informed about all parties and candidates who are seeking political office. The three Alberta Party candidates were invited to submit a biography and statement of educational beliefs for publication in the ATA News.*



SUPPLIED

## Rick Fraser

### Biography

Rick Fraser has served as MLA for Calgary-South East for the past six years. Prior to his work serving the constituency, he spent more than 12 years working as an advanced-care paramedic.

Born and raised in Alberta, where his family has lived for 100 years, Rick married into a family of teachers. He and his wife Mishelle reside in southeast Calgary with their two teenage sons, Carson and Thaine, and their dog Rusty.

Previously, Rick served many roles within the Alberta Legislative Assembly, most notably as the associate minister of Recovery and Reconstruction of High River. He currently serves as a member of the Standing Committee on Resource Stewardship.

Rick served as president of Calgary paramedics from 2008 to 2010. He sat on the Alberta College of Paramedics committee responsible for developing a critical care paramedic program and overseeing continuing education for all EMS staff in Alberta.

### Statement of educational beliefs

We believe in public education.

First and foremost this means supporting our educators, both inside and outside the classroom. It is clear that teachers are overburdened, whether with administrative and other duties, or as a result of class sizes and complexity. We want to commend the Alberta Teachers' Association for their "#MyClassSizeIs" campaign, which casts a much needed light on a significant challenge in our system that needs to be addressed.

Further, we believe it is critically important to ensure that families are as fully involved as possible in the education of their children. We need to encourage parents and guardians to participate in their students' learning, and to be active communicators with their teachers.

We believe that children must be protected, and this belief informs our full and unwavering support for gay-straight alliances in all Alberta schools where students request one.

When governments fail to properly invest in education, they aren't just damaging short-term educational outcomes. They're damaging our future, and the futures of the children in the system at that moment. We can do better, and we have to do better. The future depends on us making the right choices today.

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



JON YEE

## Kara Levis

### Biography

Kara Levis is an energy lawyer, a community organizer, a wife and a mom. Kara is running for the leadership of the Alberta Party to put our province before politics. Kara and her husband Rob make their home in Calgary with their three daughters. Kara's oldest daughters attend the French immersion program at King George School in Calgary.

A lawyer for 10 years, Kara practised corporate tax law before joining the Energy Law group at TransCanada. Kara knows first-hand the challenges faced by the energy industry and their impact on Albertans and their families.

Active in Alberta politics at all levels, she co-founded Ask Her, a non-profit dedicated to encouraging more women candidates to run in the 2017 Calgary municipal election and beyond. In 2017 Kara was awarded the WILL Award for Tomorrow's Leader.

### Statement of educational beliefs

Kara Levis is running to be the next leader of the Alberta Party to put our province before politics. Kara believes that it is a core function of the Government of Alberta to ensure that all of our young people have access to high-quality public education wherever they live in our province, and whatever their economic or family situation. Through a high-quality education system we will prepare our young people to take their place in the economy of today and position them to benefit from the economy of the future.

The heart of our education system is our teaching staff, support staff and school administrators, who see our children on a daily basis. Kara Levis believes in putting people before politics and making consultation with educators priority number one when considering any changes to the delivery of K-12 education in this province. Our teachers see the impact of changes and challenges first-hand. Kara wants to empower teachers to teach the Alberta Education curriculum in the manner that best suits the individual needs of learners in those teachers' schools and communities.

Kara Levis supports putting in place stable revenue generation mechanisms for the province of Alberta to get off the resource revenue rollercoaster so that delivery of our public services like K-12 education is not dependent on the price of oil. Support Kara Levis as the next leader of the Alberta Party to put our province before politics.

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



COOPER &amp; O'HARA

## Stephen Mandel

### Biography

Stephen Mandel is an experienced political leader, business person and volunteer.

He served as Edmonton's mayor from 2004 to 2013. During this time he positioned Edmonton for the future by building new infrastructure, renewing older neighbourhoods and spurring investment in the city. Stephen worked with council, other orders of government, the social sector and businesses to get things done. He helped to bring billions of dollars of new development into Edmonton's downtown.

