



**In Focus** Teachers can get involved through ATA committees. *See page 4.*

**March 8**  
**International Women's Day**  
See Viewpoints on page 3.

# ATA NEWS

The Alberta Teachers' Association



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## LESSON CLANS

*Celebrating families who teach. See page 7.*



## Pay increases 'out of line'

Teachers question rise in superintendent salaries. *See page 5 for news article and the latest instalment of This ... from ATA President Greg Jeffery.*



## Large class sizes targeted

Auditor general flags lack of oversight over Class Size Initiative. *See story on page 5.*



## Going for gold

Teachers embrace the Olympics as a learning tool. *See page 12.*

## Job action

Nova Scotia teachers fighting systemic change. *See story on page 6.*

## From the Archives

Canadian Teachers' Federation forever connected to Alberta. *See story on page 6.*

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

**WHAT'S ONLINE?**

Respectful Schools Online Toolkit

Collective bargaining updates

Serve on an ATA committee

Growing Up Digital: Perspectives on Digital Technology

## Never again



### EDITORIAL

Jonathan Teghtmeyer  
ATA News Editor-in-Chief

Here we find ourselves again, standing in the aftermath of yet another tragic mass school shooting.

The cycle begins again: mass shooting; thoughts and prayers; gun control? – too soon!; arm teachers? – what?!?!; grieving; funerals; rhetoric; inaction; time passes; faded memories; more time; mass shooting. Repeat.

There was hope Sandy Hook would change things. A sympathetic president; the right words; apparent resolve.

Alas, nothing is more untouchable in American politics than gun control. No one will take on the NRA's deep pockets and powerful lobby. If the gut-wrenching killing of 20 innocent six- and seven-year olds did not change things, nothing would.

Time passes. Repeat.

Now there is a new glimmer of hope. This batch of survivors is using their powerful voices to say "never again." My words cannot compare to theirs:

"I was in a closet locked for four hours with people I would consider almost family crying and weeping on me, begging for their lives. I understand what it's like to text my parents goodbye, that I might not ever, ever get to see you again and say 'I love you.' I understand what it's like to fear for your life."

– Alfonso Calderon, junior

"I lost a best friend. Was practically a brother. And I'm here to use my voice because I know he can't. And I know he's with me, cheering me on to be strong, but it's hard. And to feel like this, it doesn't even feel like a week. Time has stood still. I can't feel comfortable in my country knowing that people have, will have, are ever going to feel like this. I want to feel safe at school."

– Samuel Zeif, senior

"This happens over and over again and people are dying. And it seems like it doesn't matter because, like, what are thoughts and prayers going to do when people are already dead?"

– Carly Novell, senior

"I'm not trying to take everybody's guns away, but there was a 19-year-old who legally bought an AR-15, which is a weapon of war, and if he had been

through the least bit of screening, somebody would have said, 'This person does not need a weapon like that.'"

– Cameron Kasky, junior

"I am here to demand change from my government. To let these victims' lives be taken without any change in return is an act of treason to our great country. To let our fellow countrymen fall beside us without fighting back is to me equal to leaving a soldier to die in the battlefield."

– Lorenzo Prada, junior

"We cannot protect our guns before we protect our children."

– Florence Yared, junior

"They say tougher guns laws do not decrease gun violence. We call B.S. They say a good guy with a gun stops a bad guy with a gun. We call B.S. They say guns are just tools like knives and are as dangerous as cars. We call B.S. They say no laws could have prevented the hundreds of senseless tragedies that have occurred. We call B.S. That us kids don't know what we're talking about, that we're too young to understand how the government works. We call B.S."

– Emma Gonzalez, senior

"We've had enough of thoughts and prayers... To every lawmaker out there: No longer can you take money from the NRA. No longer can you fly under the radar doing whatever it is that you want to do ... We are coming after every single one of you and demanding that you take action."

– Delaney Tarr, senior

"This is not just another mass shooting. No shooting is just another mass shooting. This needs to be a turning point... Ideas without action remain ideas, and when that happens, children die."

– David Hogg, senior

"My classmates and I are probably the most determined group of people you will ever meet. People are talking about how we aren't serious because we're children, but... we're serious."

– Sofie Whitney, senior

"We are going to be the kids you read about in textbooks. Not because we're going to be another statistic about mass shooting in America, but because... we are going to be the last mass shooting."

– Emma Gonzalez, senior

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

## Controversy and critical thinking are essential convention elements



### Q & A

Dennis Theobald  
ATA Executive Secretary

**Question:** A lot of attention has been given to the fact that Dr. David Suzuki and Dr. Kris Wells have been keynote speakers at teachers' conventions. Why are these controversial figures being invited to talk to teachers when it just causes friction?

**Answer:** It is truly ironic that some critics have accused the Alberta Teachers' Association of wanting to "indoctrinate" teachers and, by extension, students with a radical agenda, whether it be related to environmental policy or gender issues.

In the case of Dr. Suzuki, much of the animus to his appearance is driven by the current controversy swirling around the British Columbia government's opposition to the expansion of the Kinder-Morgan Trans Mountain pipeline to the west coast and the Alberta government's escalating response to what it sees as the unconstitutional obstruction of a project vital to the province's economic future.

Suzuki is no shrinking violet and is prepared to make a compelling and credible case that longer term concerns about global climate change, potential local environmental impacts and the opposition of Indigenous communities should outweigh the benefits to Alberta of continuing the development and exportation of bitumen. Of course

there is another case to be made — that the risk associated with transporting diluted bitumen in a pipeline and then on tankers can be mitigated and that, in the short term at least, the world, Dr. Suzuki included, will continue to rely upon fossil fuels. From this perspective,

blocking the pipeline will simply lock Alberta's resource in the ground while opening markets to other producers that may be less conscientious about the environmental and social costs attached to oil production.

But here's the point, no matter how strongly one embraces either one of these two perspectives, the other and its supporting arguments and underlying values are not simply going to disappear. Intellectual honesty demands

that the controversy be recognized and addressed. The first step in that direction is to listen carefully and critically to positions one might disagree with.

Similarly the opposition to Dr. Kris Wells's appearance at convention is being mounted by a group that appears to reject entirely the reality that gender and sexual minorities exist, let alone Wells's message that persons who might belong to such groups should be welcomed and their needs and identity supported in public schools. Because they reject Wells's premises and conclusions, they say teachers should not be exposed to him or his message.

So the essence of the critic's position is that there are voices and opinions that should simply never be heard — which is an exceedingly strange starting point from which to argue against "indoctrination." Of course, this irony escapes them entirely.

What I find particularly sinister and offensive about the criticisms that have been leveled against teachers' conventions is their underlying assumption that teachers are too naive to possibly

think for themselves, that our empty little heads will be filled up with nonsense that we will proceed to inflict upon our students. This is a denial of teachers' professionalism and demonstrates a woeful misunderstanding of teaching and learning.

In my years in the profession I have come to view the presence of controversial speakers at teachers' conventions as an opportunity for me to hear and potentially appreciate views that I might not agree with. This is not at all new. I have always identified myself as a social studies teacher on leave from the classroom and this is the approach that I and my fellow teachers take with respect to controversial issues precisely to promote critical thinking, respectful dialogue and active citizenship — the very antithesis of indoctrination.

