

Confused about bargaining?
Learn the basics on page 4.

What's six letters for ARA fuel?
Crossword tests your ARA knowledge.
See page 12.

		10	
13			14

ATA NEWS

The Alberta Teachers' Association



May 15, 2018 | Volume 52, Number 17

News Publication of The Alberta Teachers' Association



Dressed in blue in recognition of World Catholic Education Day, ATA president Greg Jeffery takes time for a photo op alongside Nicole Felicitas, president of Woodland Rivers Local No. 40, and Greg Carabine, president of Edmonton Catholic Local No. 54. ATA members and staff were encouraged to wear blue on Thursday, May 10 as a show of support for Catholic education.

CORY HARE

UCP bright spots

Despite their adoption of some problematic policies, UCP delegates get two decisions right.

Read Jonathan Teghtmeyer's editorial on page 2.

Not ready to split

Breaking up the ATA would be unwise ... and very difficult.

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

Teachers are beacons

Public education and its teachers as essential now as they have ever been.

Read Viewpoints on page 3.

ON PAGE 5 →

This ... from ATA president Greg Jeffery

Gearing up for another ARA.

Tap her on the shoulder

Conference shares thoughts on increasing the number of women in leadership.

Education heavy

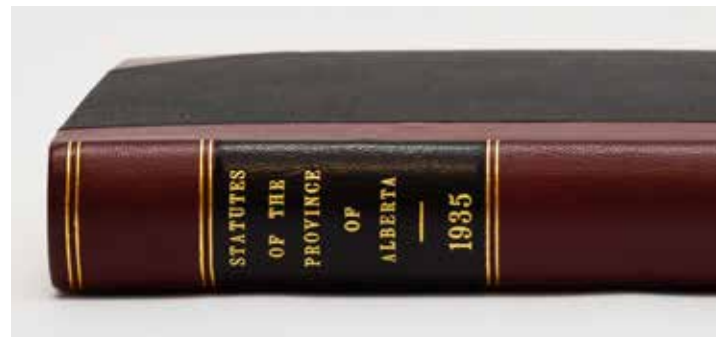
United Conservative Party adopts two dozen education-related policies.



In Focus

ATA's Document Production department unheralded but essential.

See story on page 6.



From the Archives

Historic book reborn thanks to meticulous restoration project.

See story on page 7.

UCP policymakers get it right



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

This is not necessarily the column I was expecting to write after the United Conservative Party's founding convention.

The headlines from the UCP meeting focused on the adoption of a motion calling to *reinstate* parental consent when a student joins a gay-straight alliance. Much will be said and written about the wisdom of that position. But that's not what I am writing about today.

Another very problematic policy adopted calls for the Alberta Teachers' Association to be split into a professional college and a separate union. This is a real threat to the profession, but it is also not what I am writing about today.

Instead, I am writing about two decisions made at the UCP AGM that stick out as positive decisions for public education.

In November, the party released draft policy that included a proposal for "equal per-student funding regardless of school choice — public, separate, charter, home, or private."

Adoption and implementation of this policy would have resulted in a significant funding increase for private schools and a huge funding increase for home schoolers. Currently, public, separate and francophone school jurisdictions receive \$6,680 per pupil in base instructional funding, with an additional \$1,522 intended to keep grades 1 to 3 class sizes low.

Presumably, this proposal would increase private and home school funding to those levels, amounting to an increase of at least \$2,000 per pupil per year for private schools and \$5,000 per child per year for home school parents.

Delegates at the convention ultimately swapped out the word "equal" for "equitable" in the policy's wording. An equitable distribution of scarce education funds is much preferred to equal distribution.

When it comes to home schooling, the cost of delivery of education is significantly lower than it is in traditional environments. Public schools have higher costs associated with transportation, building maintenance and technology, not to mention the requirements for trained professional teachers and a broad system of professional supports. It would not be equitable to provide the same funding to home school parents as is allocated to public schools.

And relative to private schools, it hardly seems equitable to allocate an additional \$2,000 per student per year to a school like Strathcona-Tweedsmuir, which charges \$21,000 per year in tuition, when that money could better help students at a public school like Cecil Swanson in Calgary.

Strathcona-Tweedsmuir boasts about an average class size of 16 students, 100 per cent university attendance, a 220-acre campus and state-of-the-art learning facilities. Cecil Swanson has an average of 22 students per class, of which around one in five will have special learning needs and three in five will be English-language learners.

I'm encouraged that UCP delegates would support equitable funding over equal funding. That way additional dollars can be directed towards improving educational opportunities at the schools that serve students who need the most support as opposed to those who need less.

The second policy proposed by the central party that was not endorsed by the AGM called for the government to "devolve decision-making to individual schools, rather than school boards" in order to provide individual schools with the "governance and curriculum flexibility currently enjoyed by charter schools."

This proposal was viewed by some as an affront to publicly elected school boards. Others wondered what this would mean for the role of principals and school councils. Would the work of principals be shifted from instructional leaders to school managers? Would principals have to operate under and report to local school councils as the governance body for their schools? Lots of problematic outcomes could stem from this proposal.

Ultimately, the proposal did not enjoy enough support in a pre-vote of members to make it onto the floor of the AGM. Instead, the convention passed policy "affirming, maintaining and protecting the existence and role of local, democratically elected school boards."

So while there were two very problematic resolutions passed at the UCP AGM, there were another two very good ones adopted.

I hope that in his attempts to develop an election platform, UCP leader Jason Kenney will be able to sort out the good from the bad. Public education supporters will be looking for it. ■

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

Breaking us up would be difficult and unwise



Q & A

Dennis Theobald
ATA Executive Secretary

Question: The United Conservative Party (UCP) policy convention passed a resolution to split the Alberta Teachers' Association into separate union and professional organizations. What would be the implications of such a move?

Answer: There were more resolutions advanced at the UCP policy convention concerning education than any other single topic. Included among them was the following:

The United Conservative Party believes that the Government of Alberta should... divide the two main arms of the Alberta Teachers [sic] Association, union and professional body, into two separate and independent organisations.

This resolution and many others promoting "parents' rights" and "educational choice" were moved through the policy process and supported at the convention by individuals who are associated with the group Parents for Choice in Education. Supporters of that

organization were visible and vocal, voted as a block.

Most notably, the Parents for Choice delegates advanced a resolution requiring advance parental approval for student participation in instructional or extracurricular activities involving "subjects of a religious or sexual nature" over the objections of senior members of the UCP caucus, who said the resolution would diminish protection and support for gender minority students. Despite the pleas of MLA Ric McIver, who stated "This is about outing gay kids," the resolution was adopted with 57 per cent support.

This provides important context. Of course those delegates who want to out gay students would also want to split the ATA. While they are not enamoured of the Association's advocacy for public education and participation in curriculum design, nothing has raised their ire more than the Association's efforts to protect and create safe and caring spaces for gender minority students, teachers and others in the school community. These people understand that they will have to go through teachers to advance their agenda, and they are cunning enough to know how to make that easier—just strip the profession of its autonomy; just split the Alberta Teachers' Association.

Unifying professional and union functions within the Alberta Teachers' Association has been the practice since 1935, when the Social Credit government of William Aberhart passed the *Teaching Profession Act*, which set out both functions in the Association's objects. Over the decades, the Association has evolved structures and processes that allow it to do both without conflict.