Before entering public service, Stephen built and ran a successful business. As president of Mandel Group, he led the company's activities in residential and commercial real estate development and construction. Stephen was appointed chancellor of Concordia University. He and his wife Lynn are long-time residents of Edmonton, where they raised their children and now enjoy spending time with their grandson.

Stephen was a Progressive Conservative MLA and minister of Health for Edmonton-Whitemud from 2014 - 2015.

### Statement of educational beliefs

Friends, our Dream Big campaign aims to bring people together, no matter their age, background or political stripe. As is well known, I am a staunch advocate of our world-class public education system — and its teachers — and I will continue to be if elected leader of the Alberta Party.

As the chancellor of Concordia University of Edmonton, I have taken the university's message across this province and beyond. We must cultivate independent thinking, ethical leadership and citizenship for the common good from the K-12 system right through to our post-secondary institutions.

The coming years will bring several challenges to both the teaching profession and school governance. How do we prepare children for jobs that may not even exist yet? How can teachers be better supported in an age of digital pedagogy? It is my sincere hope that the Alberta Party becomes the party that works with you on these issues in 2019. We are a party of pragmatic, innovative problem solvers, people searching for creative, forward-thinking solutions to the challenges we face. We are also an open and welcoming party that stands strong for the human rights of all individuals. Because when we turn a blind eye to the rights of any Albertan, we turn our back to all. Our values mirror the ATA's vision for public education.

So for those of you who want to Dream Big again, join our party. I'm confident if we dream big, work hard and do it together, anything is possible.

[www.mandelforab.ca](http://www.mandelforab.ca) ■

# Cellphone-free classes working for Fort Sask school

Jen Janzen  
ATA News Staff

For Rudolph Hennig Junior High School, a cellphone-free classroom is a happier classroom.

The Fort Saskatchewan school has had a cellphone-free classroom policy since September, and principal Sue Freiheit says students are noticeably more focused and productive.

"We appreciate the opportunities a cellphone can provide, but we are trying to teach our students appropriate use and balance," Freiheit says.

This is the second year that Rudolph Hennig School has modified its technology policy. Last year, in an effort to mitigate the distraction that cellphones can present, students were asked not to use them in class. They could bring the phones into the classroom, but they needed to remain in a pocket or bag.

Now, any devices that students bring to school need to be stored in their lockers during class. It's simpler and it's more effective, Freiheit says.

It's also not a one-size-fits-all policy. Exceptions can be made if, for example, a student has anxiety during a test and needs to listen to music. And all students can still access their phones at morning locker break and at lunch.

The presence of cellphones in classrooms has been a hot topic for years. The Alberta Teachers' Association is currently involved in the Growing Up Digital project, which is contributing to a growing body of research into the effects of modern technology on youth.

In schools around the world, cellphone policies vary widely. Students in France can't use their phones during

“ Our students have learned that they can do quite well without checking social media for an hour or two. For many students, not having to respond to social media reduces stress and anxiety. And the parents love it.”

— Sue Freiheit, principal, Rudolph Hennig Junior High School

class, but each school decides if students can access them at break times. France is also currently debating whether cellphones should be brought to the school at all.

Other countries have welcomed electronic devices in their schools, touting the benefits that a pocket computer can bring to learning. In Italy, a ban on cellphones in the classroom was recently overturned.

Half a year into cellphone-free classrooms, Freiheit doesn't imagine the devices will make a comeback.

"Our students have learned that they can do quite well without checking social media for an hour or two. For many students, not having to respond to social media reduces stress and anxiety. And the parents love it." ■

## Other experiences

On our Facebook page, we asked teachers to share their school's policy on student cellphones and describe how the policy is working.

### David John

Cellphones are supposed to only be used with teacher permission in class. It's a daily struggle.