And that is why convention associations, as they are planning their extensive programs (sometimes extending to hundreds of individual sessions) will include speakers who might be controversial — speakers like Suzuki and Wells and also Rex Murphy and Joseph Boyden.

Enjoy your convention! ■

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

*I have come to view the presence of controversial speakers at teachers' conventions as an opportunity for me to hear and potentially appreciate views that I might not agree with.*



March 8

## International Women's Day

#PressforProgress #IWD2018

Canadian Teachers' Federation  
Fédération canadienne des enseignantes et des enseignants

www.ctf-fce.ca

## Decent men can support #Metoo



## VIEWPOINTS

H. Mark Ramsankar  
President, Canadian Teachers' Federation

The Canadian Teachers' Federation has a proud history of advancing and promoting women, feminism and International Women's Day (IWD). To mark my first IWD as CTF president, it seems only fitting to discuss the importance of having males acting as allies in the movement.

As we approach IWD — March 8 — we take pride as teachers in our victories and recommit ourselves to the challenge of engaging women in our teacher organizations in the fight for true equality, especially in our profession.

The 2018 IWD theme selected by Status of Women Canada, #MyFeminism, was inspired by the role feminism continues to play in shaping Canada and countries around the world.

This year's United Nations' theme, "Time is Now: Rural and urban activists transforming women's lives," echoes the priority theme of the 62nd session of the UN Commission on the Status of Women, drawing attention to the rights and activism of rural women, who make up more than a quarter of the world's population and a majority of the 43 per cent of women in the global agricultural labour force.

Another international theme, #PressforProgress, states on its website, "International Women's Day is not country, group or organization specific. The day belongs to all groups collectively everywhere. So together, let's all be tenacious in accelerating gender parity. Collectively, let's all Press for Progress."

No matter the theme, as it states on the United Nations' website, this year's International Women's Day "comes on the heels of an unprecedented global movement for women's rights, equality and justice. Sexual harassment, violence and discrimination against women have captured headlines and public discourse, propelled by a rising determination for change. People around the world are mobilizing for a future that is more equal. This has taken the form of global marches and campaigns, including #MeToo."

So how do men like me support the movement? I was inspired by an article that was posted on CNN ([www.cnn.com/2017/10/21/opinions/what-men-can-do-metoo-stamp-opinion/index.html](http://www.cnn.com/2017/10/21/opinions/what-men-can-do-metoo-stamp-opinion/index.html)) that outlines ways decent men can support the #Metoo movement. The following are excerpts of this article that I wish to share with my counterparts:

**1. Practice this phrase: "That's not cool."** Say it to other men who are saying disrespectful things to or about women.

**2. Don't call her sweetie.** With colleagues and strangers, avoid diminutive nicknames like hon, baby, darling, girl, young lady or kiddo. It's condescending to use pet-names at work. Using preferred names shows respect.

**3. Amplify women's voices at work or during meetings.** If a woman's contributions are being dismissed, interrupted or claimed by others, speak up. "That's what Monique said." "Hey, Zahra has a point."

**4. Don't mention appearance when introducing female colleagues:** "This is the lovely Janet." Instead, make a point of introducing women (and others from marginalized groups — racialized, young looking, disabled, etc.) by using their full job titles and accolades: "This is Maya Campbell, our department head."

**5. Don't be dismissive or argumentative** during conversations around types of oppression that you don't personally experience. Keep an eye open for our culture's gross habit of putting the onus on oppressed persons to dredge up their pain for our inspection — only for us to then minimize their experience as "oversensitivity" or "just a misinterpretation." Asking respectful questions is acceptable — but nobody owes us answers. So ask humbly, and when people engage, discuss their responses sincerely, and treat their time and energy as valuable, because it is.

**6. Accept discomfort.** Changing broken systems takes work, and it won't always feel good. Conversations about sexism, racism, transphobia, privilege, cultural appropriation and other social issues are all related (look up "intersectionality" to learn more), and these are complex issues that stir up our emotions. But discomfort is an important sign that we may have something new to learn.

We all have a role to play towards achieving gender equality. The responsibility is ours to eliminate violence against women and girls by educating ourselves and by taking positive steps.

Happy International Women's Day! ■

*H. Mark Ramsankar is past president of the Alberta Teachers' Association.*

## International Women's Day #IWD2018

March 8 is a day to recognize women's achievements and acknowledge the challenges they continue to face in the quest for gender equality.

## #MyFeminism

Status of Women Canada (a federal government program) has chosen #MyFeminism as this year's theme. The program's website contains considerable information about the origins of International Women's Day and gender inequality. It also provides access to toolkits aimed at helping teachers engage students in a variety of topics such as gender-based violence, rights, equality, leadership and democracy.

## #PressforProgress selfie cards

Hosting an International Women's Day event or coordinating activity? Download and print out your #PressforProgress selfie cards to promote action via social media. Show your commitment to helping accelerate gender parity and encourage others to press for progress too.

Visit [www.internationalwomensday.com](http://www.internationalwomensday.com).

## YOUR VIEWS

## ON TWITTER

## On Kristopher Wells speaking at Palliser Teachers' Convention

Lucas Miller @mrlucasmiller

It's so comforting to be in a room with so many other teachers, most farther into their practice than I, listening to @KristopherWells and discussing sexual orientation, gender and sex.

Cherra-Lynne Olthof @cherraolthof

The stats on transgender youth in #abed are shocking ... and show just how much work is ahead of us as educators towards making these kids feel safe.

Heide Doppmeier @heide\_ms

@ab\_teacher Dr. Kristopher Wells has done more to protect and help save the lives of some of the most vulnerable children in our society than any prejudiced, short-sighted, intolerant doctrine ever has. He is passionate and dedicated to keeping those children safe and self-confident!

Jan Wilhelm @janlw13

I have worked with Dr. Wells. He was very knowledgeable and a great asset when we supported a transgender child and his family in our elementary school.

Tanja Caley @TanjaRGC

Dr. @KristopherWells has been a significant and positive force in ensuring all of our students have a voice ... an equal voice!

## LETTERS TO THE EDITOR

## Important teacher-athlete overlooked

I take offense to an omission in the Jan. 30 edition of the *ATA News*, in which an infographic outlined the athletic achievements of four teachers who achieved excellence in sports.

You omitted our very own Mrs. Doreen Ryan, former Edmonton teacher and Olympian in speed skating. A member of the Edmonton and Alberta sports halls of fame, Ryan was an Olympic torch bearer in preparation for the Vancouver Olympics, and the City of Edmonton also named Ryan's Place in her honour.

As a physical education consultant and curriculum innovator, Ryan encouraged the teaching of a well-rounded program for elementary children and encouraged teachers to "up their game" when teaching physical education. She is also an outstanding woman.

Please add Mrs. Ryan to any future mentions of world-class teacher-athletes. ■

*Dianne M. Post, retired teacher*

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



# ATA committees offer teachers a way to get involved

## IN FOCUS

Jen Janzen  
ATA News Staff

Welcome to In Focus, an ongoing series that shines a spotlight on the operation and programs of the Alberta Teachers' Association. This instalment focuses on ATA committees.

