

2003 ACOL CLASS SIZE TARGET

FALLING SHORT

Public education system falling increasingly short of class size targets.

See infographic on page 3.

ARA 2018

HIGHLIGHTED RESOLUTIONS

Read more on pages 8-9.

ATA NEWS

The Alberta Teachers' Association



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CORY HARE

The Youth Singers of Calgary perform an energetic pop tune for the crowd at the 100th anniversary banquet that took place at the Annual Representative Assembly over the Victoria Day long weekend.

ARA 2018 COVERAGE

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Responsible sex education

All students should be taught about consent.

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The future of CIF

Administration to change for funding program.

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Time to step up

ATA needs to delve into shortage of women in leadership roles.

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Top bargaining goals identified

Teachers to focus on class size, salary and student supports.

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All students should be taught about consent



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

I never taught health or career and life management (CALM), but I have thought about how I might approach the unit on human sexuality.

I always thought I would begin with a discussion on the debate between harm reduction models of sex ed versus abstinence models. Not only would it be interesting to hear student perspectives on the debate, but it would be valuable for students to respectfully explore what adults think about how we should teach them about sexuality.

Such a discussion would get into aspects of why we want to teach human sexuality in schools and why most parents want to be involved in discussing sexuality with their children. It would inevitably lead to a strong understanding that there are risks associated with sexual activity; that there are ways to mitigate the risks; that the best way to manage the risks is through healthy, committed relationships; and the only guaranteed way to eliminate the risks is through abstinence.

Over the May long weekend, after significant discussion, delegates at the Annual Representative Assembly

approved a trio of resolutions related to sex education.

The first two resolutions urge the government to fund programs and services and develop curriculum to address issues of sexual exploitation, sexual assault, sexual harassment and consent. The third resolution urges the government to make sex education mandatory for all students attending publicly funded schools.

Some teachers were worried about how such a policy would inhibit the ability of parents to direct the education that their child receives. But other speakers spoke to how teachers would use good judgment and professionalism to teach the program of studies in a way that would be sensitive, objective and age appropriate.

"Schools teach the facts. Parents can teach the values," said one speaker.

And the program of study urges sensitivity and encourages good communication with parents.

"Students need to have a safe and caring environment in which to explore feelings, ideas and issues surrounding personal choices and decisions," the CALM program of study states. It says many of the topics in CALM are sensitive in nature and "need to be dealt with in a responsible, respectful and professional manner in the classroom."

"Instruction in human sexuality education requires communication with

parents about the learning outcomes, topics and resources."

I know that if human sexuality becomes mandatory, teachers would continue to communicate with parents about the class content while teaching with sensitivity and appreciation for a diversity of viewpoints on the matter.

I saw a clear link between this resolution and the earlier ones about sexual assault and consent.

The emergence of the #MeToo and #TimesUp movements represent a new consciousness about the pervasiveness of sexual assault and sexual harassment in society. As many as one in three females and one in six males will experience some form of sexual assault or sexual exploitation in their lifetime. Most of the time these incidents happen before the survivor reaches the age of 21, and 80 per cent of the time the person knows their assailant.

Sex ed has been shown to reduce incidents of sexual violence and to improve the frequency of reporting when it happens. Sex ed helps to foster healthy relationships and empowers young people to understand boundaries. It also helps to foster a culture of believing and supporting survivors of sexual violence by challenging myths and stereotypes that surround sexual violence. The Association of Alberta Sexual Assault Services has put together a sexual violence action plan for

Alberta that includes a call for sexual assault prevention education across all ages and in all communities.

Adding consent as an important topic of discussion into the curriculum empowers possible victims with more tools to clearly and confidently say no, while educating possible perpetrators about what consent looks like and how to ensure it has been obtained.

This is important learning that everyone should know, and we can start this by teaching it to all students.

I also think that teaching about consent fits nicely with those who think young people should remain abstinent by choice. Abstinence requires young people to be able to communicate confidently about the decisions they have made about sex, and to be able to send and receive messages about which activities (like holding hands, hugging or kissing) they have consented to and which ones (like sexual touching or intercourse) they have not consented to.

This is what it can look like when teaching professionals, led by a high-quality curriculum, with clear communication and respect for the diverse views of parents, deliver sex ed in a responsible, respectful and sensitive manner.

I think it will be very good for the health and safety of all students and society at large. ■

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

CIF will continue but won't solve longstanding problems



Q & A

Dennis Theobald
ATA Executive Secretary

Question: I was hired under the Classroom Improvement Fund program last year. Will the program continue next year?

Answer: The short answer is that funding will be continued in 2018/19, but there will be some significant changes to the way the program is administered.

The Classroom Improvement Fund (CIF) was introduced for 2017/18 as part of the first central table collective agreement between the Alberta Teachers' Association and the Teachers' Employer Bargaining Association. The government provided \$75 million across the province with the stipulation that individual school boards and teachers' representatives (i.e., the bargaining unit's Teacher Welfare Committee) would agree on how the funds would be expended. In contrast, the 2018/19 continuation of the CIF is outside the scope of the collective agreement and, as a result, government has a free hand to modify the program, funding for which will increase by \$2 million to \$77 million, reflecting anticipated growth in student numbers.

Education Minister David Eggen has been very clear in stating his belief that the best way of improving classrooms is to have more teachers, aides and support staff working directly with students. Accordingly, on Friday, May 11, 2018, the Association and superintendents received further information about changes to the program, where it was made clear that the priority is to use the funds "to improve the student experience in the classroom." The memo went on to state that "[f]or the 2018-19 school year, school boards are encouraged to prioritize the retention of staff hired with 2017-18 CIF funding."

Beyond this, the fund could also be used for the "hiring of additional teaching and non-teaching staff" and for "initiatives that enhance supports for students with complex learning needs and English language learners."

Even though the CIF 2018/19 is no longer provided for under a collective agreement, the government still expects school boards to consult with teachers concerning the use of the funds.

"School jurisdictions are encouraged to collaborate with their teachers to develop CIF grant proposals through the establishment of a committee with teacher representatives to decide on allocation of grant funding," the memo states.

To be clear, though, formal teacher signoff is not a requirement and, as

CIF 2018/19 is not part of collective bargaining, bargaining unit Teacher Welfare Committees should not involve themselves in whatever consultation process does take place.

All CIF 2018/19 proposals will have to be submitted for approval to Alberta Education, and school boards will have to demonstrate that their proposals are compliant with the new objectives set out for the program and document how teachers were consulted and how priorities were identified. As well, a process for holding boards accountable for the use of the funds is laid out.

While not perhaps ideal, the government's plan for implementing CIF 2018/19 does reflect teachers' priorities and will help to carve out room in board budgets to maintain staff who were hired in the first CIF round.

The main difficulty with the program is that it is woefully insufficient to address longstanding concerns about classroom conditions, including large class sizes, inadequate support for inclusion and growing classroom complexity. Addressing that problem is one of the Association's priorities in advocacy and in collective bargaining. ■

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

FOR THE RECORD



You don't get what you need and you don't get what you deserve — you get what you fight for.



— Former ATA president Larry Booi speaking at a banquet in celebration of the 100th anniversary of the Alberta Teachers' Association.





ACOL

As part of a review of the education system, the Alberta Commission on Learning (ACOL) released class size targets in a 2003 report.

What happens when class sizes are reduced?



Better academic performance

Smaller class sizes have a positive impact on students' academic performance, especially in the early grades (K-3), and for vulnerable students.



Long-term student success

Students who get the support they need early in their school lives are more apt to perform better and require less support later on.

We need to seriously review the status of women in our profession



VIEWPOINTS

Shannon Dube
President, Fort McMurray Local No. 48

In May I had an amazing opportunity to attend the Canadian Teachers' Federation Women's Symposium in Prince Edward Island. The theme was "Women and Union Leadership."

I learned of the conference from Edmonton Public local president Heather Quinn and was immediately intrigued. I was a woman in a leadership role! I figured I could undoubtedly learn something to bring back to my local in Fort McMurray.

And learn I did! I met amazing women from all over Canada who taught me about fierce and passionate leadership. While I could list off all the sessions I attended and provide an inventory of things I learned, I instead want to focus on one thing: women. Yes, women.

Women make up the majority of the teaching profession in Alberta. As of 2015, 74 per cent of us were women. I bring this up because I learned at the symposium that most teacher organizations in Canada have a status of women committee. But the Alberta Teachers' Association does not. Yet.

I have seen the idea brought up multiple times at our Annual Representative Assembly (ARA), only to be defeated. This year I was extremely happy to see an increase to the budget of the Diversity, Equity and Human Rights (DEHR) Committee so it could form a subcommittee related to the status of women.