### Julie Stoehr Arsenault

This year at my school all teachers have "phone cubbies" that are really just hanging shoe holders. They're numbered and each kid is assigned a number. As they walk into each classroom they're to put their phones in their numbered slot. If they need their phone for something class related, then they can go get it. The slots are all clear too so kids can still see their phones — this seems to relieve a little anxiety for them. Now that we're a few months into the school year, there are many who don't put them in the cubbies, but they don't pull them out to text either. If I see the phone, I just give them a friendly reminder to put it in the cubby and I rarely get any arguments.

### Jan Smith

What a frustrating situation ... it's so wrong! Put the phones away!!

### Julie Quennell

I think it comes down to another opportunity to teach social norms. For example, when is a cellphone a learning tool versus a distraction? This is a valuable lesson leading into employability expectations. They have to learn to filter

when it's acceptable and when it's not. I think black-and-white generalizations don't work. Some students can benefit from using the phones as a tool for learning and as a tool for overcoming challenges with executive functioning. I know I rely on my phone a lot, and I am a functioning adult with three degrees. Just a thought. We have to look beyond what is easier for us as educators and look to what is in the best interest of students.

### Laurie Jean

Chaos, and it's an issue.

### Jaime Rochelle

Cellphones can be in classes, but students are encouraged to leave them in lockers. Students rarely leave them in lockers. All rooms have a grey bin where the cellphones should be placed at the beginning of class (only some students abide by this). Cellphone use is at the discretion of the individual teacher, and the policy must be posted in the room. With different policies, students play teacher against teacher at times.

### Lori Villner Astle

Our junior high has a "no devices in class" policy and I LOVE it. I have not had to say, "Put that away" or "What are you looking at?" once in at least two years. It has removed a huge distraction that I have previously had to deal with. Love it!



SUPPLIED

Members of the University of Alberta chapter of Phi Delta Kappa listen to a speaker at a recent meeting. The chapter is currently seeking new members.

# Education association seeks new members

Cory Hare  
ATA News Managing Editor

If you're interested in improving education at the system and provincial levels, maintaining your knowledge of education issues, improving your practice and advancing your career, the University of Alberta chapter of Phi Delta Kappa International (PDK) would like to hear from you.

The organization is one of the largest education associations in the world, boasting more than 600 international chapters. Founded in 1963, the U of A chapter has members who are practicing

teachers, school and system leaders, staff of education faculties, education students and Alberta Education officials.

"It's a unique opportunity to bring together all of these divergent perspectives on education and it makes for some pretty rich discussion at the tables," says past president Bob Garneau.

With many of the chapter's members now retired, membership has been slipping, so the executive is trying to attract new members, particularly practicing teachers and system leaders, Garneau said.

PDK's mission is to promote high-quality education, particularly publicly supported education, as essential to the development and

maintenance of a democratic way of life. Service, research and leadership are the three basic tenets that guide the association's work.

The Edmonton-based chapter holds meetings four times a year at the University of Alberta Faculty Club, with dinner and a presentation by international, national and local experts and discussion on critical education issues. Although this has been the format for years, the chapter is open to change.

"We're trying to bring some new blood into it and new perspectives," Garneau said. "It's the only chapter left in Western Canada and we want to keep it alive."

In addition to local programs and activities, PDK arranges international conferences, provides travel opportunities for members to study other education systems, and publishes *Kappan*, a professional journal for educators. ■

## More information

Information on the U of A chapter's recent activities is available at [www.pdkualberta.com](http://www.pdkualberta.com). Membership applicants are asked to contact membership director Charlotte Rode at [charrode@shaw.ca](mailto:charrode@shaw.ca) for further information.

# Valentine project supports women

Cory Hare  
ATA News Managing Editor

Students at Edmonton's Calder School prepared for Valentine's Day by putting some heartfelt thoughts onto heart cut-outs that were to be delivered to local women's shelters. The school's 282 students produced more than 300 cards.