For Jason Schilling, becoming involved in committee work with the Alberta Teachers' Association was a hands-on way to up his advocacy game.



Jason Schilling  
PEC vice-president

The Lethbridge teacher and Provincial Executive Council (PEC) vice-president has sat on 11 Association committees in the last nine years and remains enthusiastic about them.

"Committee work allows you to become involved on a level that has a direct and lasting impact on the profession," he says. "Often you get to talk about issues with stakeholders who have direct involvement, such as Alberta Education."

PEC maintains nearly two dozen standing committees on topics of concern to teachers. These committees range in size from six to 18 members and generally consist of at least one Council member (as chair), at least one staff officer (as secretary) and a number of practising teachers.

These teachers are selected on the basis of their expertise, their commitment to the Association and, in some cases, their geographic location and area of specialization.

Standing committees meet anywhere from two to five times per year. Meetings are usually held in Edmonton but some, such as the Substitute Teachers Committee, meet in Calgary.

When warranted, Council will also form ad hoc committees to achieve specific purposes and disband them after these purposes have been met. The Barnett House Expansion Committee is an example.

All committees report their activity to PEC.

"Committees inform the work we do," says ATA president Greg Jeffery. "You don't have to be on PEC for your voice to be heard."

Fort McMurray teacher Shannon Dube has served on the Communications,



The ATA operates nearly two dozen committees that include practicing teachers.

ISTOCK

Advocacy and Political Engagement Committee (CAPEC) since 2015.

"I feel like I'm informed about what the Association is doing and I get to contribute to it," Dube says.

One of her favourite projects has been the group's work with guiding the ATA's strategic direction, including a three-year public relations campaign that will launch in the fall.



Shannon Dube  
CAPEC member

"When that comes out, I'll certainly feel like I had a part in that," she says.

### Thinking of joining a committee?

In a typical year, about 20 to 25 new members are appointed to committees.

"We want to preserve a level of continuity so that our committees operate effectively even while some of the members change," Jeffery says. "That's why we make relatively few appointments."

In order to be considered for a committee, teachers must have demonstrated a commitment to the work of the Association. Ways to achieve this include attending the Annual Representative Assembly (ARA) in May or volunteering at the local level. It's also a good idea to cultivate a relationship with the appropriate district representative (DR), as these individuals are often asked by PEC to vouch for committee candidates.

"The work is really satisfying and fulfilling," Dube says. "I would highly recommend people to get involved in their profession that way." ■

## ATA STANDING COMMITTEES

### Area Field Experiences Committees

These four committees monitor the practicum components of teacher education programs at Alberta universities.

### Canadian Teachers' Federation (CTF) Committee

Co-ordinates the Association's involvement with its national affiliate, the CTF; composed of Alberta members of the CTF board, Association table officers, delegates to the previous CTF annual general meeting and Association reps on CTF committees.

### Communications, Advocacy and Public Education Committee (CAPEC)

Recommends activities to highlight the importance of public education and the essential role of teachers in delivering it.

### Curriculum Committee

Monitors curriculum changes and developments affecting student evaluation.

### Diversity, Equity and Human Rights (DEHR) Committee

Studies diversity, equity and human rights issues in education and proposes initiatives to address inequities.

### Finance Committee

Oversees the Association's finances.

### Pension Committee

Studies and monitors pension issues of concern to the Association.

### Political Engagement Committee

Advises Council on political issues and strategies, coordinating Association political activities at the local and provincial levels.

### Professional Conduct Committees

Made up of the Professional Conduct Committee, the Professional Conduct Appeal Committee and the Professional Conduct Complainant Appeal, these groups deal with professional conduct issues.

### Professional Practice Committees

Made up of the Professional Practice Review Committee, the Professional Practice Appeal Committee, and the Professional Practice Complainant Appeal Committee, these groups deal with professional practice issues.

### Resolutions Committee

Processes resolutions submitted by PEC, locals and specialist councils for consideration at the Annual Representative Assembly (ARA).

### School Administrator Issues and Concerns Committee

Advises on matters affecting school administrators and helps co-ordinate services.

### Strategic Planning Group

Identifies, studies and provides action on emerging issues of potential concern to the Association.

### Substitute Teachers Committee

Studies the concerns of substitute teachers and organizes an annual conference for them.

### Table Officers Committee

Makes decisions on administrative matters, structures the agenda of PEC, communicates Association policy to the government and other bodies, and acts on behalf of Council in emergencies or when time is of the essence. (This committee does not include field members. It's comprised of the president, the two vice-presidents, the past president, the executive secretary and the associate executive secretary.)

### Teacher Education and Certification Committee

Studies matters related to the education and certification of teachers.

### Teacher Welfare Services Committee

Provides advice on collective bargaining, education finance, employment insurance, workers' compensation and financial services.

### Well-Being of Children and Youth Committee

Studies issues such as the integration of children's services, the negative impact of poverty and the importance of early intervention.

Visit [www.teachers.ab.ca](http://www.teachers.ab.ca) to learn more. Click on "Interested in Serving on an ATA Committee?"



### DO I GET PAID WHEN ASSOCIATION BUSINESS TAKES ME AWAY FROM THE CLASSROOM?

Most boards allow teachers to be absent if they're serving on Association and Alberta Education committees, but boards aren't always required to do so. When Association business requires your absence in the classroom, the Association typically reimburses your school board for the costs of the substitute teacher.



### DEADLINE APPROACHING

The Association is now accepting applications for committee membership. The deadline is **March 31**. Information can be found at [www.teachers.ab.ca](http://www.teachers.ab.ca). Click on "Interested in Serving on an ATA Committee?"



### 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).

# Superintendent salaries raise eyebrows

ATA News Staff

If the four Alberta school boards with the highest superintendent salaries paid salaries equal to the average of superintendents in B.C., Ontario and Saskatchewan, they could each hire approximately two additional teachers.

This is the result of an internal analysis conducted by the Alberta Teachers' Association following a recent report that Alberta superintendents experienced a 10 per cent average salary increase between 2015 and 2017.

The report was prepared for the Alberta School Boards Association. It stated that, between 2011 and 2016, Alberta superintendents experienced significantly higher increases in base salary than did teachers and non-certificated administrative staff within school boards.

The study compared the base salaries of Alberta superintendents with those of their counterparts in Ontario, Saskatchewan and British Columbia.

The report noted that, according to Statistics Canada, the average weekly earnings in Alberta have historically been, and remain, the highest of the four provinces examined. Despite this, average Alberta wages have been declining since 2014. Meanwhile, the salaries of Alberta superintendents have continued to rise during that same period.

Education Minister David Eggen said he was very concerned to see this kind of salary growth during a time of fiscal restraint.

"These increases are clearly out of line," he said in a prepared statement. "Teachers have done their part by supporting a common sense agreement that freezes salaries and invests in new supports in our classrooms. Frankly, it's time those at the top did their part too. We are exploring our options to reign in compensation — including regulating a salary cap or grid. Until further notice, I won't be signing off on any more contracts."