Why is this important or relevant in 2018? Consider this: even though, in 2015, 74 per cent of Alberta teachers were women, only 41 per cent of principals and 18 per cent of superintendents were

women. Currently within the ATA, 47 per cent of Provincial Executive Council members are women, as are 45 per cent of local presidents and 32 per cent of executive staff.

Your first reaction may be that this seems really great. After all, some of those figures are approaching 50 per cent. However, I believe that the highest levels of leadership should more accurately reflect the overall membership.

We need to work together, all of us, women and men, to get more women into leadership.

Currently in the education sector, women involved in leadership tend to fall into two distinct categories: those without children and those whose children are grown. This isn't representative of the diversity embodied in our female teachers. For myriad reasons, women who don't fall into these categories have been largely unable to attain leadership positions — perhaps because of family obligations, or not seeing other women like themselves in leadership positions, or not being encouraged or supported to take on leadership roles.

These members need to see women of various demographic and domestic descriptions in leadership so they can gain the confidence that they can do it too, so that they have role models and mentors to help them make

the leap themselves. In a profession in which more than 74 per cent of the members are women, we need to work together, all of us, women and men, to get more women into leadership, so we can say that, as an association, we have proportional representation, not underrepresentation.

At the symposium I also learned that the Elementary Teachers Federation of Ontario allocates six per cent of its budget to women's programs. They have programs called Women in Action and Leaders for Tomorrow, and they also do parliamentary training. Wouldn't that be amazing?

As I mentioned previously, almost all teacher organizations in Canada have a status of women committee: Newfoundland, Nova Scotia, New Brunswick, Ontario, Quebec, British Columbia, and Nunavut. More provinces have such a committee than don't. And sadly, Alberta is not on the list.

While I am very proud to be a member of this association, as I am sure many of my colleagues are, I would be even more proud if we established a status of women committee. The DEHR subcommittee I mentioned earlier is a great start, but hopefully one day we can take it a step further and give the issue the higher profile it deserves.

This is one issue where we need work, loud and passionate voices, and financial support. One day we could be the organization we have the potential to be, in all areas.

So, at next year's ARA, when you see a resolution about the status of women, think twice before speaking against it. Think about the statistics listed above. We all need to support the women in this profession. We need them. ■

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

YOUR VIEWS

ON TWITTER

On the 101st Annual Representative Assembly (#ARA2018)

Nicole FrenchGillies @nfrenchgillies

As a smaller local who has a small budget to work with, thank you to the assembly for supporting those teachers going to Summer Conference and encouraging more engagement of teachers with children.

Timberline Local @TimberlineLocal

The oldest female pensioner is 108 years young, retired in 1974 and has received a pension for 44 years!

Jason Schilling @schill_dawg

Thrilled to have Canadian Mental Health Association receive the public education award today at #ARA2018. Mental health needs affect and touch every classroom in our province.

Stephani Clements @stephaniteacher

Impressed with the quality and tone of debate. It's important to listen to different perspectives from around the province.

FACEBOOK FEEDBACK

On former president Carol Henderson receiving honorary ATA membership

Tracy McNish

Well-deserved! I could always count on good advice from Carol when I taught for a couple of years at the same school that she did.

On Dennis Theobald's Q&A addressing the United Conservative Party's resolution to split the ATA (ATA News, May 15)

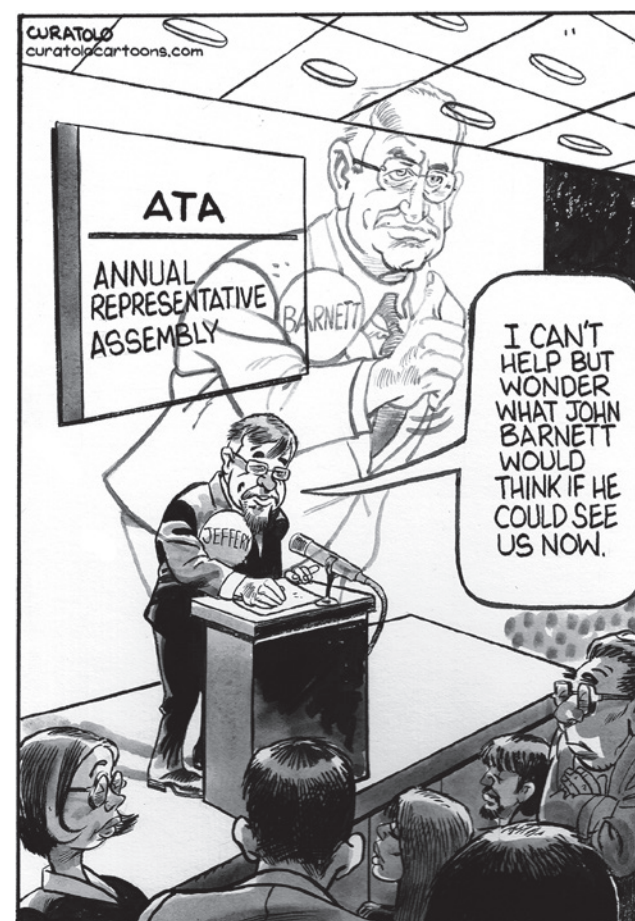
Trese Lynn

B.C.'s is separate and it's terrible. I hope this never happens to the ATA. I couldn't agree more with the article's statement: "Alberta's students continue to benefit from one of the highest-performing education systems in the world."

Dustin Blumhagen

Personally, I think the union may be much more effective if split from the professional organization. It certainly hasn't been as effective as much more active unions, like nurses.

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.





Top bargaining goals identified

Teachers to focus on class size, salary and student supports during central table talks

ATA News Staff

Teachers want to see reductions in class sizes, increases to salary and more support for student needs.

As approved by Provincial Executive Council (PEC) at its May meeting, these are the three main bargaining goals heading into the next round of central table bargaining.

The three goals are based on the results of a survey of teachers conducted in January and February. More than 11,000 teachers completed the survey that identified these as their most important issues for bargaining.

Central Table Bargaining Committee (CTBC) chair Jason Schilling shared the results of the survey in a



“Our priority will be on making advancements relative to the three bargaining goals: reduced class sizes, improved salary and better supports for student needs.”

— Jason Schilling, chair, Central Table Bargaining Committee

Bargainers’ Blog post published on May 16.

“These three priorities placed well ahead of any other area mentioned,” wrote Schilling. “Of all the votes cast, 24 per cent supported reducing class size, 17 per cent favoured increased monetary compensation and another 17 per cent prioritized more support for complex student needs.”

The blog post includes details of how CTBC plans to continue to collect

teacher feedback before PEC approves a comprehensive opening proposal at its June meeting. A draft proposal for central table bargaining will be shared with members online, and a telephone town hall will be held on June 4 to answer questions about the opening proposal and to elicit further feedback from members.

Schilling wrote in the blog that the opening proposal will be the result of extensive consultations with teachers,

allowing CTBC to appropriately reflect their views in bargaining with the Teachers’ Employer Bargaining Association.

“We may not be able to achieve everything that we set out to,” Schilling wrote. “But our priority will be on making advancements relative to the three bargaining goals: reduced class sizes, improved salary and better supports for student needs.”

Draft proposal telephone town hall

- June 4, 2018, at 7 p.m.
- Teachers will receive a call on a phone number they have provided to the ATA. (Update your contact info at profile.teachers.ab.ca.)
- Participants will hear about the opening proposal and have a chance to ask questions and share their thoughts.
- Feedback gathered will be used to draft the final opening proposal.

International travel produces archival treasures

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 and documents from the Association’s archives.

The Alberta Teachers’ Association, as part of its active roles through the Canadian Teachers’ Federation and Education International, has been supporting teachers engaged in international co-operation for decades, beginning in 1964 with teachers travelling from Alberta to Malawi and Kenya to support teachers in those countries.

On many occasions Association staff have travelled overseas to collaborate with international colleagues. Often, those staff returned with unique artifacts presented as gifts to the visiting staff officer. That is how two particularly fascinating artifacts came to be housed in the Association archives.

The gifts pictured above were presented to ATA staff in 1986 during a visit to the All India Primary Teachers Federation (AIPTF), where ATA staff delivered a workshop on institutional development. The AIPTF was founded in 1954 at Nagpur, the capital of the central Indian state of Madhya Pradesh. This was a tumultuous time for Indian independence, and teacher leaders



These symbolic artifacts, now housed in the ATA archives, were given to Association staff in 1986 during a visit to India. The first (above, left) depicts a famous scene involving a charioteer from the *Mahābhārata*, one of the most important epic poems of ancient India. The other depicts the Hindu god Shiva performing a divine dance that demonstrates power in the face of adversity.