"It's so cool for our kids to have a chance to give back and for our kids to recognize that there are people out there who are not as fortunate as they are," said principal Cathie Bush. "Our kids get so excited about this particular writing project because it's real."

"Our kids get so excited about this particular writing project because it's real."

— Cathie Bush, principal, Calder School

On Thursday Feb. 8, Kevin Winkel's Grade 5 students were busy writing short poems or words of encouragement such as "stay strong."

"It's an opportunity to share some kindness with some people who are going through a hard time," Winkel said. "It's a chance to open their eyes too, to some of the tougher things that are the realities of our society."



CORY HARE

Grade 3 student Teeba Al Shaikhly shows off the valentine she made for a school-wide project that will provide more than 300 cards to individuals who have accessed the services of local women's shelters. This is the third year that the school has participated in the program.

# Fraudulent submissions costly for teacher



## 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.*

A teacher was charged and found guilty of failing to uphold the honour and dignity of the profession after she submitted more than 100 false claims to her health benefit provider over a period of

several years, during which she collected almost \$4,000 in ill-gotten gains. The benefit provider discovered the discrepancies during an audit.

After offering numerous excuses and possible reasons

for the discrepancies, the teacher ultimately pled guilty and made full restitution for the false claims. The hearing committee of the Professional Conduct Committee ordered a letter of severe reprimand and a fine of \$2,000 to address the conduct.

In its decision, the committee considered that the teacher had repaid the benefit provider and had found it necessary to resign her employment as a direct result of her actions. The committee wrote, "[this] conduct was serious, sustained and repeated and necessitates a severe penalty... The penalty reflects the profession's condemnation of [the teacher's] reprehensible and unprofessional conduct."

## Interested in Serving on an ATA Committee? Application deadline is March 31, 2018

To assist it in the business of the Association, Provincial Executive Council maintains committees that address topics of concern to teachers and carry out various aspects of the Association's affairs. Each year, a number of practising teachers are selected to serve on Association committees as well as to represent the Association on boards and committees of other organizations and provincial bodies (such as Alberta Education and education faculties).

**Who is eligible to apply?** All active and associate members are eligible to serve. Nominees are selected to serve on the basis of their expertise, their commitment to the Association and, in some cases, their geographic location and area of specialization.

**How many teachers are selected to serve each year?** About 20–25 appointments are made in a year to maintain a degree of continuity. Nominees may also be named to ad hoc committees and task forces that the Association may create throughout the year, as the need arises.

**How can I find out about the committees on which opportunities for service exist?**

Visit the ATA's website ([www.teachers.ab.ca](http://www.teachers.ab.ca)) and click on "Interested in Serving on an ATA Committee?" located in the Announcements section of the home page. The link will take you to a description of each committee.

**How do I apply?** To access the online application form, visit the ATA's website ([www.teachers.ab.ca](http://www.teachers.ab.ca)) and click on "Interested in Serving on an ATA Committee?" located in the Announcements section of the home page.

For more information, contact Lindsay Yakimyshyn at 780-447-9425 (in Edmonton) or 1-800-232-7208 (elsewhere in Alberta).

Si vous voulez recevoir ces renseignements et un formulaire d'inscription en français, appelez Régine Toal: 780-447-9407 (à Edmonton), 1-800-232-7208 (d'ailleurs en Alberta).

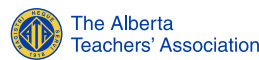
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Use the Respectful Schools Online Toolkit and give life to human rights.

Learn more at [respectfulschools.ca](http://respectfulschools.ca).



## Get 2Know 2Learn.ca

Educational resources for teachers

### Feature topic: positive behaviour supports

The 2Include Me site from 2Learn.ca provides pedagogy resources and examples of digital tools that foster the use of technology in the classroom to support all learners.

We've recently updated our collection of resources about **positive behaviour supports**. Check out some of these great resources at <http://www.2learn.ca/2im/suppedpbs.aspx>.