The report also revealed a nearly \$160,000 per year gap between the highest and lowest superintendent salaries. Edmonton Catholic was the highest

## Teacher comments on social media

“The five zeros in six years sucks to say the least. I have no idea how much my super makes, but this I know: he's the first one that I've had that I like and trust. I feel that I can talk with him or email him with anything. And I have.

“I realize superintendents are responsible and accountable to the board that hires them, but frankly they divest much of this accountability and responsibility to everyone else in the system around them and below them, so beyond their board relations and being the talking head of the division, what do they actually do that warrants \$200,000-plus?

“My school can't afford to pay for the students that need bus passes, our grad has been whittled down to almost nothing, but hey let's give all the \$ to people who don't even interact with students ... no worries (she said sarcastically).

at \$357,000 and Northwest Francophone the lowest at \$229,000.

The report pointed out that Edmonton Catholic has the fourth highest student population in the province and the jurisdiction with the third highest paid superintendent, Parkland School Division, has the ninth highest student population.

"This would indicate that size of student population is not a good predictor of base salary for school board superintendents," the report states. ■



## Five points on superintendent salaries



A recent report from the Alberta School Boards Association revealed that superintendents have experienced a 10 per cent average salary increase between 2015 and 2017. Predictably, the media showed considerable interest in this figure, as did I. I did numerous interviews on the topic and here are my five talking points on the matter.

1. Teachers are predictably upset by this news. In the past six years, our salary increases featured FIVE ZEROES.

2. The government asked teachers to do their part, and they did. It's quite disheartening to hear that superintendents didn't get that memo.

3. Double-digit increases for superintendents, while teachers were taking zeroes, are simply unfair.

4. The government has squeezed all workers paid by public funds — with the exception of superintendents. Executives on other public boards have had legislated salary freezes, and I don't understand why school board executives have been treated differently.

5. Class sizes are too large, and students with special needs are undersupported in the classroom. School boards need to make better choices with the funding they are given. ■

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

# Large class sizes targeted in latest auditor's report

Jonathan Teghtmeyer  
ATA News Editor-in-Chief

Class sizes are rising in Alberta and the government does not have adequate plans and processes to reduce them, according to the most recent report from the auditor general. The auditor looked into how the Class Size Initiative and associated \$300 million per year in funding is managed and found that the vast majority of school boards are not meeting the accepted targets at the K-3 grade level and that average class sizes are actually larger than they were in 2004 when the initiative began.

ATA president Greg Jeffery welcomed the report, noting that it highlights a number of issues that the Association has been pointing out for years.

"Class sizes are growing and are as large as they've been in probably 15 years, and more and more students with special learning needs are being included without adequate support," Jeffery said. "Too many students are falling through the cracks."



“Oversight is at the very core of good government.”

— Merwin Saher, auditor general

The report also found that the department of education does not have an action plan to achieve smaller class sizes and that reporting on class sizes and oversight into how the funds were used has been inadequate.

"Oversight is at the very core of good government," said auditor general Merwin Saher. "It is the means by which those who serve, either through being elected or as members of the public service, can earn the public's confidence that they are managing public

*"Too many students are falling through the cracks."*

— Greg Jeffery, ATA president

resources wisely. Good oversight will invariably produce better systems to achieve desired results."

Over time, it appears that the department has converted Class Size Initiative funding to additional base instructional funding, the report found. Through the initiative, school jurisdictions were first provided with targeted funding to address places where class sizes were largest.

The goal was to meet the Alberta Commission on Learning guidelines within three years. School jurisdictions were initially restricted to using the funds to hire and retain teachers in order to reduce class size averages.

By 2007, school jurisdictions said that the initiative's reporting requirements were too burdensome and the reporting requirements were ultimately relaxed. By 2010, funding was reallocated to a simple per pupil funding allocation, which was eventually just allocated at the K-3 level. Subsequently, class size averages increased and fewer boards began to meet the targets.

"Just five of the 61 school boards in the province met the target of 17 students in K-3 classes last year," said Jeffery. "And yet teachers are quite aware that far too many classes are well exceeding that number."

Saher's report also highlights the inherent limitations of using average class size as a measure, stating that the use of averages obscures the actual number of classes that exceed accepted class size guidelines.

## Funding needed

Jeffery is calling on the government to introduce a more comprehensive system of reporting on the actual class sizes that exist in Alberta's schools. He would like to see the government publish the full data set on its open portal. He agrees with the auditor general

that an action plan needs to be put in place to reduce class sizes and that there should be more oversight on how school boards spend the class size funding.

He also says that Budget 2018 should include an immediate funding increase to ensure that 2,000 additional teachers can be hired next year to begin closing the gap.

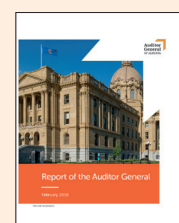
Education Minister David Eggen thanked the auditor general for his "hard work" on the report.

"Our government understands that small classes mean more individual attention for students and better learning outcomes," Eggen said. "That's why even in tough times, when others were calling for deep cuts, we made investing in Alberta's teachers, schools and classrooms a top priority."

He said that the government opened 53 new or modernized schools this past September with 90 more on the way and that 1,000 new teachers have been hired in order to prevent class sizes from ballooning.

"Moving forward, we are committed to working with local school boards to ensure greater accountability and reporting on results achieved by the Class Size Initiative funding," Eggen said. ■

## RECOMMENDATION



**Develop an action plan and improve monitoring and reporting processes.**

If the department of education continues the Class Size Initiative, the department should develop an action plan and

improve processes to regularly monitor and report on the initiative.

— Report of the Auditor General of Alberta, February 2018

# Raising the bar with one hand

ATA News Staff

Jonas Prudden and Levi Schmidtke, Grade 11 students at Cochrane High School, wanted to use the school's 3-D printer to make something a little more advanced than the standard fare of coffee mugs and desktop trinkets. When they approached communication technology teacher Landon Thompson with their idea of making a functional, moving hand, the pair had no idea that a local girl just happened to be in need of one. After a few months of planning and testing, 11-year-old Jerlana Rittwage had a new hand in her favourite colour: purple.

Thompson says the project has inspired the rest of his communication technology class.

"Once they heard the story, their eyes were opened and they thought, 'we need to think bigger.' It's definitely raised the bar of academia in my classroom." ■



Jerlana Rittwage, who is missing her left hand, has a new prosthetic hand thanks to high school students Jonas Prudden (blue hoodie) and Levi Schmidtke. The hand is controlled by wrist movements.



This photo of the first Canadian Teachers' Federation executive was taken on July 27, 1920. Alberta members are T E A Stanley (back, left), H C Newland (back, third from right), Charles Peasley (back, right) and J W Barnett (front right).

ATA ARCHIVES

## Canadian Teachers' Federation forever connected to Alberta

### 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.

The seeds of a national organization run for and by teachers were sown in Winnipeg at a 1919 conference on the topic of character education and Canadian citizenship. Ironically, the Winnipeg conference was neither sponsored as an education conference, nor attended by teachers. It did, however, pass a resolution on bilingual university education that was of sufficient interest to the leaders of the four western provincial teachers' associations that they decided to host a meeting.