PHOTOS BY CORY HARE

struggled to have their concerns and demands addressed. After India achieved independence, teacher organizations formed throughout the country.

Both of these artifacts are highly symbolic. The first depicts a famous scene from the *Mahābhārata*, one of the two most important Sanskrit epics of ancient India. It chronicles the fates of the warring Kaurava and Pandava princes during the Kurukshetra War. This panel depicts Sanjay, a faithful charioteer, describing the battle to Dhritrashtra, the father of the 100 Sons (the Kaurava). Ultimately, the Pandava triumphed through the intervention of Lord Krishna, the Hindu god of compassion, tenderness and love. The *Mahābhārata* is the longest epic poem ever written. At approximately 1.8 million words

comprising 200,000 verses, it is approximately 10 times longer than *The Iliad* and *The Odyssey* combined.

The second statuette is of Shiva Nataraja, the Lord of the Dance. The Hindu god Shiva is depicted dancing the Tandava Nritya, a divine dance that shows Shiva’s power in the face of adversity or provocation. It is a fitting and cherished gift from teachers who overcame adversity to organize for their common interests.

These two artifacts are among the most unique in the ATA’s archives collection, and we are happy to have the opportunity, once again, to express our thanks to the AIPTF for these mementos of friendship, solidarity and international collaboration. ■

These two artifacts are among the most unique in the ATA’s archives collection.

ARA affirms importance of united teaching profession

ARA 2018

Jonathan Teghtmeyer
ATA News Editor-in-Chief

One hundred and one years after the Alberta Education Association adopted motions to create an independent teachers' organization, delegates of the 101st Annual Representative Assembly adopted resolutions to maintain the Alberta Teachers' Association in its current form.

ARA 2018, held in Calgary over the Victoria Day long weekend, approved 263 resolutions, celebrated the 100-year history of the Alberta Teachers' Association and approved the operating budget for the first year of the Association's second century.

Two resolutions (3-92 and 3-93) affirmed the benefits of a unitary teacher organization and resolved to adamantly oppose any efforts to divide or diminish the ATA's membership. These were a direct response to a policy adopted by the United Conservative Party (UCP) to split the ATA into a separate trade union and teachers college.

ATA president Greg Jeffery noted during debate that there have been numerous attempts to split the ATA over the years and that 100 years later, the organization still stands unified.

"How have we resisted this threat for so long?" he asked. "Because of our resolve, because of our solidarity and because of our members."

Vice-President Jason Schilling said the UCP's policy to split the ATA was adopted because a well-organized lobby within the party pushed the policy through along with other regressive education policies.

"It makes no sense to dramatically alter such a key component of a world-class system because of the unwarranted hostility of a special interest group toward us," he said. "We are teachers; we are the Association. We will not be divided."

Both resolutions passed unanimously.



Delegates line up to announce local donations to the ATA Educational Trust during ARA 2018. The donations are an annual tradition. The assembly also debated several hot-button issues, including class size, violence in the workplace, sexual education and mandatory vaccinations.

Heated debate

Other hot topics discussed at ARA included class size, violence in the workplace, sexual education and mandatory vaccinations.

Resolution 3-97 urged the department of education to establish, fund and enforce districtwide pupil/teacher ratio standards in order to achieve the class size targets set out by the Alberta Commission on Learning. Resolution 3-99 urged the department to require school authorities to track incidents of violence and harassment affecting school staff.

One speaker, choking up with emotion, spoke about colleagues who had been attacked, hit and spit on by students, including one colleague who was sexually assaulted in her own classroom.

The most hotly debated session featured three resolutions related to issues of sex education and programs to address sexual violence and consent.

Resolution 2-15, proposed by Edmonton Public teachers, called on the government to make all outcomes related to human sexuality in health and career and life management (CALM)

curricula mandatory without provisions for opting out.

Arguing in favour of the resolution, one delegate said "sex ed curriculum, or program of studies, that is evidence based, medically accurate and age appropriate should not be seen as an infringement on the role of parents."

Another delegate, arguing against the motion, said he has taught CALM for 10 years in a socially conservative community and has been able to get most parents on board with the human sexuality outcomes because he's treated them with respect and did not compel them to be compliant. He reported having only three cases in which parents opted their kids out of the instruction, although they agreed to having the students included in assessment on the outcomes.

"They told me that they would teach it, they just wanted to be the one to do it," he said.

"I have never had a single student or parent completely opt out of the system because I invited them on board, because I treated them with respect," he said. "We will not get compliance and change if we do not show respect."

Overheard at ARA

For and against mandatory sex ed

"Every student in the province has a right to be taught the program of studies, and we have the responsibility to teach the program of studies... Schools teach the facts. Parents can teach the values."

"When governments attack the profession, generally parents are on our side. Remove their freedom of choice, and I think they won't be."

For and against mandatory vaccinations

"We are very fortunate to have this debate and to be where we are in this world. Three generations ago this debate would have been about 10 seconds long as polio and smallpox ravaged our children and our newborns."

"Regulation is useful; absolute mandates go too far."

Another delegate expressed a different opinion.

"I don't believe the nature of this motion is to remove the rights of parents to have this information or to deliver this information," she said. "I believe it is to ensure that all students have access to accurate, scientifically based information regarding their sexuality."

That resolution passed.

Delegates also adopted one resolution calling on the government to fund programs and services to address issues of sexual exploitation, sexual assault, sexual harassment and consent, and another one that called for those issues to be included in health and CALM programs of study.

Mandatory vaccination also discussed

Delegates also thoroughly discussed a resolution (2-18) calling for the government to require mandatory vaccinations, with no personal or religious exemptions, for all students attending schools receiving public funds.

ARA OVERVIEW continued on page 6

Teacher voice needed as election approaches

ATA president shares desire to raise profile of public education

Cory Hare
ATA News Managing Editor

With a provincial election slated to take place next year, one of the top priorities for the Alberta Teachers' Association is to raise the profile of public education, and in order to do this, the organization will be asking all its members to play a part.

This was one of the main messages that ATA president Greg Jeffery shared with delegates of the 101st Annual Representative Assembly (ARA) in Calgary on Saturday, May 19.

"We continue to harden the organization for what lies ahead," Jeffery said during his presidential address. "Our task is to increase the profile in the election and to inform the public of our views on K-12 public education in this province."

Jeffery said recent polling shows that public education is currently very low

on Albertans' list of important election issues. In order to raise awareness of the value and importance of public education, the Association will be asking for help from teacher leaders at the local level as well as from front-line classroom teachers.

"When those asks come I ask you to think of those who came before us and remember the words of Margaret Wheatley: 'No one is coming to save us. We are the ones that we have been waiting for,'" Jeffery said.

On an organization level, the Association has been getting election ready by having conversations with other public sector employee groups and exploring the concept of forming coalitions with such groups, Jeffery said.

As well, Provincial Executive Council has approved of constituting the ATA's Election Readiness Committee this month instead of waiting until September.

"This is just the beginning of a plan that will help us to achieve our objectives next May and beyond," Jeffery said.

Past meets present

Another theme that Jeffery explored in his address can be summed up with the saying, "The more things change, the more they stay the same."

Given that the 2018 edition of ARA was heavily focused on celebrating the Association's 100th anniversary, Jeffery drew quotes from addresses that previous presidents delivered during assemblies that celebrated the organization's 25th, 50th and 75th anniversaries.

Jeffery noted that, in 1943, then president J.A. Smith talked about an impending shortage of 500 teachers. And in 1968 Bernie Keeler spoke about finances, the status of women in the Association and the need to resist attempts to remove administrative personnel from the bargaining unit. Finally, in 1993, Fran Savage spoke about the need for the government to place a high priority on funding education, especially the funding required to successfully



ATA president Greg Jeffery addresses ARA delegates on Saturday, May 19.

integrate special needs students into regular classrooms.

"The same year, Ms. Savage ... challenged teachers not to remain silent while the planet continued to be plagued by such problems as warfare, illiteracy, gender discrimination, the privatization of education, the denial of human rights and hunger," Jeffery said. "We have not forgotten nor given up on any of these, Fran." ■

This...

from ATA president Greg Jeffery



Spring means many things; PATs shouldn't be one of them



In the spring a teacher's fancy lightly turns to thoughts of ... provincial achievement tests? My apologies to Alfred Lord Tennyson, but I now feel like I have your attention.

Every year grades 6 and 9 teachers of language arts, math, science and social studies are thinking about PATs but in different ways. For some it is a situation where all else becomes secondary, while for others these tests are just part of the regular passing of the school year.