Additional 2Include Me topics and resources include

- universal design for learning,
- differentiated instruction,
- Bloom's taxonomy and
- technology tools to support many learners.



The Alberta Teachers' Association

## RETIREMENT CONSULTANTS NEEDED

The Alberta Teachers' Association Retirement Consultant (RC) Corps exists to provide retirement and pension information to members and assist members in preparing for retirement. RCs are active teachers who provide this volunteer service to members in their geographic area as required. No specific pension background or knowledge is required.

### Applicants to the provincial RC corps should have

- a valid Alberta teaching certificate (or equivalent),
- five years' teaching experience,
- strong communication skills and
- relevant skills and capacity to travel and work evenings and weekends.

*Demonstrated commitment to the Association (or another teachers' organization) is considered an asset.*

### Selected applicants will

- serve an initial three-year term to a maximum of three consecutive terms (up to 9 years);
- receive training via seminars at the Association Summer Conference (in August) during the first three years of the appointment; and
- attend two Saturday training sessions during the school year (one in the fall and one in the spring).

### TO APPLY

Teachers interested in applying should submit letter of application to Chris M. Gibbon, Executive Staff Officer, Teacher Welfare via email [tw@ata.ab.ca](mailto:tw@ata.ab.ca) or mail to 11010 142 Street NW, Edmonton T5N 2R1. Letters should highlight reasons for applying and any relevant skills.

Deadline for application is **March 9, 2018**.



# 100 GIFTS

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The Alberta Teachers' Association



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Committed to Teachers in Alberta

Morgex Insurance is a division of Johnson Inc. ("Johnson"), a licensed insurance intermediary. Home and auto policies are primarily underwritten by Unifund Assurance Company ("Unifund"). Described coverage and benefits applicable only to policies underwritten by Unifund in Alberta. Unifund and Johnson share common ownership. Eligibility requirements, limitations, exclusions or additional costs may apply, and/or may vary by province or territory. <sup>1</sup>Full 50% savings amount available on auto insurance if the following discounts are applicable: conviction free, loyalty, new business, age, group member and multi-vehicle. Percentage savings may vary otherwise. Applicable only to policies underwritten by Unifund in Alberta. Eligibility requirements, limitations and exclusions apply. Call 1-855-616-6707 for details. \*NO PURCHASE NECESSARY. Open February 8, 2018 - March 9, 2018 to legal residents of Canada (excluding QC and NU) who: (i) have reached the age of majority in their jurisdiction of residence; (ii) are a member of the Alberta Teachers' Association at the time of entry and winner selection and (iii) attend a teacher's convention. One hundred (100) prizes available to be won, each consisting of: one (1) \$500 gift card. Odds of winning depend on the number of eligible entries received. Math skill test required.



AUSTRALIA | GERMANY | SPAIN

## Short-Term Exchanges for Educators and Administrators

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](http://www.ieep.ca).

Contact [admin@ieep.ca](mailto:admin@ieep.ca) or 780-392-6901.

Applications at [www.ieep.ca](http://www.ieep.ca)



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**Apply now**  
for an ATA Fellowship or Scholarship

Applications are now being accepted for the following:

**ATA Doctoral Fellowships in Education**

- Two awards of \$15,000
- For members entering or in first year of a doctoral program in education

**Nadene M Thomas Graduate Research Bursary**

- One award of \$5,000
- For a member enrolled in a graduate program in education
- A research focus on teacher health issues and/or teachers’ working conditions

**John Mazurek Memorial—Morgex Insurance Scholarship**

- One award of \$2,500
- For members who pursue relevant professional development