The following year, at a meeting in Calgary, the Canadian Teachers' Federation (CTF) came into being. It was an impressive accomplishment and boasted that the total membership in 1920 was 25,000 teachers.

As documented in John W Chalmers' book *Teachers of the Foothills Province: The Story of the Alberta Teachers' Association*, ATA president H. C. Newland made the following comments on the CTF in 1921:

This Federation has been formed for the purpose of guiding the teacher organization movement throughout the Dominion, and I may say that it has already begun to function ... An interesting point about the constitution, and the fundamental basis of the organization, was that it should begin from the ground and build upward. Each provincial organization maintains its own identity, and its own individualism.

Four ATA representatives — John Walker Barnett, T. E. A. Stanley, H. C. Newland and Charles E. Peasley — helped to found the Canadian Teachers' Federation on July 26, 1920. The drive to create and maintain a national voice for teachers continues to this day, as does the connection to the modern Alberta Teachers' Association. ATA past president, H. Mark Ramsankar, was elected to the presidency of the CTF in July, 2016 and assumed office in July of 2017. ■

## Nova Scotia teachers resist system changes

Kim Dewar  
ATA News Staff

The Nova Scotia Teachers Union is ramping up efforts to counteract a government proposal for sweeping changes to the province's education system that include removing administrators from the union.

Liette Doucet, president of the 9,600-member teachers union, said the changes will erode the collective rights of teachers and will create a larger and less democratic education bureaucracy.

"Nova Scotia's current collegial model places emphasis on conflict resolution and healthy staff relations; this creates a positive work environment that benefits teachers and their students," Doucet said in a news release.

On Feb. 20, 93 per cent of Nova Scotia teachers voted in favour of illegal job action that could include work-to-rule activities, a rotating strike or even a walkout.

The Nova Scotia Liberal government announced this month its plans to make sweeping changes to the province's education system. Consultant Avis Glaze created a report outlining 22 recommendations, which included dissolving Nova Scotia's seven elected regional school boards to create one provincial advisory council, moving school administrators out of the union and creating a college of educators with the intent of providing teachers with greater professional standing. Education Minister Zach Churchill said in January that the province will accept all the recommendations.

The province's 800 to 900 public school principals and assistant principals make up about nine per cent of the NSTU's membership.

Alberta Teachers' Association president Greg Jeffery says Nova Scotia is facing an almost identical situation as

Alberta did in 2014 when Progressive Conservative education minister Jeff Johnson introduced the controversial Task Force on Teaching Excellence.

Similar to Nova Scotia's Glaze report, Alberta's task force produced a report that recommended the removal of principals from the Association and the creation of a separate professional college of teachers.

"The possibility of this happening in Alberta is certainly something Alberta teachers should be thinking about. But we have proven that we have the organization and resilience to fight off these kind of attacks on the teaching profession," Jeffery said.

"I don't have a crystal ball and one never knows what may happen in the aftermath of the next provincial election. It's possible we could return to this scenario and we are prepared to fight this off again."

Jeffery noted that one of his priorities is to build up the professional responsibilities of the Association as exemplified by the recent signing of new professional practice standards for teachers, school leaders and superintendents.

Canadian Teachers' Federation president Mark Ramsankar said that governments with agendas for education reform rooted in standardization, privatization and government control will lean toward this "task force" type of approach.

"These types of actions by government attempt to show the public that the government is in control, that they are delivering education cheaply and can account for public dollars through the reporting of standardized tests," Ramsankar said.

"It is not a healthy approach to education reform, nor will it produce the desired outcomes — attacking and dismantling teachers' organizations only serves to disrupt and destabilize public education." ■

# LESSON CLANS

## Celebrating families who teach

Since teaching runs in many families, and since Family Day just took place, the ATA News has compiled this collection of stories about teaching families and what it's like to be part of one.



Back, L-R: Robert Smith, Chantal Loose, Taryn Donald, Travis Rolheiser, Courtney Smith, Lisa Smith, Tana Donald; Front: Randy Smith

### Chantal Loose

Growing up, my sister Courtney and I went on countless school ski trips, cheered from the bench at school tournaments and sat in our dad's office during school concerts and other special events. We saw the stress and workload that our parents went through, but my sister and I decided we wanted to make the same type of difference and become teachers ourselves.

My dad, Randy Smith, is in his 44th year of teaching with Edmonton Public. He started in 1974 at Vernon Barford Junior High where he is still working today — same school, same classroom. This is where he met the love of his life, Glenda Wagner, whom he later married. They worked across the hallway from each other, a construction teacher and a home economics teacher. In 1998 our lives changed forever — we lost our mom to leukemia. Although this was one of the hardest things we've ever had to deal with, for Courtney and me, it made our career path even more certain. An award at Vernon Barford is given out every year in my mom's honour to a student who has excellent skills in fashion studies.

Years later, Courtney and I walked the halls of Vernon Barford and, outside the school, sat on the bench with our mom's name on it — we knew the legacy she had left behind. Later, when Courtney was in Grade 9, she earned that fashion studies award.

More years passed, and in 2003 my dad remarried to Tana Donald, another teacher in Edmonton Public. There was no escaping this world of teaching. My uncle Robert Smith was a teacher with Parkland School Division and a principal at Elk Island, and he retired a couple of years ago. Our stepsister Taryn Donald also went into teaching, inspiring kids of various ages in the Surgeon school division.

My sister currently works at W. P. Wagner High School teaching foods and fashion studies, just like our mom. I am currently teaching Grade 1 and music to students at Malmo Elementary. Not only do we have teachers and principals within the family, we have professors too. Our cousin Lisa Smith taught nursing at the University of Alberta and Camoson College in Victoria. Teaching is our life; we love to inspire students to do their very best and have fun while doing it.

There are many special things about belonging to a family of teachers. Having the same summer vacations has resulted in much family time spent together and allowed us to take care of our niece throughout the holidays. We can relate on so many levels, whether it's report card season or counting down the days until Christmas holidays.

When starting out in the education world, having this family provided me with many mentors. We can come home and sit around the table and say, "You'll never guess what happened to me today," and laugh until our stomachs hurt because we understand the daily life of a teacher.

Most of all, my parents are an inspiration and support to me. From letting students work in the school store to practising their math to cheering on students at their extracurricular sports, we all have molded kids as if they were our own. We all teach based upon our own family beliefs as we truly believe an integral part of this field is to instill in students the desire to become the best they can be while being good, responsible citizens. Having family who understand the daily stress, workload and chaos makes it much easier to face the job day to day, because I know I have one of the strongest support systems right at home. ■

Chantal Loose teaches Grade 1 and music at Malmo Elementary in Edmonton.



Rianna van Egmond and her mom Lori are both teachers while her father Michael is an instructor at NAIT and her brother Brent is aiming to pursue an education degree.

### Rianna van Egmond

Both my mom and I currently work for Edmonton Public Schools and my father is an instructor at NAIT. My younger brother is finishing his apprenticeship in mechanics and hopes to begin his B.Ed. at the University of Alberta and soon become a mechanics teacher. My great-grandmother was a teacher in Uncas outside of Sherwood Park, and many of my aunts are also teachers in Alberta and Ontario.