This is not that some care more about the success of their students than others, or that some do not see the results of a single-day snapshot as an accurate indicator of student achievement, but it is much more likely the result of outside pressures put on them. Some school systems require the results of the PATs to be reported to parents with the June report card, which requires classroom teachers to mark the government's exam. The temptation then is to use this assessment as the final exam to preserve time for teaching and learning — all this for an exam regime that was announced as being phased out back in May 2013, fulfilling Association policy that dates back to 1990.

There are so many better things to turn our fancy to as the school year winds down.

Because of a dreadful rollout of the Student Level of Achievement (SLAs), the end of grade 6 and 9 PATs was put on hold. These accountability measures have been a big part of the discussions on public assurance as the curriculum rewrite continues.

Since we have not yet seen the end of this testing, maybe in the interim we could at least return to some past practices. When I began teaching, only one subject was tested each year. My excitement for the Olympic years was tempered by the math PAT. Perhaps a sampling of students would suffice to assure the public that the curriculum is being taught. Either of these would reduce the anxiety felt by both students and teachers until these tests meet their well-deserved end. There are so many better things to turn our fancy to as the school year winds down. ■

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

ARA OVERVIEW

continued from page 5

Delegates spoke to the need to ensure that immunization coverage stayed large enough to provide benefit for students or staff who have compromised immunity or are medically unable to be vaccinated.

"Take the courageous step to say this is the right thing to do," said one teacher. "I believe in a safe and a caring school and as long as we let people opt out of vaccinations, it is not a safe school, no matter how much we care."

Others thought the objectives of the motion could be achieved by other means.

"Persuasion, appeal to people's values and education are less coercive means of promoting vaccine compliance," argued one delegate. "This method is more in line with how I believe the Association needs to move forward should they wish to become involved in the highly contentious vaccine debate."

The resolution passed. ■

Pay attention to relationships, former president advises

Carol Henderson awarded honorary membership

ARA 2018

Cory Hare
ATA News Managing Editor

At a time when relationship building is on the wane and daily pressures are ever increasing, teachers need to watch out for each other, especially when they see signs of distress.

This advice came from former Alberta Teachers' Association president Carol Henderson while accepting an honorary ATA membership at the Annual Representative Assembly in Calgary on May 19.

Henderson warned that the important practice of building relationships and sharing conversations is becoming less prevalent in our lives. This troubling trend, coupled with the increased pressures posed by diverse classrooms and inadequate supports, is placing teachers at risk.

"Life was not meant to be lived in isolation," Henderson said. "[Teachers] are feeling too much weight on their shoulders because they are not receiving support for students and they often face impossible expectations ... I encourage you not to let these teachers stand alone."

Henderson served as ATA president from 2009 to 2013 and was nominated for honorary membership by her local, Foothills, and its president Wade Westworth. Honorary membership is the ATA's highest award and is reserved for those who have given meritorious service to the teaching profession or to the advancement of education.

"I encourage you not to let these teachers stand alone."

— Carol Henderson, accepting an ATA honorary membership at ARA 2018

In introducing Henderson for the award, ATA vice-president Jason Schilling described her as one of the most dynamic people in the ATA's 100-year history and "a tireless and fierce advocate for teachers, students and public education."

"She is a rarity who fights for what she believes in. Her intelligent grasp of issues has led to many ministers of education being on the receiving end of one of Carol's many sharp-witted comments — one that is coated in the sweetness of a grade 1 teacher but leaves the recipient wondering what exactly just happened."

Beloved teacher and leader

Early in her career Henderson moved from Saskatchewan to Alberta, where she taught elementary school music for 36 years. To this day she is still in contact with many former students, Schilling said. He referenced former student Brienne Hurlburt, a journalist with Global News Calgary, who said in an ATA News article that Henderson, her favourite teacher, had a lasting impact on her life.

"She was the first person to show me I could develop a real relationship with adults who weren't part of my family," Hurlburt said.



Former ATA president Carol Henderson prepares to accept an honorary membership award from vice-president Jason Schilling.

Schilling also referred to numerous glowing comments he received from PEC members and ATA staff, including media relations officer Laura Harris.

"She taught me a lot of lessons through her actions, and through her responses in difficult situations," Harris said. "She also reinforced one very important lesson we hear all the time but sometimes forget: don't judge a book by its cover — read it — it could end up being your favourite book of all time."

In accepting the award, Henderson recalled the difficulty she faced after she was diagnosed with leukemia before starting her second term as president.

"Over the summer the news kept getting worse. I rewrote my will and I planned my funeral. You were all invited," Henderson quipped.

Henderson described how she told then executive secretary Gordon Thomas that she thought she should resign due to her diagnosis, but he thought otherwise, pointing out that federal NDP leader Jack Layton hadn't resigned when he was diagnosed with cancer.

"Gordon's words encouraged me, I battled through treatment and I was able to finish my term," Henderson said. "Thank you Gordon, for changing the direction of my life and for your support during a most difficult time."

For the last year, her term as past president having concluded, Henderson said she has enjoyed an "interesting" retirement that has included volunteering for her church and for the Leukemia and Lymphoma Society.

"I also decided to do something really, really questionable. I took up Scottish country dancing," she said, joking that she's the worst in the class.

"No one wants to be my partner. I'm learning a lot about humility. Trying to work with ministers of education also taught me perseverance, so I'm not giving up on dancing."

Henderson concluded by espousing the power of her three "F words": faith, family and friends, then she shared "one last and important thank you."

"To all of you, leaders past and present of this great organization, and the members who trusted enough to elect me as your president: I wish I could have done more. I am so humbled and so honoured. Thank you." ■

"I wish I could have done more. I am so humbled and so honoured."

— Carol Henderson, former ATA president

Eggen promises to remove pension cap

Cory Hare
ATA News Managing Editor

The government says that in the fall it will remove a cap on teachers' pension earnings that has been costing some retirees thousands of dollars per year.

Education Minister David Eggen made the announcement at the Annual Representative Assembly (ARA) on May 19, in response to the issue that the Alberta Teachers' Association has been trying to resolve for years.

"When I write my memoirs I'll let you all know just how difficult it was to achieve," Eggen said.

As part of his announcement, Eggen presented ATA president Greg Jeffery with a letter addressed to Jeffery and signed by Eggen and Finance Minister Joe Ceci.

"On behalf of the Government of Alberta, we are pleased to confirm that we intend to proceed with amendments to the defined benefit limit of the Teacher Pension Plan. We intend to implement

these changes in the fall of 2018 as part of a broader review and alignment of public pension plans," the letter states.

Part of the regulation accompanying the *Teachers' Pension Plan Act*, the cap restricts the total amount of annual pension that can be paid out. Teachers retiring with a five-year average salary of approximately \$103,000 are currently affected by the cap. Teachers earning this amount or higher end up paying into the plan based on that salary but receive smaller benefits than they paid for.

Following Eggen's announcement, Jeffery agreed that the deal had been long and difficult to achieve, involving countless communications from himself and past president Mark Ramsankar to Eggen, Ceci and ministers from the previous PC government.

"If all our emails and text messages were compiled it would resemble a paperback novel," he said in an interview with the *ATA News*.

While the pension cap affects a relatively small number of members now, that number would continue to grow



Education Minister David Eggen presents ATA president Greg Jeffery with a letter stating that the government intends to remove a cap on teachers' pensions.

rapidly if not for the regulation change that Eggen announced, Jeffery said.

Eggen also reminded ARA delegates of his government's efforts to provide stable funding for education, build new

schools and expand the school nutrition program. He also said that there was more work to do in addressing classroom complexity and equitable supports for rural schools. ■

Past and present come together during annual report

Executive secretary Dennis Theobald outlines 11 challenges facing the ATA

Cory Hare
ATA News Managing Editor

The past, present and future all came together, culminating in a list of 11 challenges facing the ATA, as executive secretary Dennis Theobald delivered his first report at the Annual Representative Assembly (ARA).

Theobald, who has been the executive secretary for four months, said he dug into the archives in order to prepare his report.

"What was fascinating to discover reflected in the records of previous representative assemblies is how absolutely consistent the collective vision of Alberta teachers has been over the course of 100 years," he said.

Dating back to the very first annual general meeting of the Alberta Teachers' Alliance (held in the First Presbyterian Church in Edmonton on April 2, 1918), that vision included advancing and safeguarding the cause of public education and bringing about united action on any matter of common interest to teachers.

"A statement that well captures our reason for being here this weekend," Theobald said.