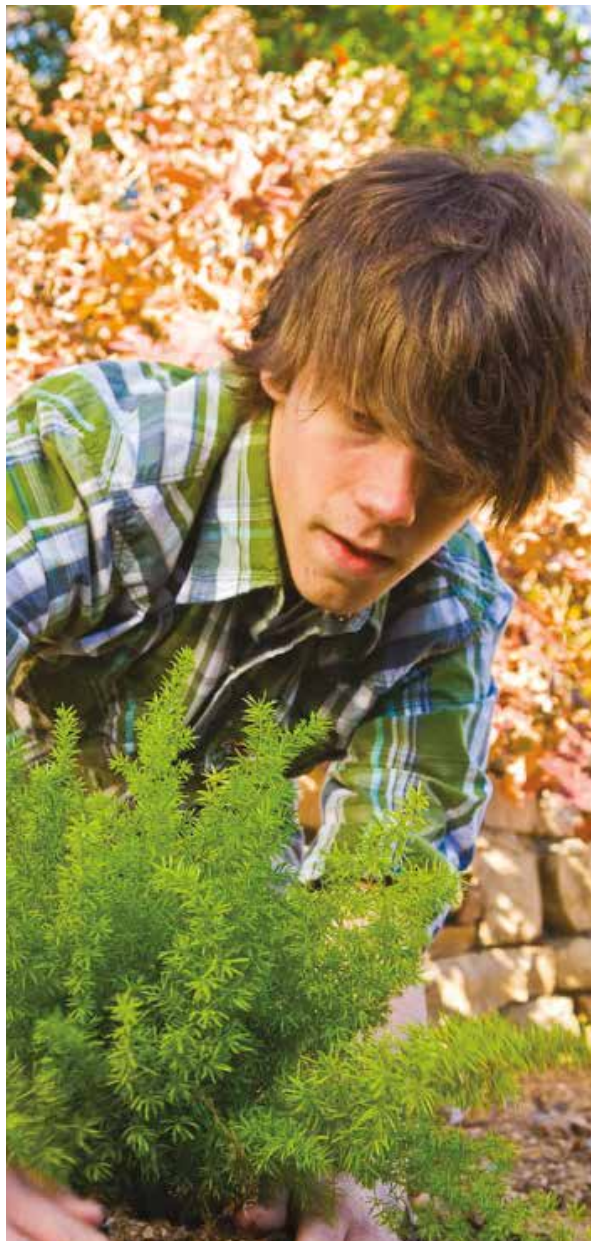
**For more information and to apply**

- Visit [www.teachers.ab.ca](http://www.teachers.ab.ca)>For Members> Grants, Awards and Scholarships
- Contact Barb Bossert, [barb.bossert@ata.ab.ca](mailto:barb.bossert@ata.ab.ca), 780-447-9461 (Edmonton area) or toll free 1-800-232-7208

Application deadline  
Wednesday, February 28, 2018



PD-3-9



Students can work individually or in a group of up to 4 students to write a 1000 word proposal with their idea.

Total cash prizes: \$12,000 for students and \$22,000 for participating schools.

Students are encouraged to implement their ideas. Mentorship and \$20,000 is available for optional project implementation.



Engage your students in real-world, project based learning, with a chance to win \$1,000 for themselves, and their school.

Students answer the question:

**“What can you do to improve your watershed?”**

They identify a problem, and come up with one realistic solution.

Open to students in Grades 7-12 who live in Alberta.

**DEADLINE:**  
**Southern Alberta**  
(Airdrie and South):  
**March 22, 2018**

**Central/Northern Alberta:**  
(North of Airdrie):  
**April 11, 2018**

Register at:  
**CaringForOurWatersheds.com**



# CLASSIFIEDS

## Goods and Services

**Caring for Our Watersheds** asks students in Grades 7–12 to identify one environmental problem and write a 1,000 word proposal about their solution. They can win prizes for themselves and their school. Great project for social, science and eco teams. Register at [www.caringforourwatersheds.com](http://www.caringforourwatersheds.com).

**Feeling overwhelmed?** Call stress coach Teresa Dawn, RHC, for your free phone consultation. (780) 907-6549; [www.purpledoorhealth.ca](http://www.purpledoorhealth.ca).