Belonging to a family of teachers is special because you know that you have people in your life who truly understand the struggles and triumphs that come with this profession. Being raised by a family of teachers, I knew it was all I wanted to do because it was all I had ever known. They understand that this profession is a calling in a way that no one else can. ■

Rianna van Egmond teaches Grade 5 at Michael Strembitsky School in Edmonton.



Mara Poltaruk with her grandmother Emily Letwiniuk

### Mara Poltaruk

My grandma, Emily Letwiniuk, was a teacher in rural Alberta. Two of her grandchildren have gone on to become teachers, one here in Alberta (me) and one in the UK (Myles Symon).

What is special about belonging to a family of teachers is, first, the one-liners, jokes and camaraderie of sharing and comparing funny teaching stories. Second, we have seen firsthand the legacy that my grandma has created in the Drayton Valley community in which she has taught, and where she still lives. When we go out and former students still, to this day, stop her to share their memories of when she was their teacher many years ago, it creates such a sense of pride in the impact she has made, and it also inspires us to create that same lasting legacy for our students. ■



Myles Symon is a former student still, to this day, stop her to share their memories of when she was their teacher many years ago, it creates such a sense of pride in the impact she has made, and it also inspires us to create that same lasting legacy for our students. ■

Mara Poltaruk is a behaviour coach with Regional Collaborative Service Delivery, which is operated jointly by the Parkland and Evergreen Catholic school divisions.



Jennifer Matt and her grandmother Betty Wiedemann are among many teachers in the family.

### Jennifer Matt

When I was growing up, teaching was always a big part of our family. Many of us are educators in some form. On my mom's side, I have a great-aunt and great-uncle who were teachers, as well as their daughter. On my dad's side, teachers include my grandmother, two aunts, an uncle, a cousin, my brother and, of course, me!

The best part of being in a teaching family is that we were always encouraged to try. We had the opportunity to get involved, get dirty and learn from our mistakes. We learned that it's OK to have fear, but never let that get in the way of living your life — work hard, be resilient, make goals and exceed them. ■

Jennifer Matt teaches science, biology and anatomy at Medicine Hat High School.

### More online

Visit [www.teachers.ab.ca](http://www.teachers.ab.ca) to read more submissions to our Lesson Clans feature.

All photos are supplied.

# Drug use and indecent behaviour lead to exclusion from profession



## 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 convicted of three counts of failing to maintain the honour and dignity of the profession after engaging in indecent public behaviour while under the influence of illicit drugs. The teacher, who had worked with adolescents with mental health

issues and addiction issues, knowingly ingested chemical street drugs and then consumed alcohol. Later that same evening, several people saw the teacher in a state of apparent intoxication. The teacher, who indicated he had "blacked out," was walking around in a public area partially exposed and masturbating. The teacher was charged under the Criminal Code for exposing himself, public masturbation, trespassing and prowling. The teacher successfully completed a mental health diversion program in lieu of the Crown proceeding with criminal charges.

The Professional Conduct Committee imposed a penalty

of a declaration of ineligibility for membership in the Association for two years and made a recommendation to the minister of education to suspend the teachers' certificate for two years. It also ordered a letter of severe reprimand.

The committee noted that the events had been extensively reported in local media and that the actions of the teacher harmed the standing of teachers in general and had the potential to negatively impact the public's perception of teachers. The committee also noted the harm to those who saw the teacher during his intoxication.

Under the Association's by-laws, a teacher who is suspended from membership in the Association is not automatically accepted back into the profession upon the conclusion of a term of suspension. A suspended member may apply to Provincial Executive Council for reinstatement. ■

## CLASSIFIEDS NOTICES AND EVENTS

### 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).

### Travel and Recreation

**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.

### Indigenous award program seeks nominations

The deadline is approaching for submissions to the Honouring Spirit: Indigenous Student Awards, which recognize First Nations, Métis and Inuit students who model strength and commitment in the pursuit of their personal education path and embrace their own gifts, strengths and potential while celebrating the ways of their people.

The deadline is March 23.

More information is available by contacting Charlene Bearhead at [cbearhead@asba.ab.ca](mailto:cbearhead@asba.ab.ca).

Nomination forms are available at [www.asba.ab.ca](http://www.asba.ab.ca).

### 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, March 2, 2018, 4 P.M.  
(publication date March 13, 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  
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Prepayment is required. We accept VISA, Mastercard, cash or cheque.

**Circulation:** 44,000

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

## Get 2Know 2Learn.ca

Educational resources for teachers

### Feature topic: Enjoy Pages

One of 2Learn.ca's most popular features, Enjoy Pages are designed to help teachers and students celebrate holidays, seasons and special events. Many of these celebrations have a connection to curriculum and can provide opportunities to teach historic and cultural relevancies. 2Learn.ca has organized and evaluated these resources for teachers to use with their classrooms so that everyone can integrate interactive resources and multimedia into their lesson planning.

This spring, check out Enjoy Pages about

- St. Patrick's Day,
- Pi Day (new),
- Earth Day,
- Poem in Your Pocket Day and
- National Poetry Month.

To see a list of all 2Learn.ca Enjoy Pages, visit <http://www.2learn.ca/enjoy.aspx>.



Sign up for email to receive Members' Updates:  
<http://bit.ly/1uJm122>



Download the ATA iPhone app:  
search *Alberta Teachers* in the app store.



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**.



PUBLIC INTEREST ALBERTA'S 12<sup>TH</sup> ANNUAL ADVOCACY CONFERENCE

ALBERTA AT THE CROSSROADS

# FORWARD NOT BACK

APRIL 5-6, 2018 AT CHATEAU LOUIS, EDMONTON



KEYNOTE ADDRESS BY **ALEX HIMELFARB**  
former Clerk of the Privy Council and editor of *Tax is Not a Four-Letter Word*  
(APRIL 4 IN CALGARY)

IMPROVED PUBLIC SERVICES  
POVERTY ELIMINATED  
FAIR TAXATION  
STRONGER DEMOCRACY

CUTS TO PUBLIC SERVICES  
INCREASED POVERTY  
INCOME INEQUALITY  
PRIVATIZATION

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[pialberta.org/conference2018](http://pialberta.org/conference2018)



## 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.

# APPLY NOW!

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).

## Give life to human rights.

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

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



### The Board of Directors of the Southern Alberta Professional Development Consortium Invites Applications for the full-time position of EXECUTIVE DIRECTOR

The Consortium offers the educational community in Southern Alberta professional learning opportunities for administrators, teachers, parents, trustees, school business officials, school councils and support staff. The new Executive Director will be a well-respected educator who will provide leadership relative to the Consortium's mandate and day-to-day operations.

#### Qualifications

- Work history that includes extensive involvement in professional learning;
- Successful administrative or other leadership experience at school, district or provincial level;
- Leadership in professional learning at school, district or provincial level;
- Excellent written and verbal communications skills
- Master of Education degree (or in progress); and
- Permanent Alberta teaching certificate (or eligibility for one)

For a full posting, please visit <https://sapdc.ca/news>

Applicants are invited to submit a curriculum vitae outlining qualifications pertaining to this position, as well as three references.