The investigation and prosecution of complaints relating to professional conduct or practice is handled separately from the protection provided to members in matters of employment and collective bargaining. The Association does not represent members who are subject to its professional discipline processes.

On the professional side, the Association also supports a wide range of professional development activities as well as advocating for the cause of public education in the public interest. All this is paid for by its 45,000 member teachers through fees set by their representatives at the Annual Representative Assembly.

Splitting the Association and imposing a government-controlled college would undermine teachers' collective responsibility and commitment to upholding professional standards of conduct and practice. The focus of

the resulting union, as is set out in law, would be primarily on protecting members and advancing their employment interests with the public interest being a secondary consideration at best. It would destroy a culture of collaboration that has helped to maintain stability and 15 years of labour peace while ensuring that Alberta's students continue to benefit from one of the highest-performing education systems in the world. I can guarantee you that a government's attempt to split the Association would be strongly resisted by Alberta's teachers and supporters of public education.

UCP leader Jason Kenney, who is no fool, very quickly moved to distance himself from any notion that a government he led would implement the resolution denying students the ability to participate in GSA/QSA without prior parental permission. Perhaps he might want to think about how many votes his "friends" with Parents for Choice may have already cost him and consider a similar declaration concerning their short-sighted proposal to split the Alberta Teachers' Association. ■

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



BUILDING BARNETT HOUSE

A substantial expansion of Barnett House and its parkade is on track for completion in May.



YOUR VIEWS

ON TWITTER

On president Greg Jeffery's Catholic Education Week video

ACSTA @ACSTANews

Thank you ATA president Greg Jeffery for joining us in celebrating Catholic Education Week and National Catholic Education Day. So proud of our teachers who work tirelessly each and every day bringing the joy of faith and learning into the classroom.

LETTERS TO THE EDITOR

Tax argument a failed, old idea

RE: Editorial "Alberta needs a budget reno," ATA News, April 10

As predictably as a broken clock, editorial author Jonathan Teghtmeyer thinks it is time to raise our taxes. Let us stop and look at his staggering numbers before we nod sagely in agreement.

He suggests that Alberta could collect \$11.2 billion more in taxes and still be the lowest in Canada, a dubious distinction at best as those of you who just filed your taxes can attest. This is meant to seem a reasonable request but let's look at how the tax bill is actually split up.

According to the Government of Canada, in 2014, 28 million Canadians filed taxes out of a population of 35 million. A study conducted by the Canadian Taxpayers Federation using data from the Canadian Revenue Agency showed that 33 per cent of tax filers paid zero or less net tax. Since Alberta has about 10 per cent of the population, we had about 2.8 million filers who fell into this "zero tax" bracket. Teachers making between \$50,000 and \$99,999 are part of the 23 per cent of tax filers who pay 35 per cent of total taxes, according to the study. Divided over those 600,000 people, 35 per cent of Mr. Teghtmeyer's \$11.2 billion averages to more than \$6,500 each.

How do you like that? Of course if your salary is more than \$100,000, as is the case for many ATA members, your share is more than \$20,000.

So why are we all paying Mr. Teghtmeyer to promote such high tax policies every month? Have previous tax raises led to lower class sizes? Salary increases for frontline teachers? Anything?

Yet Mr. Teghtmeyer thinks that even more taxes are the answer. So not only does our ATA bring back zero per cent salary change but openly advocates to take more of what money we do make. I think it is fair to expect more than the same old failed ideas from our employees.

Brian Ross

Math and science, Westview School, Calgary

Letters to the Editor represent the views of the writer and do not necessarily reflect the position of the Alberta Teachers' Association.

Teachers are beacons of light

VIEWPOINTS

Sandra Anderson



We live in dystopian times. When Margaret Atwood originally published *The Handmaid's Tale*, its exploration of a near-future society of repressive uniformity was scarcely to be credited; now it's being serialized and taken seriously as one of several possible chilling futures.

The world order established in the ashes of the Second World War just when I was born seemed until recently to represent a stable force for good — people had learned the bitter lessons of history, we thought, so never again would the world be turned upside down as it had been in the first half of that century.

Yet all of a sudden here we are again, some 70 years later, watching the rise of neo-Nazis and extremists of all stripes, touting their wares in a cacophony of coarse voices full of venom and mud-slinging, reveling in the unfiltered platform that social media afford them. They trade mutual insults and label as liars those who don't fall in line with their particular agenda or feed their expansive egos. More and more they create a climate of insecurity and disrespect for others.

We are rapidly losing the settling sense of shared values. There seems to be less interest in incorporating into what often feels to be an abruptly unraveling society the values we thought we shared: wisdom, experience, good manners, forbearance, kindness, empathy, good citizenship, conscientious leadership. In the public arena, at least, people have stopped using their "listening ears."

Many years ago, I joined a small group of parents and teachers to work towards establishing an alternative public school under the aegis of the Calgary Board of Education's enlightened policies to enhance diversity and inclusiveness. Little did I know that that step would launch me on a path to taking out Canadian citizenship (I'm originally from the U.S.) in order to become eligible for election as a school trustee, to serving for six tumultuous years on the public school board in Calgary, to changing careers mid-life to take up the study of law, and finally to enjoying a satisfying career representing the Alberta Teachers' Association and its members before courts and other tribunals for more than 20 years.

All of these experiences opened many windows for me into the recesses of public schools, their governance and the complexities of their operations, and engendered in me a lifelong commitment to the fundamental values of teaching and learning. But I am not naive. I witnessed (and participated in) many battles and struggles as all the players in the education system came (or were forced to come) to terms with each other, united at least by their commitment to children's growth and development.

As I look back on all this and on my study of Alberta's schools, one thing stands out sharply now: that Alberta's public education system is, at its core, the result of political and social compromise of the sort that is so rare today. It is now hard to imagine the passions that undergirded the efforts of religious and linguistic minorities leading up to provincehood in 1905 to mold Alberta's schools to serve

their own interests, but the need for a more elaborate education system in a society marked by religious, cultural and language differences compelled them to compromise narrow interests and guarantee minority rights within Alberta's constitution so that an effective school system could grow and thrive. It was a remarkable achievement, that compromise. (For more detail, see my chapter "Venerable Rights: Constitutionalizing Alberta's Schools, 1869–1905" in the book *Forging Alberta's Constitutional Framework*.)

And the Association itself, with its membership drawn from all segments of Alberta's school system, has carried that achievement forward.

In the midst of a world fragmenting again into hostile factions, with demagogues at the gate, it is even more important to recognize how much we have to celebrate in the fact that Alberta's teachers, students and parents have a school system whose basic historical structure was built on a great compromise and permits them to differ and dissent while giving them the tools and encouragement to maintain a truly civil and inclusive society.

Our schools are bulwarks against mob rule and important allies of those who believe in a tolerant and democratic community where various talents and identities are permitted to thrive and connect with each other.

My admiration for the teaching profession and its role in society only grows apace. It strikes me forcibly that teachers are the strongest beacons of light on today's darkening horizon. Teachers who love learning and encourage their students to stretch themselves as caring individuals are more than ever essential to the continued existence of a tolerable world. ■

Sandra M. Anderson is a retired labour and privacy lawyer who acted as counsel for the ATA and served as chair of the Calgary Board of Education.





Agreement reached in list bargaining

ATA News Staff

Pupil-teacher ratios, professional time for administrators and occupational health and safety may be three of the new items up for discussion in central table bargaining, according to an agreement announced last week between the Alberta Teachers' Association and the Teachers' Employer Bargaining Association (TEBA).