Among the first decisions of the fledgling organization was that it would include all teachers, and not restrict membership based on religion, gender or grade levels. Theobald noted that, during its 100-year history, the Association has expanded its reach and capacity to promote public education and advance the interests of teachers both as a union and a professional association.

"Despite all our accomplishments — indeed because of them — we cannot stand still," Theobald said.

Turning to the present and future, Theobald outlined a list of 11 critical challenges facing the Association today.

1. Economic uncertainty

The public education system is having to manage increased costs and demands without the resources teachers need to do their best work.



ATA executive secretary Dennis Theobald shares his assessment of the challenges facing the organization.

2. Meeting members' economic and work-life expectations

Teachers have responded to difficult economic conditions by agreeing to contain salary growth over the last six years and as a result have seen declines in their real incomes.

3. Provincial election

Education policy is likely to be hotly contested during next year's provincial election. Not only are the policy positions advanced by the Association likely to be contested, but the organization's continued existence in its current form may be threatened.

4. Inclusion

We must ensure that teachers have the resources to welcome and support every child in the classroom. Also, as a profession and organization, we need to meet growing expectations to recognize, reflect and respond effectively to the needs of women, gender minorities, Indigenous peoples, the economically and socially disadvantaged, and other diverse groups that have traditionally been underrepresented or disadvantaged.

5. Changing demographics

The Association must anticipate and accommodate the retirement of many of its core supporters and facilitate the recruitment of new members who may have different priorities and expectations.

6. Demands on volunteers

The Association and its subgroups are run by volunteer teachers who provide critical service to the membership. Are we providing appropriate support to our volunteers? How can we continue to attract volunteers to take on Association roles and responsibilities?

7. Accountability and transparency

Organizations, especially professional ones like the ATA, are having to manage increased legal, management and financial risks and accommodate expectations of accountability and transparency to members and the public.

8. Evolving policy environment

Increasingly, it is the Association that has the institutional memory and expertise that is no longer possessed by government or other stakeholders,

and so it is called upon to provide advice in areas relating to curriculum, assessment, public assurance, quality standards and professional development. As a professional organization, we are pleased and honoured to do so, but we are stretched very thin.

9. Maintaining relevancy and responsiveness

Public education is often the canary in the coal mine — when there is something askew in society, it is visited upon classrooms, and teachers are among the first called upon to respond. The Association has to be there with them.

10. Association structures, culture and processes

We need to ensure that our current structures, culture and processes reflect expectations for the modern workplace. While we can manage growth in the membership and increased workloads by scaling up, we also need to look for different ways of doing our work, and we must be willing to make investments now that will help to reduce costs in the future.

11. True self-governance

What steps must we take to advance the Association's objective of being recognized as a fully self-governing professional organization with responsibility for all aspects of governance of the profession? What capacity do we need to put into place if we are successful?

Theobald concluded his report by quoting a speech by former general secretary-treasurer John Barnett in 1937, the year following the passage of an amendment to the *Teaching Profession Act* that recognized the ATA as a professional body with statutory responsibilities, mandated membership for all teachers in public and separate schools, and created the foundation for teacher tenure.

"Yet withal, a consciousness of plenty of hard work ahead gave rise to hope and anticipation rather than fear and discouragement." ■

Highlighted resolutions

Expiring Current Directive Resolutions

1-4/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.6 be [reaffirmed:] **amended to read—**

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education [to encourage media to adhere] to **include for information** the “Joint Position Statement by the Canadian Psychological Association and the Canadian Association of School Psychologists on the Canadian Press Coverage of the Province-Wide Achievement Test Results” [in reporting and interpreting] **along with any public release of** diploma examination results/school-awarded marks and achievement test results.”

CARRIED AS AMENDED

1-22/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.46 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to ensure that every school in Alberta has a library/**learning commons** with **qualified** teacher-librarian(s) and clerical/technical support **and the required additional funding to make this happen.**”

CARRIED AS AMENDED

1-23/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.49 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to develop student learning outcomes and resource materials within the Health and **the** Career and Life Management [curriculum] **Programs of Studies** to [educate students to prevent] **address sexual exploitation, sexual assault, sexual harassment and consent.**”

CARRIED AS AMENDED

1-64/18 (Current Directive)
Edmonton Catholic Teachers
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.36 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to appropriately fund existing and new programs and services to better address the issue of sexual exploitation [of youth], **sexual assault, sexual harassment and consent.**”

CARRIED AS AMENDED

Local Resolutions

2-1/18 (Current Directive)
Unité francophone

BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards, **notwithstanding special education classes and Hutterite schools,** to restrict multigrade classes taught by a single teacher to include students from no more than two consecutive grades.

CARRIED AS AMENDED

2-2/18 (Current Directive)
Unité francophone

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to ensure that distance and sparsity funding is targeted and sufficient to ensure that school authorities have capacity to eliminate the need for multigrade classes comprised of students from more than two consecutive grades.

CARRIED

2-3/18 (Administrative Directive)
Greater Peace

BE IT RESOLVED, that the Alberta Teachers’ Association [will] work toward minimizing costs and the environmental impact of producing conference and meeting materials [by providing resources in an electronic format, with paper copies only when requested].

CARRIED AS AMENDED

2-5/18 (Current Directive)
Greater Peace

BE IT RESOLVED, that the Alberta Teachers’ Association [strongly] urge the Government of Alberta to [engage in clear, multilevel, consistent, transparent and timely communication with all stakeholders with regard to] **communicate with schools in a timely manner regarding the medical needs, interventions employed and related information from departments such as Children’s Services, Health and Justice in order to effectively support** at-risk students.

CARRIED

2-6/18 (Current Directive)
Aspen View

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to undertake, in conjunction with rural school authorities, other stakeholders and the Association, a review of [education] **the funding [for rural school authorities with the objective of implementing funding arrangements that will ensure that smaller schools serving rural communities have the financial capacity to meet programming requirements for all students as well as the obligations imposed by collective agreements, including limits on instructional and assignable time for teachers] model for school boards, with an aim to create a more equitable funding model with a particular emphasis on ensuring rural schools are funded appropriately.**

CARRIED

2-11/18 (Current Directive)
Evergreen

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to [release] **make available** more exemplars [for provincially mandated tests] **of student responses to performance tasks that are a part of the current provincial testing programs.**

CARRIED AS AMENDED

2-12/18 (Administrative Directive)
Grasslands

BE IT RESOLVED, that the Alberta Teachers’ Association move to an electronic mail system for courtesy copy recipients of mailouts.

CARRIED

2-15/18 (Current Directive)
Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to [require] **revise section 50.1(1) of the School Act** so that all curricular outcomes related to human sexuality [be] **are** mandatory for students attending K–12 schools in Alberta, which receive public funds, with no provision for opting out.

CARRIED AS AMENDED

2-18/18 (Current Directive)
Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to require mandatory vaccinations, with no personal or religious exemptions, for all K–12 students attending schools in Alberta which receive public funds.

CARRIED

2-19/18 (Current Directive)
Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to provide on-site, **voluntary** influenza vaccinations to all teachers, **school staff and students,** at no cost [to teachers or school boards].

CARRIED

2-22/18 (Current Directive)
Pembina Hills

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to [maintain and expand, with consultation:] **consult with Alberta teachers on the maintenance and expansion of** provincial [licences] **licensing for common** technological tools **and/or platforms** that support [teachers in delivering their education program] **teaching and learning.**

CARRIED

2-26/18 (Current Directive)
Edmonton Catholic Teachers

BE IT RESOLVED, that the Alberta Teachers’ Association support the *Truth and Reconciliation Commission of Canada: Calls to Action* report’s recommendation to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation **as it relates to education.**

CARRIED

2-27/18 (Current Directive)
Edmonton Catholic Teachers

BE IT RESOLVED, that the Alberta Teachers’ Association [request that all] **urge** school jurisdictions **to** ensure that [any] **increases in** funding due to increased enrolment [is reflected] **results** in a corresponding increase in teaching staff **and to report to Association locals and the public on those increases.**

CARRIED

2-29/18 (Current Directive)
Fort Vermilion

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to work with Indigenous and Northern Affairs Canada to ensure that per-student funding for Indigenous students is **at least** equal to [(on par with)] per-student funding provided by the province **and sufficient to meet the unique needs of Indigenous students and communities.**

CARRIED

2-30/18 (Current Directive)
Fort Vermilion

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to [establish a] **expand** northern living/**retention** allowances [for] **to** teachers living north of the [57th] **55th** parallel **as provided to government employees under the Alberta Public Services Act.**

CARRIED

2-31/18 (Current Directive)
Fort Vermilion

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to recognize the unique needs of rural and remote communities by providing increased supports to families living in poverty as well as ensuring sufficient wraparound services in schools to support students with complex needs.