## Wanted

**Discover East Africa** – Volunteer teachers needed to mentor teachers in Burundi. Tanbur African Aid Society has an English school with the Alberta curriculum. Accommodations, meals and laundry provided. Tax receipts for airfare also provided. Contact Ann tanburtaas@gmail.com, 780-752-4127.

## Travel and Rec

**Vernon** – Spectacular 5-star lakefront vacation rental located one km past Ellison Provincial Park; 2 bed, 1 bath, self-contained. Private dock, 300 ft beach, crystal-clear water. \$1600 per week or \$280 per night, 2 night minimum. [jackvanbeers@hotmail.com](mailto:jackvanbeers@hotmail.com).

**Asia: Land of Amazing Contrasts!** Touring in Asia will amaze you! Experience cultural adventure by joining us on a tour either to China, July 8–22, \$3249, or Vietnam/Cambodia, July 31–August 14, \$3949. Includes hotels, most meals, transport, guides, & admissions to sites. This is amazing value for your money. References & payment plan available. For itinerary contact [e.mouland@asiancuriositytours.com](mailto:e.mouland@asiancuriositytours.com), 587-436-2968.

# NOTICES AND EVENTS

## Calling all history teachers

Nominations are being sought for the Governor General's History Award for Excellence in Teaching. Each year, Canada's History Society recognizes six teachers for innovative approaches to teaching Canadian history. The 2018 recipients will be awarded

- an individual cash prize of \$2,500;
- a \$1,000 cash prize for the recipient's school; and
- a trip for two to Ottawa to attend the awards ceremony at Rideau Hall, the Canada's History Forum, and the History Makers celebration dinner.

If you or a teacher you know makes history come to life in the classroom, submit a nomination or apply online

today! Applications are due April 1. Further information is available at [www.CanadasHistory.ca](http://www.CanadasHistory.ca). Questions can be directed to Joanna Dawson at [jdawson@canadashistory.ca](mailto:jdawson@canadashistory.ca) or 1-866-952-3444, ext. 225.

## Satisfaction survey underway

The Alberta Teachers' Association is encouraging its members to answer the call if they are selected for a telephone or online survey being conducted by Alberta Education. The ministry is currently conducting its annual stakeholder satisfaction surveys to collect public and other stakeholder perceptions of Alberta's K–12 education system. The surveys gather responses from a random

sample of parents, the general public, high school students, teachers, principals, superintendents and school board trustees. In addition to the telephone surveys, the department is piloting online surveys of teachers and the general public using the same survey instruments. The survey responses are completely confidential and only aggregate data will be reported. The survey began in mid-January and will continue until the end of March 2018. Advanis Inc., an Alberta-based firm, has been contracted to administer the surveys. Questions about the survey can be directed to senior manager Jim Peck at [jim.peck@gov.ab.ca](mailto:jim.peck@gov.ab.ca).

**Disclaimer** The Alberta Teachers' Association does not necessarily endorse the products or services presented in paid advertisements or in the Notices and Events column.

## To Advertise

For advertising information, contact the advertising manager: 780-447-9417 direct 1-800-232-7208 toll free email: [advertising@ata.ab.ca](mailto:advertising@ata.ab.ca).

**Next Deadline** Friday, Feb 16, 2018, 4 P.M. (publication date Feb 27, 2018)

Please note: advertisers are encouraged to book their advertisement space early—space is limited.

**Cost** Classified ads: \$1 per word plus GST (\$15 minimum); Display ads: varies according to size

**Payment** Prepayment is required. We accept VISA, Mastercard, cash or cheque.

**Circulation:** 44,000

## Substitute Teachers ARE key team members



### Substitute Teachers' Appreciation Week 2018 March 12–16

Schools are encouraged to organize events that recognize the contributions of substitute teachers. Substitutes play a necessary and valuable role in the education of Alberta students. Substitute teachers are full and active members of the Alberta Teachers' Association.

The Alberta Teachers' Association



Canadian International School

Guangzhou

## Looking For Passionate Teachers To Join Our Team

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We offer a competitive package and salary.