The bargaining model prescribed by the *Public Education Collective Bargaining Act* is a three-phase model by which TEBA and the Association first negotiate which matters will be bargained centrally and locally.

The latest round of this "list bargaining" produced an agreement that was announced May 9 during a live webcast hosted by Central Table Bargaining Committee (CTBC) chair Jason Schilling. Schilling also wrote a Bargainers' Blog post on the Association's website with a link to the complete list of central and local matters.

In addition to the previously mentioned items, also moved to the list for central bargaining are high cost of living location allowances, part-time benefits and FTE calculation.

Items added to the local lists include new leaves of absence, wellness spending accounts and elements related to partial days and extended days for substitute teachers. Professional development funds were kept on the local list.

Schilling says he is satisfied with the agreed-to lists and is looking forward to the start of central bargaining. CTBC is in the process of holding discussion groups in order to gather further input from teachers to direct the bargaining committee.

"Our next steps are to build the opening proposal, and teachers continue to drive that process," Schilling said. "We are collecting information, then we will release a draft proposal and teachers will have a chance to offer more feedback before PEC approves the final proposal in June."

A recent Bargainers' Blog post (available at www.teachers.ab.ca) from Teacher Welfare co-ordinator Sandra Johnston provides an overview of the process being used for collective bargaining and the processes being used by CTBC to develop the opening proposal with members' feedback.

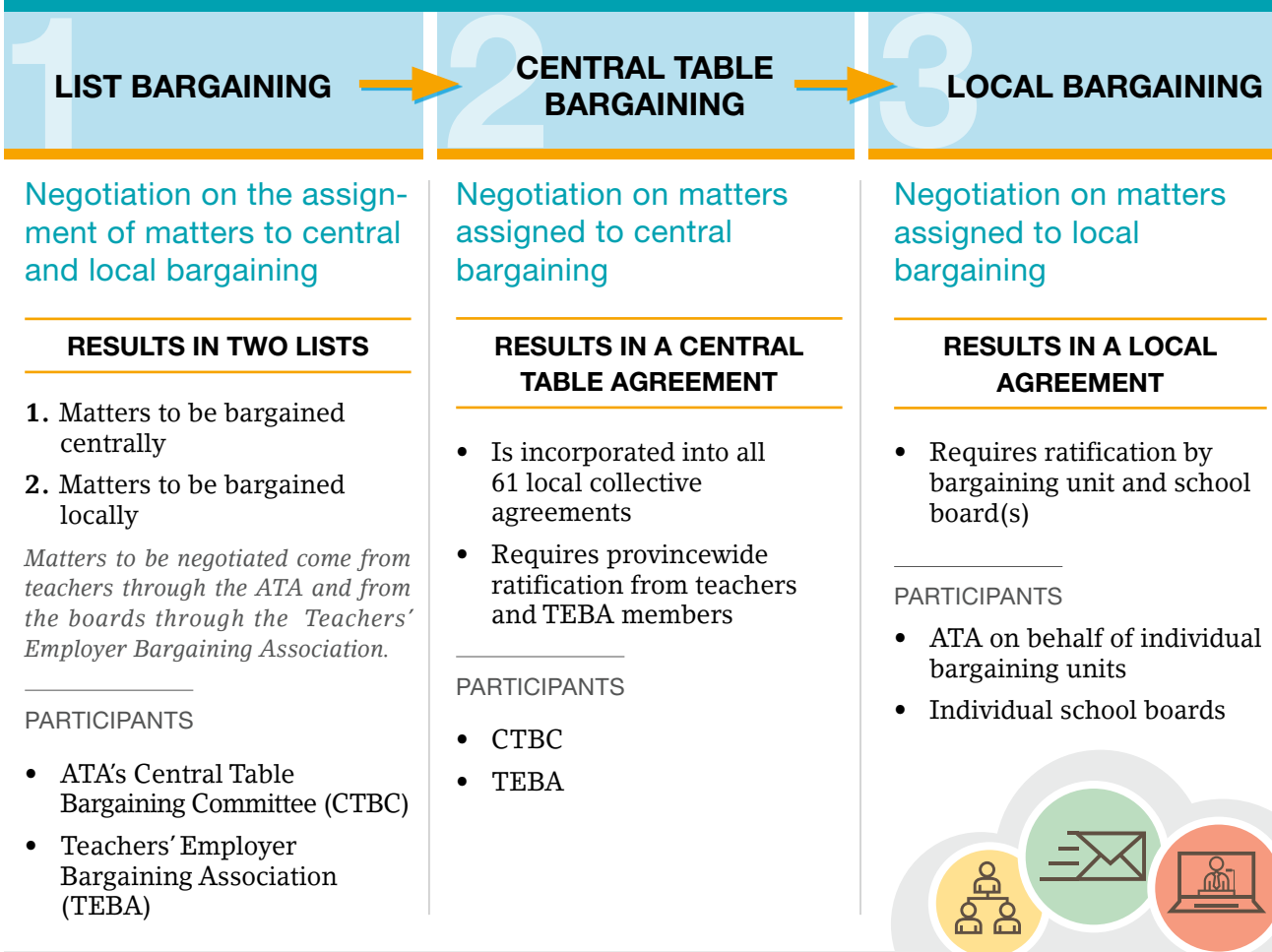
"No one knows with certainty how long negotiations will take or what possible paths it will travel down," writes Johnston on the blog. "But we will be sure to talk to you, to help educate you about the process, and to gather further feedback as the situation warrants."

Members are encouraged to continue to stay tuned to the Bargainers' Blog for the most up-to-date news related to central table bargaining. ■

Bargaining basics

All teachers employed by public, separate and francophone school jurisdictions in Alberta are covered by collective agreements. (This includes teachers with administrative designations.) The Alberta Teachers' Association is the bargaining agent for these teachers. The process for negotiating new collective agreements for these teachers is set out in the *Public Education Collective Bargaining Act* (PECBA), passed in December 2015. As prescribed by PECBA, bargaining takes place in three stages.

Bargaining — a three-stage process



As bargaining proceeds, the ATA shares information and gathers feedback from members through a variety of methods, including telephone town halls, the Bargainers' Blog and webcasts.

Who has a seat at the table?

WHO SITS AT THE CENTRAL TABLE?

Central Table Bargaining Committee

The ATA's CTBC comprises five members of Provincial Executive Council, the executive secretary (or designate) and the coordinator of the Teacher Welfare program area.

Teachers' Employer Bargaining Association

TEBA includes representatives of government and school boards.

WHO SITS AT THE LOCAL TABLES?

Teacher Welfare Committee

Each local teacher welfare committee (formerly economic policy committee) has a negotiating subcommittee to represent teachers at the local table, along with an executive staff officer assigned by the ATA to act as representative of the bargaining agent.

School Board Negotiation Committee

School boards appoint their own negotiation committees.

Where are we now?



Visit www.teachers.ab.ca regularly for updates. Collective bargaining updates are available in the Members Only section, so update your online account to gain access.

Let's open doors to leadership for our female colleagues



EXECUTIVE REPORT

Andrea Berg
ATA Executive Staff Officer,
Government

Over its 100-year history, the ATA has had only eight female presidents out of a total of 58. The ATA has never had a female executive secretary. These facts resonate in teacher organizations across the country. Of the 18 provincial and territorial teacher organizations, only four currently have a female president. With approximately 74 per cent of Canadian teachers being female, the majority of members are grossly underrepresented by gender in their professional associations.