CARRIED

2-34/18 (Current Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to properly fund school playground equipment for new school builds and existing facilities with inadequate equipment.

CARRIED

2-37/18 (Administrative Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers’ Association, during Annual Representative Assembly procedures, refrain from announcing the prevote when presenting resolutions to the Assembly [as it is prejudicial].

CARRIED AS AMENDED

2-38/18 (Current Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers’ Association [partake in central table bargaining that ensures] **bar gain with the intent of ensuring that** administrators, colony school teachers and distributed learning teachers have reasonable workdays.

CARRIED

2-39/18 (Current Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers’ Association [strongly] urge school authorities to refrain from hiring noncertificated classroom supervisors to **replace absent certificated teachers** to deliver [teacher-prepared instructional materials] **instruction.**

CARRIED

2-40/18 (Administrative Directive)
Calgary Public Teachers

BE IT RESOLVED, that the [Alberta Teachers’ Association study best pedagogical practices, necessary structural supports for students, mental health supports and teacher education practices to meet the unique educational needs of students] **Alberta Teachers’ Association urge the Government of Alberta to sponsor research, with a research plan and questions developed by the Association, to study teaching and learning** in middle years [education as a distinct level of education and report with policy recommendations to the 2019 Annual Representative Assembly]

with attention to

1. the importance of psychosocial development issues,
2. community and institutional supports and
3. optimal conditions for teaching and learning.

CARRIED AS AMENDED

2-41/18 (Current Directive)
Calgary Public Teachers

BE IT RESOLVED, that current directive 5.B.17 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to cover fully the costs of all medically necessary therapies [for all students in Alberta schools].”

CARRIED

Provincial Executive Council Resolutions

3-21/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.20 be amended to read—
“School programs should enable and encourage students to participate in a judicious balance of core and complementary courses to recognize the importance of education in the cognitive, social, emotional and physical domains.”

CARRIED

*1.A.20 School programs should [recognize the importance of education in the psychological, physical and personal domains by enabling and encouraging student participation in a judicious balance of core and complementary courses] **enable and encourage students to participate in a judicious balance of core and complementary courses to recognize the importance of education in the cognitive, social, emotional and physical domains.***

Resolutions approved at ARA 2018

3-25/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.24 be amended to read—
“Students must have [the opportunity to obtain accurate information and competent counselling in human sexuality and social health issues appropriate to their maturity and interest] access to accurate information and supports through certificated counsellors and/or health professionals who can provide education and advice on human sexuality and social health issues.”
CARRIED

3-79/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association provide funds to initiate a review in order to revisit the report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools.
CARRIED

3-80/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association provide funds for an Association-sponsored [conference] education program for central office teachers.
CARRIED AS AMENDED

3-82/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association provide funds to establish a committee to review Association and school authority policies that relate to violence in the workplace.
CARRIED

3-83/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association provide funds to increase the executive staff complement in the Member Services program area by one to assist in the increase in the discipline caseload.
CARRIED

3-84/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association provide funds to increase the executive staff complement in the Professional Development program area by one to provide essential support to teachers in the form of Association-developed and delivered materials, online resources, workshops, conventions, conferences and specialist council activities.
CARRIED

3-87/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to develop clear policies and procedures that permit students to change the name, gender and pronouns on all official school records to protect their privacy and reflect their lived gender identity.
CARRIED

3-88/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to develop clear policies and procedures that permit teachers to change the name, gender and pronouns on all official employment records to protect their privacy and reflect their lived gender identity.
CARRIED

3-89/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge teacher education programs in Alberta universities to ensure that these programs formally and effectively address sexual and gender minority health, safety, and educational needs and concerns for teachers, students and families.
CARRIED

3-90/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to change provincial building codes to require all newly constructed public facilities, including schools, to provide universal, all-gender washrooms.
CARRIED

3-91/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to respect and protect the privacy and confidentiality of sexual and gender minority students and teachers from unwanted disclosure in all school activities, forms, records and processes.
CARRIED

3-92/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association affirm that the public interest and the teaching profession are best served through teacher professional self-governance provided by a unitary organization that has responsibility for upholding the highest standards of professionalism.
CARRIED UNANIMOUSLY

3-93/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association use all necessary means and resources to adamantly oppose any effort to divide or diminish its membership or reduce the scope of its objects, authority and activities.
CARRIED UNANIMOUSLY

3-94/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to extend and expand its commitment to funding Walking Together: Education for Reconciliation Professional Learning Project.
CARRIED UNANIMOUSLY

3-95/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to ensure that programs supporting certification and continuing professional development in relation to the Leadership Quality Standard and the Superintendent Quality Standard be available and accessible to all interested certificated teachers on an equitable basis.
CARRIED UNANIMOUSLY

3-96/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to require that, as a condition of their approval and recognition, programs supporting certification and continuing professional development in relation to the Leadership Quality Standard and the Superintendent Quality Standard be developed with the meaningful participation of the Association and provide opportunities for the Association to provide relevant resources and deliver content relating to the professional role and responsibilities of school and system leaders.
CARRIED UNANIMOUSLY

3-97/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to establish, fund and enforce district pupil/teacher ratio standards that are consistent with achieving Alberta’s Commission on Learning class size numbers and providing appropriate support for students with complex needs.
CARRIED

3-98/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to require school authorities to annually report [which board-] all mandated standardized assessment instruments [are] being administered to students and the number of administrations per student together with the total cost of and time allocated for their administration.
CARRIED AS AMENDED

3-99/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to require school authorities to implement policies mandating the collection, in a standard form and fashion, of information relating to incidents of violence and harassment affecting [teachers] school staff and further require the submission of this information to the department for aggregation and reporting.
CARRIED AS AMENDED

3-100/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Association budget for 2018/19 be amended to provide for a subsidy to delegates incurring child care expenses to attend Summer Conference at the rate of \$125 per child upon submission of an attested claim.
CARRIED

3-101/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Association budget for 2018/19 be amended to provide for a grant-in-aid to be paid to Association locals for their off-campus delegates attending Summer Conference at a rate of 50 per cent of the grant-in-aid provided for on-campus delegates.
CARRIED

Assembly Resolutions

4-1/18 (Administrative Directive)

BE IT RESOLVED, that the Alberta Teachers’ Association study and report to the 2019 Annual Representative Assembly on the need to include adult dependent care cost reimbursement.
CARRIED

Policy processes to be revised

The following resolutions approved by ARA prescribe new processes for updating Association policy as a result of a comprehensive policy review process.

3-74/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the following practices are to be observed with respect to a general review of Association policy:

1. An Annual Representative Assembly may authorize Provincial Executive Council to undertake a general review of some or all of the content, organization and structure of Association policy, including related administrative procedures and administrative guidelines.
2. A draft proposal for revised policy arising from a general review shall be approved by Provincial Executive Council at or before its September meeting in the year prior to the Annual Representative Assembly at which the proposal is to be considered and the approved draft proposal made available in print and/or digital format to members immediately thereafter.
3. Provincial Executive Council may establish processes to bring the draft proposal arising from the general review to the attention of members to create awareness and solicit responses from members.
4. Local associations may make representations concerning revisions to the approved draft proposal arising from the general review in the form of advice or as local resolutions submitted to the Executive Secretary on or before December 15 in the year prior to the Annual Representative Assembly at which the proposal is to be considered.
5. After reviewing the general advice received and resolutions submitted, Provincial Executive Council will approve a final policy proposal arising from the general review for consideration by the Annual Representative Assembly and make the final proposal available to members in print and/or digital format at least one month prior to the Annual Representative Assembly.
6. The approved final policy proposal together with Provincial Executive Council’s position on related local res-

olutions will be moved in one or more blocks at the option of Steering Committee, with individual policies in the proposal being subject to removal from the block for amendment by motion.
CARRIED

3-75/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that processes for the review of expiring current directives and long-range policy be suspended for 2018/19 to allow for the preparation and presentation of a revised body of policy to the 2019 Annual Representative Assembly.
CARRIED

3-76/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that standards for Association policy, including subject headings, policy types, standard definitions of terms, and statement of the purpose of policy, be developed and submitted for approval to the 2019 Annual Representative Assembly.
CARRIED

3-77/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that a schedule and process for the periodic review of policies be submitted for approval to the 2019 Annual Representative Assembly.
CARRIED

3-78/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that policies passed at an Annual Representative Assembly be referred to Resolutions Committee for reconciliation and integration with existing policy and that a report on the proposed disposition of the policies, including proposed amendments where appropriate, be submitted for approval to the Annual Representative Assembly the following year.
CARRIED

ARA 2018

New grant program will support teacher PD

Cory Hare
ATA News Managing Editor

A new grant program offered through the ATA Educational Trust will help front-line teachers take advantage of professional development opportunities.