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Ms. Lorianne Tenove, Head of School, [Lorianne.tenove@cisgz.com](mailto:Lorianne.tenove@cisgz.com)  
Ms. Lucy Bertrand, HR Manager, [Lucy.bertrand@cisgz.com](mailto:Lucy.bertrand@cisgz.com)



A FREE, web-based cross-curricular program for grade five students.



Over 450 000 kids have participated in P4B. If you've already signed up, open your box and get started today!

Register Now 1-800-27Bones [Power4Bones.com](http://Power4Bones.com)



BROUGHT TO YOU BY OUR DIETITIANS



Qilu Sino-Canadian International School in Dongying, China has the following positions available for the 2018–2020 school years:

- Sr. High English teacher
- Sr. High Science teacher
- Sr. High Math teacher

Two-year contracts are available for dynamic teachers who can provide excellent instruction and assessment at our Alberta-accredited international schools in Dongying and Qingdao. Our pay grid for teachers starts at \$51,000 CAD and includes flights to and from China, bonus pay, medical insurance and housing. Shandong province has a very low cost of living and our wages are considered extremely competitive for our area of the world. Teachers enjoy a generous amount of prep time in a collaborative atmosphere.

Native English speakers in good health are preferred. Since we are accredited, applicants must have, or be qualified to obtain, a teaching certificate from Alberta Education (minimum requirement, bachelor of education). Positions will be open until they are filled. Age restrictions in Shandong province prohibit hiring foreign teachers over the age of 60.

Our school administration will be in Edmonton, Alberta, at the Shaw Conference Centre to attend the Greater Edmonton Teachers' Convention from March 1–2 and the East Central Teachers' Convention from March 8–9.

Please forward your resume and related documents to Boyd Davies at [hr.qscis@gmail.com](mailto:hr.qscis@gmail.com) and [hr@cscdfsd.org](http://hr@cscdfsd.org) to apply or to set up an interview in Edmonton from March 1–9.

## Happy Australia Day

Past and present participants in the Alberta–Australia teacher exchange gathered at Barnett House on Jan. 26 to socialize and share stories about their exchange experiences.

The exchange is part of the International Education Exchange Program (IEEP) that the Alberta Teachers' Association administers under contract to Alberta Education. That structure is under review and it's not known how it will proceed beyond June 30, when the current contract expires.

PHOTOS BY CORY HARE



Alberta teacher Samuel Yamamoto describes the many rewards he experienced while spending a year teaching in Australia.



Jon McIntosh of Bendigo, Australia extolls the virtues of teacher exchanges, AC/DC and the Essendon Bombers, his favourite Australian Rules football club.



Edmonton teacher Charles Gachnang performs on the didgeridoo.

## What did your exchange mean to you?



**Ron Jeremy**  
Retired, Edmonton  
Participant in 1999

It was an eye opener. All of our family are now different because of our exchange to Queensland. We changed our whole outlook on what we do. We used to think that we were in a rut. When you do an exchange like that it opens your eyes and makes you realize that anything is possible.



**Sue Riches**  
Red Deer Public  
Participant in 2009

It opened up a whole new world to me, educationwise and travelwise and the human perspective. It just gave me so much more of a global outlook on what I do for a living.



**Trina Ludwig**  
Crestwood School, Edmonton  
Participant in 2015

It was a really good opportunity to see teaching in a different space and in a different culture and a really good opportunity to meet other teachers. Personally it was a great experience as well. I got to visit and travel and learn a lot about that area.



**Brian Sloane**  
Queen Elizabeth High School,  
Edmonton  
Participant in 2015

Doing the exchange was just really good for my career in general. I'd been here a long time, teaching for about 18 years, feeling kind of stagnant, looking for a change. Just seeing how other people taught, different school systems, different ways of assessment ... it's been like being a new teacher again for the last few years. It really kind of revitalized my whole career. ■