In 2009, when she first became president of Palliser Local No. 19, Katherine Pritchard noticed a stark absence of female photographs in the *ATA News* spread that listed all the local presidents and district representatives. Now the Southwest district representative, Pritchard is encouraged to see that the number of female local presidents has increased, but she has a simple summation when it comes to female representation in leadership positions across the Alberta Teachers' Association: "We're not there yet."

Pritchard was among a small but dedicated Alberta delegation of district representatives, local presidents and ATA executive staff who travelled to Charlottetown to attend the annual Canadian Teachers' Federation (CTF) Women's Symposium from May 6 to 9.

The symposium's aim was to help attendees better understand the barriers preventing women from attaining leadership positions. Participants from teacher organizations across the country gathered to hear from inspiring leaders and exchange ideas for strengthening the status of women in the teaching profession.

Heather Quinn, president of Edmonton Public Local No. 37, attended the event and said she appreciated the opportunity to learn about where each provincial association is with their initiatives to support women in leadership.

Several delegates I spoke to said a highlight was the talk by Lily Eskelsen-Garcia, president of the American National Education Association (NEA). Eskelsen-Garcia challenged the traditional stereotype of women as soft and powerless nurturers and caregivers. She encouraged delegates to tap into the "awesome" power of the collective voice to make change.

The need for women to support and empower each other was a message echoed throughout the event. A panel with inspiring teacher leaders from across the country shared their perspectives on the significance of the #MeToo movement and their respective journeys to leadership.

ATA staff officer Shelley Magnusson challenged delegates to take small steps to be 10 per cent braver in their own pursuits of leadership. Because of the collective power of #MeToo, in which women can find support in each other through sharing common experiences, a public discourse about sexual harassment and women's equity has now been initiated. One panellist emphasized, "The only way we are going



Alberta's contingent: Back row (L-R): Katherine Pritchard, Monique Gravel, Michelle Glavine, Andrea Berg, Carmen Glossop, Heide Doppmeier, Shelley Magnusson.

Front row (L-R): Markiana Cyncar-Hryschuk, Heather Quinn, Shannon Dube.

When it comes to female representation in leadership positions across the Alberta Teachers' Association: "We're not there yet."

to help change society is if we all stand together."

Following the symposium, Edmonton-McMurray district representative Markiana Cyncar-Hryschuk reflected on her own path to leadership.

"Some women think that their own experience in pursuing leadership is the same as every woman's experience and it is not," she said.

Barriers such as lack of child care and setbacks in career promotion due to maternity leaves can create significant challenges for some, Cyncar-Hryschuk said. Women who have been successful in mitigating these challenges were encouraged at the symposium to act as mentors and to clear the path for others.

Whether you are a man or a woman in educational leadership, consider making a difference to the gender disparity issue by tapping a female colleague on the shoulder and encouraging her to pursue a particular position in leadership. Repeat the tap and follow up several times.

Note that, despite Chrystia Freeland's extensive qualifications as an esteemed international journalist and as a Rhodes Scholar at Oxford University, it took Prime Minister Justin Trudeau 17 separate attempts to convince her to run for office as a member of Parliament and then to accept the position of minister of international trade. She is now minister of foreign affairs.

Be sure to ask if there are particular barriers that are preventing your colleague from pursuing leadership and seek ways to help her remove those challenges. By holding the door open for all women and encouraging them to walk through with us, perhaps we will one day see more female faces smiling out of the *ATA News* spread showcasing our elected leaders. ■

This...

from ATA President Greg Jeffery



ARA, here I come



This issue of the *ATA News* comes out right before ARA, but if you don't receive it until afterward, it's OK. The first question has to be, "What's ARA?" The acronym stands for

Annual Representative Assembly. If we dissect this, it is possible to determine what the event is. *Annual* means every year. *Representative* means delegates are elected to represent their local members, and *Assembly* says that all will get together in the same place at the same time. This is what it is but, more clearly, ARA is the annual general meeting of our Association.

This will be my 29th consecutive ARA, and I can't imagine not being in the room.

While many of you are planting flowers and vegetables, about 450 teachers representing 55 locals will gather in Calgary over the May long weekend to debate policy, decide on the budget and set future directions for the ATA. While this may not seem to be the way to spend a long weekend for many of you, for some of us it's a highlight of the school year.

This will be my 29th consecutive ARA, and I can't imagine not being in the room. It's where I learned parliamentary procedure. While I was absorbing those lessons, I witnessed democracy in action. Many times I've seen debates go back and forth and end with a final vote that was not what I had initially expected.

Because ARA is so democratic, it is often messy. My local always ran a loonie pool on when the budget debate would conclude. This takes place on Sunday evening, and at my first ARA, I confidently chose 8:27 p.m. as the winning time. Rookie mistake. When the gavel came down at 1:23 a.m., I was tired but very impressed. That same level of attention has gone into budget and policy debates every year since. Decisions at ARA are not made lightly.

While this annual ritual might not be for you, know that there are some of us who live for this event and that our Association is very well governed. My garden always waits for another week and I wouldn't have it any other way! ■

I welcome your comments — contact me at greg.jeffery@ata.ab.ca.

Education a top issue at UCP convention

Cory Hare
ATA News Managing Editor

Education was a central theme of the first policy convention held by the United Conservative Party on May 4 to 6.

Out of approximately 140 policy resolutions that passed, at least 24 related to education, including one calling for the government to split the Alberta Teachers' Association into separate union and professional bodies.

ATA president Greg Jeffery said he intends to reach out to UCP leader Jason Kenney in an attempt to learn the leader's intention regarding this policy.

"He backed off on the parental notification issue, so I'm curious what he has to say about splitting us up," Jeffery said.

The most publicized policy that was adopted calls for the reinstatement of parental consent for subjects and extracurricular activities of a sexual nature. This has largely been interpreted as a requirement for teachers to "out" students who join gay-straight alliances. Kenney quickly distanced himself from the policy by saying that, as leader, he will decide the party's platform heading into next year's election.

Several policies were adopted that reinforce the party's commitment to parents' right to direct their children's education and choose the education setting that best suits them, including public, separate, charter,

independent, alternative and home education programs.

Two policies called for more transparent curriculum development, with one calling for the review that's currently underway to be halted so basic literacy and numeracy can be emphasized and "all political indoctrination" can be eliminated from the curriculum.

Support for standardized testing and encouraging the expansion of charter schools were among other approved resolutions.

Jeffery said the ATA is well aware of all the policies the UCP has adopted and is prepared to work with the party in its role as opposition or if it ever becomes the government.

UCP CONVENTION continued on page 8

DP: Where projects come to life

ATA's Document Production department a hub of activity

IN FOCUS

Sandra Bit
ATA News Staff

Going by numbers alone, it's clear that Document Production is a hopping place. While it may be largely unknown outside of Barnett House, this department within the Alberta Teachers' Association processes thousands of work orders and millions of copies each year.

Records that date back decades suggest that this stream of "impressions" — copies of paper cranked out by machines — is the story of Document Production (known internally as DP), but DP manager Joan Steinbrenner has a different view.

"This department is really about people," she says. "We have a group of very talented and dedicated specialists in editing, design, printing and distribution who employ their craft at a very high level in support of the Association's mission."