The Morgex/Johnson Insurance Centennial Fund for Teacher Professional Development will provide grants of up to \$600 to support teachers and prospective teachers to attend workshops, conferences, seminars, institutes or symposia to enhance their professional knowledge.

“It’s professional development for everybody, so for me it’s very pleasing, and we look forward to seeing it grow.”

– Randy Pearson, Morgex Insurance

The new grant program has broader eligibility criteria than the existing bursaries and grants offered through the ATA Educational Trust, so it supports the professional development needs of more front-line teachers, said Randy Pearson of Morgex Insurance.

“It’s professional development for everybody, so for me it’s very pleasing, and we look forward to seeing it grow,” he said.

Pearson and Jeff Bennett of Johnson Insurance (Morgex’s parent company) announced the program on May 20 during the Annual Representative Assembly.

The insurance partners are committing \$50,000 over the next 10 years. Bennett said the new grant program represents a way for Morgex/Johnson to continue to support teachers.

“The ongoing development of teachers through professional development we think is the right way to go about it,” he said.

The ATA Educational Trust is a charitable organization that is closely affiliated with the ATA and is dedicated to teachers’ professional growth. ■

**Submission deadline:
Sept. 30, 2018**

More information is available at www.teachers.ab.ca > My ATA > Programs and Services > Grants, Awards and Scholarships > ATA Educational Trust.

No fee increase for teachers

Annual fee remains at \$1,242; ARA delegates approve funding for increased capacity and new programs

Janice Sledz
ATA Treasurer and
Chief Financial Officer

Delegates attending the 101st Annual Representative Assembly (ARA) in Calgary over the May long weekend approved a program budget for the 2018/19 fiscal year that will hold the fee for a full-time teacher at the current rate of \$1,242 per year.

The assembly approved funds to support a number of new initiatives in the 2018/19 fiscal year. The cost of this new spending will be mostly offset by the elimination of programs that will be completed in the current year and

an expected increase in membership of full-time teachers.

The student population in Alberta is projected to continue growing, and the current government has committed to fund this growth through the hiring of more teachers. In order for the Association to maintain services to members and support programs for members, the assembly voted to support an increase to the executive staff complement by two new positions for the upcoming year — one position each in the Member Services and Professional Development program areas.

Additional new initiatives include a Blue Ribbon Panel Review that will revisit and assess progress on the former Blue Ribbon Panel on Inclusive Education in Alberta Schools. Also, a new

Education Program for Central Office Teachers will be developed.

Funds have also been set aside for the implementation of a new committee that will address the growth of violence in schools and will review Association and school board policies that relate to violence in the workplace.

A change in the Teacher Welfare program area will add a second Teacher Welfare Area Conference in the spring of each year, and this will be replace the two field service meetings previously held annually.

At the conclusion of a productive debate, delegates approved the budget with a deficit of \$137,000 and an annual fee that will remain at \$1,242 for each full-time, active member. ■

Mental health association awarded Public Education Award

Kim Dewar
ATA News Staff

The Canadian Mental Health Association (CMHA) Alberta Division was honoured with the Public Education Award at this year’s Annual Representative Assembly (ARA) in Calgary on May 19.

The Alberta Teachers’ Association presents the award to an individual or group that has shown outstanding support to public education in Alberta, other than through teaching. The CMHA was selected due to its support of student mental health, through an ATA partnership known as Healthy Minds, Bright Futures.

David Grauwiler, executive director of the CMHA Alberta division, accepted the award to a standing ovation by delegates in Calgary, as he thanked the assembly for the “tremendous honour.”

“Teachers are on the front line of support and many tell us of the needs that

“Teachers are on the front line of support and many tell us of the needs that are growing exponentially within their classrooms and the limited resources available to them”

– David Grauwiler, CMHA Alberta executive director

are growing exponentially within their classrooms and the limited resources available to them,” Grauwiler said.

Since 2009, the collaboration between the CMHA and the ATA has aimed to promote children’s positive mental health, increase awareness about their mental health needs and decrease the stigma that’s often associated with mental illness. The partnership has involved a number of specific projects such as the Can We Talk? campaign and the recently revamped classroom resource, *Compassionate Classrooms*.

In presenting the award, ATA vice-president Jenny Regal expressed gratitude to the CMHA.

“On behalf of the teachers of Alberta, I would like to thank you, because the work of your organization has truly made a difference in the lives of teachers and students in Alberta,” she said.

“These projects have been a tremendous entry point for the conversation on mental health in our province,” Grauwiler said. “Like physical health, mental health is important to all Albertans. All of us have mental health.”

“An award such as this does not suggest an end to a chapter in the partnership. Rather it is a call to action — to invigorate and respond to the growing need through new mindful and innovative approaches in support of student and teacher mental health and well-being.” ■

Caught on camera



Paula Smith of Black Gold Teachers’ Local No. 8 grins as her local’s flamingo mascot is captured on camera. Members of the local thought having flamingos would be a fun way to celebrate ARA and the Association’s 100th anniversary.

JEN JANZEN

Council approves bargaining goals

PEC POINTS

Audrey Dutka
ATA News Staff

Highlights of the Provincial Executive Council meeting held May 10–11, 2018, at Barnett House in Edmonton

1. Approved, for submission to the 2018 Annual Representative Assembly (ARA), resolutions (1) affirming that the public interest and the teaching profession are best served through teacher professional self-governance provided by a unitary organization that has responsibility for upholding the highest standards of professionalism; (2) resolving that the Association use all necessary means and resources to adamantly oppose any effort to divide or diminish its membership or reduce the scope of its objects, authority and activities; (3) urging the Department of Education to extend and expand its commitment to funding the Walking Together: Education for Reconciliation Professional Learning Project; (4) urging the Department of Education to ensure that programs supporting certification and continuing professional development in relation to the Leadership Quality Standard and the Superintendent Quality Standard be available and accessible to all interested certificated teachers on an equitable basis; (5) urging the Department of Education to require that, as a condition of their approval and recognition, programs supporting certification and continuing professional development in relation to the Leadership Quality Standard and the Superintendent Quality Standard be developed with the meaningful participation of the

Association and provide opportunities for the Association to provide relevant resources and deliver content relating to the professional role and responsibilities of school and system leaders; (6) urging the Department of Education to establish, fund and enforce district pupil/teacher ratio standards that are consistent with achieving Alberta's Commission on Learning (ACOL) class size targets and providing appropriate support for students with complex needs; (7) urging the Department of Education to require school authorities to annually report which board-mandated standardized assessment instruments are being administered to students, the number of administrations per student, with the total cost of and time allocated for their administration; and (8) urging the Department of Education to require school authorities to implement policies mandating the collection, in a standard form and fashion, of information relating to incidents of violence and harassment affecting teachers and further require the submission of this information to the department for aggregation and reporting.

2. Approved, for submission to the 2018 ARA, two resolutions amending the Association's budget for 2018/19 to provide for a subsidy to Summer Conference delegates incurring child-care expenses at a rate of \$125 per child upon submission of an attested claim and to provide for a grant-in-aid to be paid to Association locals for their Summer Conference off-campus delegates at a rate of 50 per cent of the grant-in-aid provided for on-campus delegates.

3. Approved overexpenditures for the 2017/18 budget year to provide subsidization for off-campus 2018 Summer Conference delegates and child-care costs incurred by 2018

Summer Conference delegates upon submission of an attested claim.

4. Suspended the practice of announcing the local prevote at the 2018 ARA pending disposition of Resolution 2-37, which deals with this matter.

5. Charged the Association's Table Officers Committee, in conjunction with staff, to undertake the creation of the scope, terms of reference and costing of proposals for an Association governance review and to include a governance review in the 2019/20 program prognoses.

6. Approved the Association's bargaining goals for the 2018 round of central bargaining.

7. Approved the name of one teacher for nomination to Alberta Education for curriculum work as the need arises.

8. Approved the names of seven teachers for reappointment and two teachers for addition to the retirement consultants' name bank, which is used as a source of appointments to the Association retirement consultants corps as the need arises.

9. Approved the frame of reference for the Clear Water Academy Teacher Welfare Committee and approved amendments to the frames of reference for the Black Gold Teacher Welfare Committee and the Wetaskiwin Teacher Welfare Committee.

10. Named three members of Council to a staff selection committee for two positions of executive staff officer, Teacher Welfare.

11. Approved the Association's delegation to the 2018 Canadian Forum on Public Education, taking place in Edmonton, Alberta, July 9–10, 2018.