Applications must be received by 4:00pm Tuesday, March 20, 2018.

Send your application by email to: [sapdc.info@gmail.com](mailto:sapdc.info@gmail.com) or by mail to:

Southern Alberta Professional Development Consortium  
#B313, 1701 – 5 Avenue South  
Lethbridge, Alberta T1J 0W4



## 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.

### Leave of absence

Teachers on leave of absence from their school board are still under contract to their board and are therefore active members of The Alberta Teachers' Association. Bylaw 8(2)(b) states that the annual fee for this category of active membership shall be \$96. Members qualifying under this category should forward their cheques for the full amount to **The Alberta Teachers' Association, 11010 142 Street NW, Edmonton T5N 2R1 Attention: Membership Assistant**

Teachers who know of colleagues on leave of absence are asked to notify them of this bylaw.



### APPEL DE CANDIDATURES POSTE D'ASSOCIÉ/E À LA PRATIQUE DE L'ENSEIGNEMENT

CAMPUS SAINT-JEAN

UNITÉ | DIVERSITÉ | UNIVERSITÉ

La Faculté Saint-Jean sollicite des candidatures au poste d'Associé/e à la pratique de l'enseignement pour l'année universitaire 2018-2019 avec la possibilité de renouvellement pour l'année universitaire 2019-2020. L'Associé/e à la pratique de l'enseignement est en prêt de service de son conseil scolaire et reçoit le salaire et les bénéfices prévus par sa convention collective. Le candidat ou la candidate devra être prêt/e à entrer dans ses nouvelles fonctions le 20 août 2018

Les responsabilités principales de l'Associé/e à la pratique de l'enseignement sont les suivantes:

- superviser les stagiaires;
- enseigner des cours liés à la pratique de l'enseignement;
- assumer des tâches administratives liées à l'organisation et à l'évaluation des stages,
- assumer la tâche d'agent/e de liaison avec divers organisme du milieu éducatif.

Les critères de sélection sont les suivants:

- avoir enseigné pendant cinq ans dans les écoles francophones ou d'immersion en Alberta;
- avoir une expérience de travail avec des stagiaires;
- démontrer un intérêt pour la formation des enseignants;
- faire preuve d'une grande capacité de leadership en milieu scolaire;
- être en mesure de travailler de manière constructive et positive avec les autres;
- s'être impliqué/e au sein de divers organismes tels que l'ATA, le ministère de l'Éducation ou son conseil scolaire.

Le programme de formation des enseignants à la Faculté Saint-Jean est fondé sur le développement de compétences liées aux exigences ministérielles de la province de l'Alberta. Tout individu qui soumet sa candidature pour ce poste devrait se familiariser avec la Norme de qualité de l'enseignement en Alberta (2018).

Envoyez par courriel à [rh.csj@ualberta.ca](mailto:rh.csj@ualberta.ca) avec comme sujet POSTE D'ASSOCIÉ/E À LA PRATIQUE DE L'ENSEIGNEMENT les trois éléments suivants :

- une lettre de présentation incluant une explication de votre vision du rôle d'associé/e et une description de ce que vous aimeriez accomplir dans le cadre de ce rôle;
- votre curriculum vitae (en français seulement);
- trois références.

Les candidatures seront acceptées jusqu'au 16 mars 2018 à 16h30.

Toutes les candidatures seront considérées avec attention. Cependant, nous ne communiquerons qu'avec les personnes dont la candidature sera retenue. Prière de ne pas téléphoner.

L'Université de l'Alberta encourage les candidatures de toute personne qualifiée; cependant, la priorité sera accordée aux citoyen(ne)s canadien(ne)s et aux résident(e)s permanent(e)s. L'Université de l'Alberta s'engage à embaucher de manière équitable une main-d'œuvre diversifiée et inclusive. Nous accueillons les demandes de toutes les personnes qualifiées. Nous encourageons les femmes; Premières nations, Métis et Inuits; membres des groupes minoritaires visibles; personnes handicapées; personnes ayant une orientation sexuelle ou une identité et une expression sexospécifique; et tous ceux qui peuvent contribuer à la diversification des idées et à l'université à postuler.

## Teach, Travel, Transform!

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IntEd Consulting Ltd supports Alberta International Schools develop into exceptional places for learners and educators. We are currently seeking passionate school leaders and teachers from Alberta in the following schools:

- ♦ ISQS Kaifeng, China
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- ♦ Hillside Collegiate, Geoje Island, Korea



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Contact us at [teaching@inted-consulting.com](mailto:teaching@inted-consulting.com) to apply.



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Qilu Sino-Canadian International Schools  
ALBERTA ACCREDITED SCHOOLS ( DONGYING, QINGDAO )

## Hiring Canadian Teachers for Chinese International Schools in the Shandong Province

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](mailto:hr@cscdfsd.org) to apply or to set up an interview in Edmonton from March 1–9.

## Mahatma Gandhi 2018 Summer Institute

# Building Peaceful Communities

JULY 3 – 12, 2018  
UNIVERSITY OF ALBERTA

Additional information  
at the CRTED website:  
[crted.ualberta.ca/content/about](http://crted.ualberta.ca/content/about)

### CONTACT

**Remonia Stoddart-Morrison**  
([remonia@ualberta.ca](mailto:remonia@ualberta.ca))  
or the CRTED (780-492-7770)

Sponsored by the Faculty of  
Education and the Mahatma  
Gandhi Canadian Foundation  
for World Peace



CAMPUS SAINT-JEAN

UNITÉ | DIVERSITÉ | UNIVERSITÉ

## Appel de candidatures Poste de directeur(trice) adjointe(e), Service de la pratique de l'enseignement

Le directeur adjoint ou la directrice adjointe travaillera sous la direction du directeur des Services de la pratique de l'enseignement en étroite collaboration avec la vice-doyenne de la Division de l'Éducation et le vice-doyen principal aux études. Son rôle sera de coordonner les placements dans les écoles francophones et d'immersion de l'Alberta et de l'Ouest du Canada d'environ 300 à 400 étudiants stagiaires inscrits au baccalauréat en éducation et d'organiser la supervision des stages. Dans ce contexte, il/elle sera amené/e à contribuer au maintien de relations positives avec les divers intervenants de la communauté éducative en Alberta y compris les directions d'école et les enseignants. Ce poste à contrat, d'une durée maximale de 3 ans, est saisonnier à raison de 10 mois par année (du 15 août au 15 juin). Au terme du premier semestre, si la performance du candidat est jugée satisfaisante, celui/celle-ci aura la possibilité d'occuper le poste de directeur/directrice du Bureau de la pratique.

### RESPONSABILITÉS

- S'assurer que la perspective du terrain des écoles est reflétée dans la prestation des programmes en éducation à la Faculté Saint-Jean.
- Enseigner certains cours offerts au sein du programme de baccalauréat en éducation, tel que déterminé par la vice-doyenne de la Division de l'Éducation.