So just where did this humble, creative and hard-working group come from?

The story of Document Production is really the story of the Association itself. It is a department that was cobbled together somewhat haphazardly over a period of 50 years by bringing together an assortment of staff from disparate areas of the organization. Like Barnett House itself, the structure of DP has changed over the years in response to shifts in staffing, the Association's needs and new technology.

Once upon a time in the 1950s, before the current Barnett House had



Printing/distribution assistant Jithin Chacko (left) and printing technician Craig Israel review a publication produced by one of the large-scale digital colour printers that are kept busy in the ATA's Document Production department.

been built and when the ATA was younger and smaller, the preparation of documents such as letters, memos, envelopes, monographs and the *ATA Magazine* was handled mostly by secretaries who did the editing, formatting and copying themselves on electric typewriters and Gestetner duplicating machines (except for the *ATA Magazine*, which was printed externally).

In those days, a centralized service of editing, design, printing and

distribution did not exist, and was not needed. The number and variety of documents the ATA produced was small, limited to internal needs and the *ATA Magazine* until specialist councils and the *ATA News* were established in the mid-1960s. The introduction of specialist council publications and the *News* created a need for more editing and design work, which led to the hiring of editors and graphic designers, the latter called artists in those days.

Design work in particular was quite labour intensive, even well into the 1990s, and restricted mostly to black and white due to the prohibitive expense of colour printing. Former designer Joseph Smith, who started at the ATA in 1978, remembers many late nights spent manually assembling the *ATA News* and the magazine to meet the external printer's deadlines.

Current ATA graphic designer Yuet Chan, who started at the ATA in 1992, also recalls how much work went into producing each issue.

"Until the late 1990s we needed to specify font sizes for titles, body text and line length for the typesetters to generate rolls of galleys ... we used X-Acto knives to cut, and wax to paste the galleys onto layout grids. We sized the photographs and sent them to our darkroom technician to make PMTs (photo-mechanical transfers) or negatives. It was a very labour-intensive process. Those were the days."

Technological advances

By the 1980s and 1990s word processing and desktop publishing machines that used floppy disks were replacing electric typewriters and offering faster, more efficient ways of editing, formatting and tracking text. The early 1980s also saw the addition of two typesetter machines and trained typesetter operators. These new machines allowed the department to produce a greater number and variety of documents.

Prompted in part by the new technology and in part by new executive secretaries who had their own visions

IN FOCUS continued on page 9

Special day connects girls with science and technology

SUCCESS STORIES

Carmen Pezderic
Black Gold Regional Division No. 18

Sixty-seven girls got a taste of what it's like to work in science and technology during Black Gold Regional Schools' first ever Girls in STEM Day.

STEM is short for science, technology, engineering and math. The division established the event, held at West Haven Public School on March 23, due to the prevalence of women following societal norms rather than their interests when choosing their careers. The event was open to students from Grades 6 to 10.

"The main purpose of developing the day was to encourage our female students to explore these non-traditional areas and gain exposure they might not otherwise receive," said lead event organizer Tarynne Angell, a teacher who works as a technology integration facilitator with Black Gold.

Research shows that seven out of 10 girls are interested in STEM education but only two out of those seven eventually enter a STEM-related career, Angell said.

Participants were captivated by keynote speakers like Trisha Roffey, a technology lead and teacher who gave an inspiring talk about empowerment

and dreaming big. Students also heard from world famous technology educator Alice Keeler, who connected via Google Hangouts from New York to talk about her experiences working for companies such as Google, Microsoft and YouTube.

The speakers answered questions about their experiences and the challenges of being a woman in male-dominated industries. Both speakers highlighted the growing need for women in STEM fields and the opportunities that will be available to students in the future.

"It was exciting to see the eyes light up on each of these young girls as they listened to all that is possible for them," Angell said.

Throughout the day, students participated in small group sessions to learn how to code robots and microchips, create a digital community and fly drones. Female aerospace engineers from HATCH Engineering and the Edmonton International Airport had participants constructing planes for different types of flight scenarios.

Representatives from the University of Alberta demonstrated what a materials engineer does. The school foyers were taken over by green screens that students used to learn about media and create their own interesting videos. Students also designed websites throughout the day by uploading codes, pictures and videos, creating personal portfolios highlighting their learning experiences, activities and reflections.



SUPPLIED

The Girls in STEM Day event saw 67 girls try their hand at activities like coding robots, flying drones and making videos with green screens. Participants also heard from a number of women who are leading experts in science, technology, engineering and math.

Girls in STEM also served as a professional development opportunity for division teachers.

"The level of engagement by the girls was truly sensational," said Shelly McCubbing, principal of École Corinthia Park School.

"It was an enlightening day and opened up a whole new world of possibilities for our girls." ■

Carmen Pezderic is the communications co-ordinator for Black Gold Regional Division No. 18.

CALL FOR SUBMISSIONS

Success Stories is a new feature in the *ATA News* that enables teachers to share their successes with their colleagues.

To submit an idea or an article about a new program or approach that you've instituted, please contact managing editor Cory Hare at cory.hare@ata.ab.ca.

ATA history lives on in restored volume

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.

For most of its first century, the Alberta Teachers' Association has benefited from the expert legal guidance of and steadfast representation by Field Law. That special relationship was celebrated last June when the "Fielders" presented the Association's then executive secretary Gordon Thomas with an antique volume of the *Statutes of the Province of Alberta, 1935* in which the first official version of the *Teaching Profession Act* appeared.

The act enshrined teachers' professional status in statute, a long-sought goal of the early Alberta Teachers' Alliance. With the *Teaching Profession Act*, the old Alliance passed into history and a new entity — the Alberta Teachers' Association — was born. The act's passing was a pivotal point in the history of the teaching profession in Alberta.

This particular volume of statutes brings together years of mutual effort between Field Law and the Association's early leaders, efforts that have continued over the ensuing decades. It was a deeply symbolic gift to the Association at the outset of its 100th-year celebrations.

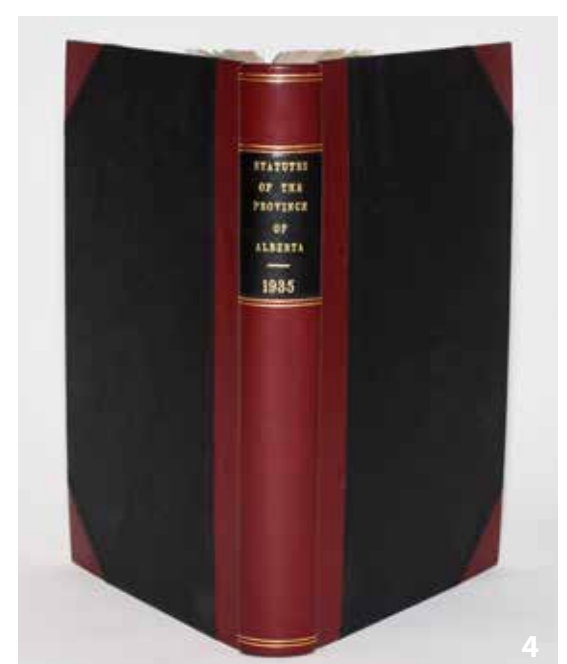
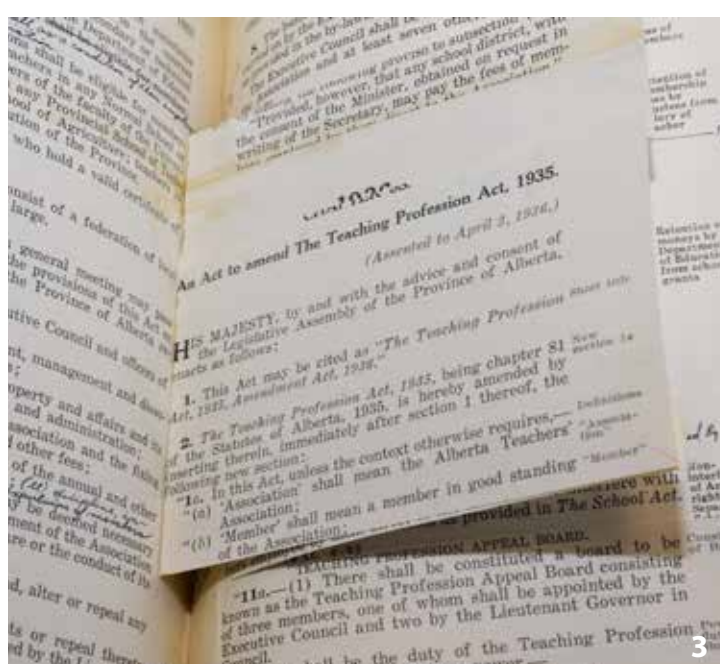
Reference books, however, have a hard life. They pass through many hands; encounter errant coffee cups; are annotated, updated, dragged off shelves; and are generally expected to endure only until new bound volumes are available. Pages of amendments are cut up and Scotch-taped into the volume over original text, with the glue aging badly and yellowing. This lovely volume, although cherished for its symbolism and as an artifact of history, was showing its age. It needed expert restoration.

Enter Alex McGuckin, Edmonton's own renowned fine book binding and restoration conservator, who has dedicated decades to the craft of bookbinding. McGuckin studied his craft in England, Canada, Mexico and Greece. A specialist in historical bindings, McGuckin has preserved medieval manuscripts, as well as books of all ages and materials, including a first edition of Jane Austen's *Pride and Prejudice*. His bookbindery workshop provides bibliopegistic services on an impressive range of books. This is the dedicated expert to whom the Association delivered the beloved, but sadly deteriorating, volume of laws for restoration.

The volume remained in McGuckin's workshop for almost 10 months. On May 3 McGuckin personally delivered the restored volume to Barnett House. Gone were the damaged cover boards.

McGuckin does all his work by hand in his one-person workshop in Edmonton's west end. He hand-sewed the new binding and applied gold leaf to the binding and handmade case. Finally, he added hand-sewn headbands to the volume (the original had none of this stitching) in ATA blue and gold colours. The results are spectacular, with no obvious tape abrasion or discolouration remaining in the volume.

Going forward the newly restored volume will be protected by a custom-made drop-spine clamshell case with felt bumpers and custom labelling. The Association is grateful to McGuckin for ensuring that the volume returned in time for the 100th ARA in Calgary. The Association is also deeply appreciative to Field Law for the gift of this volume preserving our shared history. ■



1. Bookbinding and restoration expert Alex McGuckin spent nearly 10 months restoring the ATA's antique volume of the *Statutes of the Province of Alberta, 1935*.
2. The volume's pages are being blocked and rebound.
3. A working reference book, it contains amendments that are taped into place over top of the original wording.
4. The book looks brand new from the exterior due to new front and back covers.

Henderson to receive honorary membership

ATA News Staff

Former ATA president Carol Henderson will receive the Alberta Teachers' Association's most prestigious award, honorary membership, at the Annual Representative Assembly in Calgary during the May long weekend.

Honorary membership is reserved for members or other persons who have given meritorious service to the teaching profession or to the advancement of education.

A dedicated elementary school teacher for 36 years, Henderson taught in both Saskatchewan and Alberta. She spent the majority of her career with Foothills School Division, where she began in 1977.



Carol Henderson,
ATA former president

Executive Council, she chaired the Canadian Teachers' Federation (CTF) Committee, Resolutions Committee, Curriculum Committee, Public Education Committee, Review of Summer Conference Committee and the

In 2009 Henderson was elected president of the Association. Prior to that, she served two terms as vice-president and five terms as district representative for Calgary District. While serving in those capacities on Provincial

Membership Eligibility Board. She also served as a member of the Finance Committee, the Education Accountability Committee and the Strategic Planning Group.

Henderson stepped down as president at the end of her second term, in 2013, and was past president until the end of the 2016/17 school year. While in the position, she represented the Association on the CTF board of directors and was the PEC liaison to the Mathematics Council.

In July 2017, she received a CTF Special Recognition Award.

The presentation of honorary membership to Henderson will take place the evening of May 19, during a banquet to celebrate the Association's 100th anniversary. ■

UCP CONVENTION

continued from page 5

"We're non-partisan and will work with all political parties to ensure that their members understand our point of view on education matters," Jeffery said.

A poll commissioned by CBC in late April revealed that 53 per cent of decided voters say they would vote for the UCP in the next election, which would translate into "an overwhelming majority of seats," said pollster Janet Brown, who conducted the poll for CBC News.

Resolution 31

The United Conservative Party believes that the Government of Alberta should...

halt the implementation of the new curriculum and review it in order to increase emphasis on basic essentials such as literacy and numeracy, increase the focus on Albertan and Canadian life in terms of geography, the economy, and historical accuracy, increase the focus on the development of a work ethic, increase a focus on debate, critical thinking, and respect for dissenting views, and eliminate all political indoctrination from the curriculum.

Resolution 32

The United Conservative Party believes that the Government of Alberta should...

benchmark the Alberta education system against leading global jurisdictions, on a continuous basis, on a wide set of educational outcomes, skills, and competencies demanded in the modern workplace.

Resolution 33

The United Conservative Party believes that the Government of Alberta should...

divide the two main arms of the Alberta Teachers Association, union and professional body, into two separate and independent organisations. ■

Indigenous teachers honoured for achievements

ATA News Staff

Three Alberta teachers were recently recognized for their achievements as Indigenous women in Canada through the Esquao Awards, an honour bestowed by the Edmonton-based Institute for the Advancement of Aboriginal Women.

Among the award recipients were Angela James, principal of the Career Pathways outreach school in Wabasca; Laurie Collins, a teacher at Elizabeth School in Cold Lake; and Clarice Cardinal-Anderson, an Edmonton teacher. Awards were handed out at a gala on April 27.

"It is an honour to receive this award on the behalf of Bigstone Cree Nation, youth and Northland School Division," said James, who was described in a nomination letter as "a quiet, strong, caring and resilient leader who understands that students are the centre of every decision."

By demonstrating pride in her own culture, James has inspired and engaged her students, parents and community on the importance of education and pride in who they are, the letter states.

"With hard work, dedication and perseverance, I want to show our students they too can achieve whatever goal they have, no matter who they are or where they come from," James said.

Nominations by each recipient's community, including three letters of support, initiated the award process.

"With hard work, dedication and perseverance, I want to show our students they too can achieve whatever goal they have, no matter who they are or where they come from."

— Angela James, principal, Career Pathways outreach school



SUPPLIED

Laurie Collins (left), a teacher at Elizabeth School in Cold Lake, accepts her Esquao Award on April 27.