### QUALIFICATIONS :

- Détenir au minimum un Baccalauréat en éducation et une maîtrise en éducation ou l'équivalent.
- Avoir un minimum de 5 ans d'expérience en tant qu'administrateur scolaire ou conseiller pédagogique.
- Comprendre le cadre général et les orientations de l'éducation en Alberta.
- Pouvoir communiquer efficacement en français et en anglais.
- Avoir une compréhension approfondie de la complexité des relations avec divers groupes culturels, avec les intervenants des écoles francophones en milieu minoritaire et ceux des programmes d'immersion française.
- Être conscient des exigences croissantes des programmes d'immersion en français.
- Posséder une expérience de leadership à différents niveaux du domaine de l'éducation : primaire, secondaire, administration scolaire et ce, au niveau provincial ou national.
- Posséder d'excellentes habiletés organisationnelles.
- Être capable de travailler en équipe pour résoudre des problèmes complexes.
- Posséder d'excellentes capacités d'écoute et être en mesure de rassembler les gens avec différents points de vue et responsabilités autour d'une vision commune.
- Avoir de très bonnes connaissances en technologie et se montrer ouvert à l'innovation dans le cadre des stages et des expériences d'apprentissage.
- Avoir des connaissances approfondies de la Norme de qualité de l'enseignement et pouvoir envisager des manières de l'appliquer dans le contexte de la pratique éducative.
- Disposer d'un réseau de personnes ressources afin d'être en mesure d'offrir à nos étudiants des expériences riches et diversifiées.

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Date limite pour le dépôt des candidatures : **le vendredi 16 mars 2018 à 16h30**  
Envoyez par courriel à [rh.csj@ualberta.ca](mailto:rh.csj@ualberta.ca) avec comme sujet POSTE DE DIRECTEUR OU DE DIRECTRICE ADJOINT/E À LA PRATIQUE DE L'ENSEIGNEMENT les trois éléments suivants :

- une lettre de présentation incluant une explication de votre vision du rôle de directeur ou de directrice adjoint/e et une description de ce que vous aimeriez accomplir dans le cadre de ce rôle;
- votre curriculum vitae (en français seulement);
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# TALENT

February 27, 2018 | Volume 52, Number 12

## DEB RENNIE

In my special ed. class we are watching some Olympic highlights on YouTube. We are learning the names of some events (skating, ice dance, curling, skiing etc.), to be quiet except to say "wow" to big jumps/throws, to say "awww" for crashes/falls and to cheer at the end of the event. We're also learning to recognize the Canadian athletes by their clothing and the Canadian spectators by the flags they hold.

## ERIN GENA

*Understanding the world views and experiences of others!*

Country	Gold (G)	Silver (S)	Bronze (B)	Total
Canada	7	4	1	12
United States of America	1	0	0	1
Korea	0	0	0	0
India	0	0	0	0
Mexico	0	0	0	0
Japan	0	0	0	0
U.K./Great Britain	0	0	0	0
Germany	0	0	0	0
Norway	0	0	0	0
Australia	0	0	0	0
Ghana	0	0	0	0
Nigeria	0	0	0	0
Brazil	0	0	0	0
Jamaica	0	0	0	0
Pakistan	0	0	0	0
Madagascar	0	0	0	0
France	0	0	0	0
Italy	0	0	0	0
Philippines	0	0	0	0
Bosnia & Herzegovina	0	0	0	0
Ireland	0	0	0	0
Finland	0	0	0	0
Netherlands	0	0	0	0

## KARLEE HREN

In Grade 3, we are graphing the medal counts for specific countries. We also had great discussions about why some countries get more medals and have more athletes (climate, money, larger populations); why some countries (due to climate) do better at winter versus summer games; how athletes exemplify perseverance (especially those who are recovering from injuries) as well as what happens when countries and athletes "cheat." It's been awesome!!!

## DEANA TRUENNER

Grade 9s reviewed the IOC host country application rules, then debated whether the rules were comprehensive in determining if a country is a suitable world stage to host. On to persuasive essays on their perspectives tomorrow.

## MARY GIAMPA D'ANDREA

In Social 10 and 20 we stream first thing to catch anything live. We watched live as the Canadian women's hockey team won their game, a Canadian woman speed skater got bronze and Canada won a medal at luge. Later we will read some Team Canada profile pages online. Love it.

## LINDSAY BROWN

*My daughter and I made a torch for the winter Olympic day at school tomorrow (she is in Grade 9 and I teach Grade 6 — different schools but she loves helping me prep stuff.)*

# GOING FOR GOLD



WE ASKED TEACHERS ON OUR FACEBOOK PAGE

**What activities or discussions are happening in your classrooms around the topic of the Winter Olympic Games in PyeongChang?**



Teachers from Ecole Our Lady of the Prairies school show their Olympic spirit. Pictured are (L-R, back): Majella Rymarz, Elise Barton, Amy Cook. (L-R, front): Maryana Dublanko, Melissa Weimer.

## NICOLE FALCONE-DEMPSEY

At Our Lady of the Prairies School we had our own opening ceremonies. Each class made up their own country, designed a flag and then explained the significance of their flag and their name. Our smallest learners in 100 Voices walked us into our "stadium" with their hand made torches.



## REBECCA HENNES

I kicked off the Olympics by giving my kids a dot to dot of the Olympic rings. They had to complete the dot to dot and try and figure out what the symbol was. After that, I showed a clip of the opening ceremonies to get kids excited for it. I then used the Olympic website to show how many countries were competing in the Olympics.

All of my Grade 4 kiddos buddied up and picked a country to "represent" during the Olympics. I printed off flags for all the countries they chose and have put them on my classroom door, as well as all the countries that have medaled. My kids then completed a little research to learn about the Olympics and then a bit about their country (how many events they're competing in, how many athletes, and so on).

Each morning we watch the previous day's highlights and update our medal board. The kids are graphing medal standings.

Each of my kids also received a press pass — I took a photo of each student and made them a pass for the country they are representing. They "scan" this pass each day



JOANNE CROWELL GAUDET

## JOANNE CROWELL GAUDET

At SouthPointe School in Fort Saskatchewan we created a display of Olympic rings made up of every student's handprints. The students are so excited that it's our unique way of supporting our Canadian athletes! Our Grade 6s are adding journal entries on why the Olympics are important!

## NICK STABLER

Sports writing today about the men's slopestyle — 45 minute deadline, exactly 15 lines typed. Great to see revisions and lots of very quick collaboration.

## LAUREN PRICE

In French class we have a board featuring francophone athletes with some info about them in French, as well as a medal count for Canada. Each morning we have a discussion about recent results and what they find interesting.

## EMILY ANN

*Journal entries regarding the OAR team and students' thoughts about participating but not being allowed to represent their country.*

## ASHLEY BARKLEY

In Grade 3 we are graphing the medals of specific countries including Canada, U.S., India and so on combining the curriculum outcomes of math and social.

## JOSH CORMIER

Using the results to multiply and divide decimal numbers in math.



to receive exclusive Olympic information about their country. Each country's group is writing a magazine about their country and how its athletes are doing in the Olympics. (I convinced my kids that they have legit Olympic press badges and have been recruited by the International Olympic Committee to update Alberta on what is happening in Korea.)