Collins was nominated for lifetime achievement in education. Since 1984 she has been working at Elizabeth School in different capacities: educational assistant, playschool teacher,

early childhood teacher, and then as a certified teacher for almost 18 years.

The award recognized Collins for providing a connection between her school and the Elizabeth Métis Settlement. This connection has enabled her to integrate Métis culture and values with regular instruction for students and staff.

"I am truly honoured to be nominated and accepted for such an exclusive award," Collins said. "My intention for getting into the education field was not to receive an award but to be a role model for children and to be a good teacher."

Cardinal-Anderson is a teacher with Edmonton Public Schools. She's credited with demonstrating leadership and determination, as well as immense spiritual and emotional strength, while helping others understand the history and impacts of colonization and residential schooling in Canada. ■



Hats On! for Mental Health

Above: Ashley Fowler's pre-kindergarten class at G.W. Smith Elementary School in Red Deer.

Left: Rhonda Kelly and Lorie Kramer, teachers at Mother Teresa Catholic School in Grande Prairie.

PHOTOS SUPPLIED

Mental health organization to receive Public Education Award

ATA News Staff

The ATA's Public Education Award will be presented to the Canadian Mental Health Association (CMHA) at the Annual Representative Assembly held in Calgary on the May long weekend.

This award is offered occasionally to an individual or a group that has given outstanding support to public education in Alberta other than through teaching.

A Canadian organization that educates, provides mental health services and advocates for mental health, the CMHA has partnered with the Association for the last

eight years on the Healthy Minds, Bright Futures campaign. This collaboration has included significant contributions by the CMHA in the development of the classroom resource *Compassionate Classrooms* and the *Can We Talk?* multimedia campaign. In addition, CMHA staff throughout the province conduct extensive mental health workshops and seminars for teachers, parents and students.

Founded in 1918, the CMHA is one of the oldest voluntary organizations in Canada, offering services and supports to more than 1.3 million Canadians through the combined efforts of more than 11,000 volunteers and staff across Canada in more than 330 communities. ■



SLIP US A TIP!

We want to hear about news in your school, district or local.

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

IN FOCUS

continued from page 6

for how the ATA's workforce should be organized, the idea emerged in the early '80s of creating Central Word Services, the precursor to today's Document Production.

In 1982, long-time staffer Marian Allison was given the role of "paperflow manager" and until her retirement in 1989 she oversaw Central Word Services and set the initial standards and protocols for many processes that are still in place today, such as maintaining consistent visual identity and document standards and school mailing procedures. Back then, a staff of two did much of the work and additional staff was added on an ad-hoc basis.

In the 1990s, job titles were updated, and the artists became graphic designers. Around 2003, when the ATA also modernized the names of its department and program areas, Central Word Services became Document Production, and it expanded from a word processing centre to encompass editing, design, printing and, a little later, web services.

The printing side of Document Production's work has also undergone many changes over the years. The ATA has had a print shop at Barnett House since 1961, the year the current location was built. From the 1960s to the 1990s the print shop's array of technology included an offset printing press; machines for copying, cutting, collating and binding; an addressograph; and a darkroom for processing film and producing plates for the printing press.

It was a noisy, smelly place, and a busy one, printing, copying, collating and binding every kind of document the ATA produced — except for the *ATA Magazine* and the *ATA News* — including letters, envelopes, memo pads, business cards, ARA minutes and monographs.

"People would literally scribble ideas on napkins and bring it here and the DP staff would transform that into a beautiful printed poster or a professional looking report. I was just amazed by the talent," recalled Sheila Rolfe, who worked as a production assistant from the mid-to late '90s.

Going digital

In the late 90s, the emergence of new design software like PageMaker and QuarkXPress, new digital printing technology and the decreasing cost of colour printing played a big role in shaping today's Document Production department. Once the cost of colour printing became less prohibitive and design went digital, many more options for creative and colourful documents became possible. This had the effect of expanding the creative possibilities and also the workload for all DP staff.

"When I came on in 2007, we were just entering the era of colour printing being not as expensive," recalls former DP manager Renee Hughes.

"Once everyone had [access to] colour copiers, everyone wanted to be more creative and have fancier documents

“
People would literally
scribble ideas on napkins
and bring it here
and the DP staff would
transform that into a
beautiful printed poster
or a professional
looking report.”

— Sheila Rolfe,
former production assistant

with lots of colour. We went from the old mindset of keeping track of every colour page and printing mostly in black and white to printing in full colour. We had to change, to keep up with the times.”

The advent of digital film and printing meant that the darkroom was no longer needed to process film or produce printing press plates, so, like the offset printer and typesetters, it too was phased out.

Paper needs also changed, and the dusty second-floor space that once housed dozens of varieties of paper stock, spare computer parts, a dumbwaiter and the distribution manager's office, made way for offices to house the editors, graphic designers, assistants and supervisors who occupy it today.

One final major addition to DP's bag of tricks was the development of the ATA website and the transferring of responsibility for it from IT to DP. Initially developed by editor Harlan James and an IT staff member in 1996, the website and its content became DP's sole responsibility in 2010.

Today DP provides an array of publishing services for all the ATA's program areas, locals and subgroups, and occasionally external entities such as the Alberta Retired Teachers' Association or Alberta Teachers' Retirement Fund. It is essentially the ATA's private publishing house.

The creativity of the graphic designers and assistants features prominently on many of the Association's publications and campaigns, while the editors' attention to detail ensures that print material adheres to the Association's style, Steinbrenner says.

Print shop staff print thousands of documents on state-of-the-art equipment and distribution staff respond to thousands of requests each year, she adds.

"Document Production is a humble group of people with much to contribute, and I am amazed at their ability to pull together during tight production timelines to support the Association's work," Steinbrenner says.

"Each team member has a strong sense of responsibility and is content to work behind the scenes with little recognition, yet they are key to making the Association work."

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We like to stay in touch with Alberta teachers. There are many ways to find the latest 2Learn.ca news. Several times each week we post updates on social media, highlighting new and updated resources or collections that may be of interest at a certain time.

You'll find all of our contact information plus a "What's New?" section on www.2learn.ca. If you have suggested resources, questions about the 2Learn.ca website or other feedback, we'd love to hear from you!

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The Alberta
Teachers' Association

The Alberta Teachers' Association invites applications for the positions of

EXECUTIVE STAFF OFFICER, TEACHER WELFARE

Competition: ESO6/18 and ESO7/18 (two positions available)

Location: Edmonton

Commencement: August 1, 2018

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

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

Total compensation for these positions includes a starting salary of \$132,851, pensionable service under the Teachers' Pension Plan of the Alberta Teachers' Retirement Fund Board and employer-paid benefits as stipulated in a collective agreement. The initial location will be in Edmonton, but future assignments may be to any present or future Association office. Duties will commence on August 1, 2018.

Applicants should quote positions **ESO6/18** and **ESO7/18** and include the names, phone numbers and e-mail addresses of at least two references who are not Association employees or elected officials of its provincial executive. Applications must be received by 1700 on Tuesday, May 29, 2018 and should be addressed to

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

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

By the numbers

In the ATA's 2017 annual report, the following statistics illustrate the productivity of Document Production and Distribution:

- 5.5 million copies involving 2,696 work orders;
- 87 per cent of these were for the Association itself, 5.4 per cent for specialist councils, and 8.1 per cent for other groups;
- 155,700 copies on the envelope printer;
- 41 bulk mailings to local associations, 40 to local presidents, 47 to local secretaries, and six to local student associations; and
- 104 items distributed in 10 scheduled school mailings. ■

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**The Alberta
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Contract teacher wanted in Calgary to teach TOEFL iBT exam prep course, June 18 to July 27. Contact Neil Hosler at 780-966-7719.

To Advertise

For advertising information, contact the advertising manager:

780-447-9417 direct
1-800-232-7208 toll free
email: advertising@ata.ab.ca.

Next Deadline
Friday, May 18, 2018, 4 p.m.
(publication date May 29, 2018)

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

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This is a sealed bid auction, so please mail your bid letter in a sealed envelope marked "Car Bid," Attention Tracy Pohl, The Alberta Teachers' Association, 11010 142 Street, Edmonton, AB T5N 2R1. Bids will be accepted until 5 p.m., June 15, 2018.

For more information, contact Tracy Pohl at tracy.pohl@ata.ab.ca phone: 780-447-9482 or 1-800-232-7208 (toll free) ext 482. The Alberta Teachers' Association reserves the right to refuse the highest bid if it is deemed to be inadequate.

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ARA Crossword Puzzle Answers

Puzzle on page 12

1. delegates	2. coffee
3. division	4. question
5. budget	8. May
6. point	11. doorprizes
7. emergent	12. Roberts
9. parliamentarians	13. auditor
10. hat	15. president
14. democracy	16. closed
17. courtesies	18. order/business
19. seven	20. blocks
22. memes	21. resolutions
23. steering	24. one



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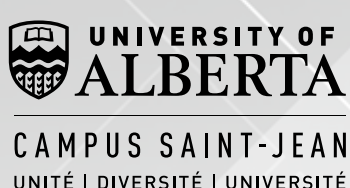
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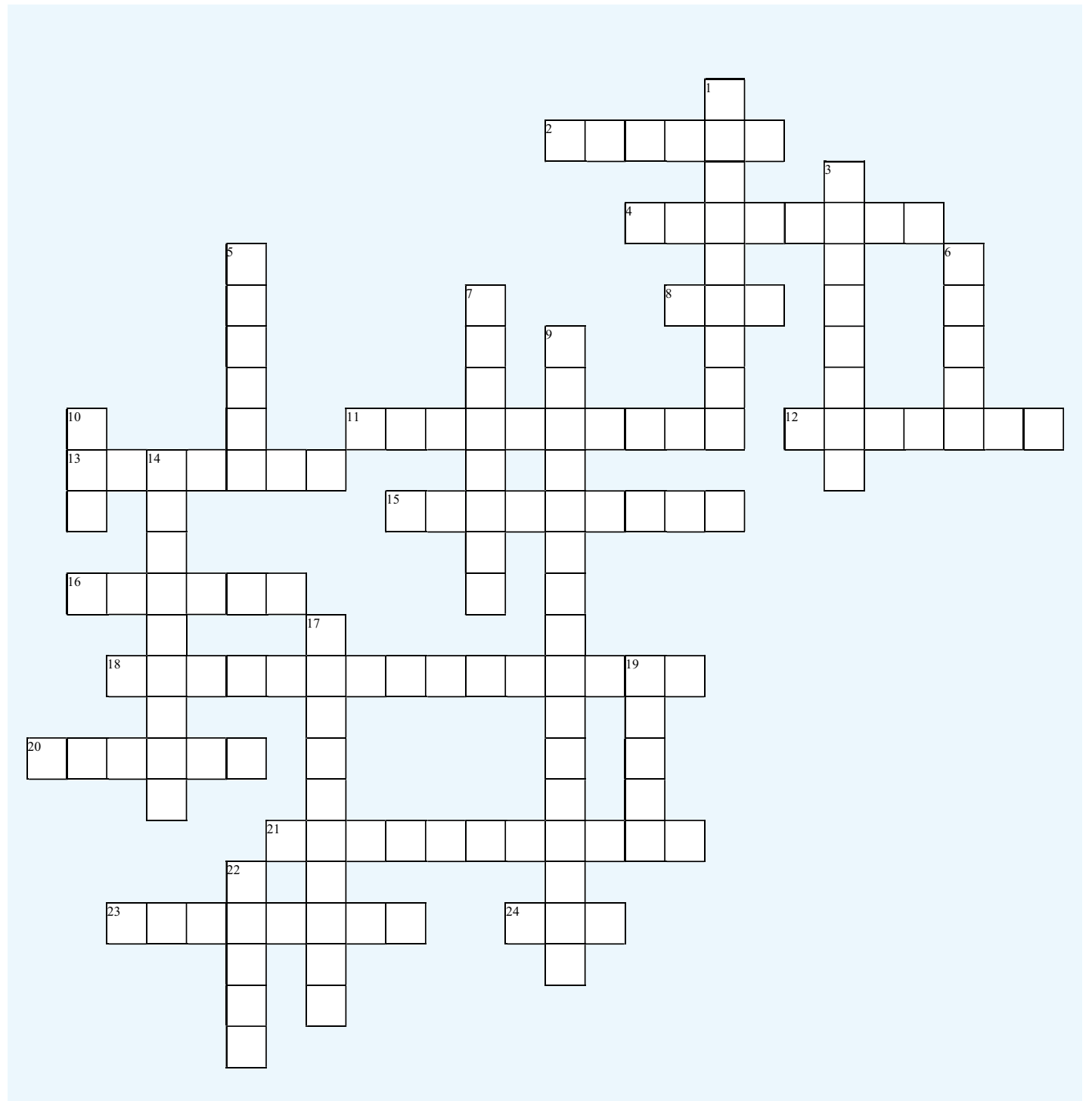


Leave of absence

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 9(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.

Test your ARA knowledge!

The 101st Annual Representative Assembly (ARA) will take place over the Victoria Day long weekend in Calgary. The event, which acts as the annual general meeting of the Alberta Teachers' Association, will include a number of speeches as well as discussions about ATA policies and finances.



Across

2. Considered by many to be the main fuel of ARA delegates
4. Procedural motion to end further debate of a resolution: Call the _____
8. Since 1994, ARA has taken place in the month of _____
11. The secondary purpose of the voting card is to enable delegates to claim these _____
12. Meeting protocol employed fervently during ARA: _____ Rules
13. Each ARA, this individual presents the preceding year's financial statements
15. Traditionally, this ATA official is the first to speak at ARA
16. The budget discussion occurs during this type of session
18. The schedule for ARA
20. Resolutions that receive sufficient support in a pre-vote by ATA locals are combined into these _____
21. Delegates vote on these _____
23. This committee schedules resolutions for debate
24. The maximum number of times an amendment can be amended

Down

1. There are about 450 of these at each ARA
3. When executive staff count all the votes: _____ of the house
5. One of the main functions of ARA is to approve this _____
6. When someone questions whether correct procedure has been followed: Point of _____
7. Resolutions that come from the floor are classified as _____
9. ARA's experts on governmental procedure
10. Required wardrobe element for delegates from Parkland Local No. 10
14. ARA is an example of this system of governance, which means "rule of the people"
17. Motions aimed at showing appreciation to specific individuals or groups
19. The 2018 ARA will be held in Treaty _____ territory
22. For the amusement of their colleagues, delegates often deploy these via social media

Questions by ATA News staff Cory Hare and Shelley Svidal. Answers on page 11.