12. Approved amendments to the Administrative Guidelines to establish

an annual work plan process for the Association's standing committees and amended guidelines regarding travel expense reimbursement.

13. Directed the collection of information from other professional organizations in Alberta, and like organizations in Canada, with respect to the recovery costs associated with the processes relating to professional conduct matters.

14. Approved that the Association pursue cellular telephone discount offer pricing agreements with Telus Mobility and Rogers Communications.

15. Referred to the Committee on First Nations, Métis and Inuit Education to study and report back to Council on the recognition of Indigenous territory and whether current Association policy and practices provide appropriate recognition at its major meetings, conferences and events.

16. Approved Council committee and representation assignments for 2018/19.

17. Approved that, notwithstanding the Terms of Reference for the Edmonton Area Field Experiences Committee (EAFEC), Wetaskiwin Local No. 18 and Northern Spirit Local No. 6 are both eligible to nominate a representative to EAFEC for the 2018/19 committee year.

18. Amended the Terms of Reference for EAFEC to include a non-voting observer (named by the University of Alberta) from Red Deer College, Grande Prairie Regional College and Keyano College and to include representatives from Red Deer College EUS, Student Local No. 3, Keyano College ESA, Student Local No. 9 and Grande Prairie Regional College ESA, Student Local No. 8. ■

Keep a work log to help qualify for employment insurance benefits

ATA Teacher Welfare

Are you currently substitute teaching or teaching under a temporary or probationary contract of employment?

If the answer to this question is yes, you may qualify for regular employment insurance (EI) benefits when your employment comes to an end. Qualifying for regular benefits under EI regulations is contingent upon the following criteria:

1. Your employment contract as a teacher has ended and you are not in receipt of an employment offer for the next school year or benefit premium contributions for the summer.
2. You have not worked for at least seven consecutive days.
3. You have the required number of insured hours accumulated in the past 52 weeks to qualify for EI.

The Alberta Teachers' Association helps teachers with questions about EI benefits on a regular basis. The following are answers to some common questions.

How many hours do I need?

This depends on your teaching status and location within the province. It also depends on whether you are new to the workforce and if you've filed a previous EI claim. Check EI's website



The Alberta Teachers' Association recommends that substitute teachers and those under temporary or probationary contract keep their own records of hours worked in order to improve their chances of qualifying for employment insurance.

for the required number of hours in your particular circumstance.

What happens if my Record of Employment (ROE) does not have enough insured hours?

Keep your own records of hours worked, including preparation time before and after school, supervision and extracurricular time after school and time spent marking assignments at home. Where possible, have your log book hours signed by a principal or

other supervisor who can certify that these are hours you spent working. Although not a guarantee, this log book record can be helpful in your reconsideration request of a denied claim.

I am filling in for another teacher for a longer period of time. Could I use my plan book in place of the log book noted above?

Yes, ensure that you record any time such as coaching, planning, marking or other assigned duties/professional

responsibilities in the plan book. Have the administrator sign off on your time. Again, this can be helpful for your reconsideration request of a denied claim.

Should I apply anyway?

Unless you are extremely short on hours to qualify (100 or more), the Association usually recommends applying regardless, as waiting too long to apply can be another reason your claim could be denied.

What if I am turned down?

Within the required timelines noted within your letter from EI, contact the Alberta Teachers' Association's Teacher Welfare program area for advice on the merits of filing an appeal. In Edmonton and area, call 780-447-9400. From elsewhere in Alberta, call toll free at 1-800-232-7208.

For more information on employment insurance, visit the ATA's website (www.teachers.ab.ca) and click on Employment Insurance, located under Salary and Benefits, or call the EI general inquiries line at 1-800-206-7218. Apply for benefits online through the Human Resources Development Canada website: www.canada.ca/en/services/benefits/ei/ei-regular-benefit.html. ■

Get 2Know 2Learn.ca

Educational resources for teachers

Exploring art with 2Learn



Taking Art to the Street is a curated collection of resources that explore street art.

Visit www.2learn.ca/

specialedition/streetart to learn about some prolific street artists, see examples of their work and learn about the social context of street art. Students can create their own digital street art or graffiti with the tools included.

In addition, the 2Learn Student Sites, organized by division, have additional videos, virtual art exhibits and digital art creation tools. These student sites are available from the 2Learn.ca home page. Select the grade level and then find "art" or "fine arts" along the menu to access the many interactive resources.



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

CLASSIFIEDS

Travel and Recreation

Quadra Island cottage, perfect for two people. \$90 per night. Website: www.daisygetaway.com. Call 250-285-3610.

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

Discover East Africa – Follow the footsteps of more than 40 others! VOLUNTEER TEACHERS needed to mentor teachers in BURUNDI. Tanbur African Aid Society has an English school with the Alberta curriculum. Accommodations, meals and laundry provided. Tax receipts for airfare also provided. Contact Ann tanburtaas@gmail.com 780-752-4127

Goods and Services

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

Wanted

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, June 1, 2018, 4 p.m.
(publication date June 12, 2018)

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

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

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

Circulation: 44,000

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

Auto for sale

2015 Nissan Pathfinder
Features: Leather, heated front and rear seats, heated steering wheel, backup camera with navigation screen, parking and lane change sensors. Winter tires on rims included. New windshield.
Colour: Magnetic Black
Engine: 3.5L – V6
Transmission: Automatic, 4WD
Kilometres: 115,000

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.

NATIONAL INDIGENOUS PEOPLES DAY: JUNE 21

June 21 is National Indigenous Peoples Day (formerly known as National Aboriginal Day). This is a day to celebrate the rich, vibrant and diverse cultures, languages and histories of Indigenous people in Canada. Indigenous organizations and the Government of Canada selected June 21, the summer solstice, as this day is significant to many Indigenous people. National Indigenous Peoples Day is an opportunity for school communities to participate in the celebration. Here are some ways to celebrate National Indigenous Peoples Day in your school community:

- Invite an Indigenous elder, knowledge keeper or cultural advisor to share knowledge about your local area
- Highlight First Nations, Métis and Inuit literature in your classroom
- Check out the Government of Canada's website for additional information, including suggestions to plan for National Indigenous Peoples Day (www.aadnc-aandc.gc.ca/eng/1100100013248/1100100013249)

Look for events happening in your area to celebrate National Indigenous Peoples Day.



The Alberta Teachers' Association

HOTEL RATES

A directory of special rates for Alberta Teachers' Association members at various Alberta hotels is available online at www.teachers.ab.ca under News and Info > Publications.

Contact 403-265-2672 in Calgary or toll free at 1-800-332-1280 for a hard copy.

« Parlons bien français »

Un cours de perfectionnement en français, conçu spécialement pour les enseignants de français langue seconde et d'immersion.



CAMPUS SAINT-JEAN
UNITÉ | DIVERSITÉ | UNIVERSITÉ

- Session du 13 au 24 août 2018: du lundi au vendredi, de 9 h à 12 h

Pour plus d'informations, consultez :

<https://www.ualberta.ca/campus-saint-jean/programmes/cole-de-langue>

Five Arts Council Fall Conference



October 18-20, 2018

Fantasyland Hotel
Edmonton, AB

Visit <https://fac.teachers.ab.ca> to register!
Register by June 15th for a free T-Shirt!

De l'info, des jeux et des pages scolaires...
En français !



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SAVE THE DATE!

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May 28 – June 2, 2019
St. Albert, Alberta

SO MUCH FUN

Your students won't know they're learning!

- Kindergarten to Grade 6 curriculum connections
- Experience a day of learning with performances and interactive, hands-on activities from around the world
- Student Value Packages
 - \$19 – 2 Feature performances and 1 site activity
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childfest.com



Honouring Memories, *Planting Dreams*

Celebrated in May and June, Honouring Memories, Planting Dreams invites individuals and organizations to join in reconciliation by planting heart gardens in their communities. Heart gardens honour residential school survivors and their families, as well as the legacy of the Truth and Reconciliation Commission of Canada. Each heart represents the memory of a child lost to the residential school system, and the act of planting represents that individual's commitment to finding their place in reconciliation. In 2017, more than **4,500** hearts were planted in gardens across Canada. Check out the First Nations Child and Caring Society of Canada's website (<https://fncaringociety.com/honouring-memories-planting-dreams>) for additional resources including the template for planting a heart garden, and seed packets.



The ATA Educational Trust

The \$600 Morgex/Johnson Insurance Centennial Fund for Teacher Professional Development

Deadline to apply: September 30, 2018

Supporting teachers and prospective teachers to attend workshops, conferences, seminars, institutes or symposia to enhance their professional knowledge.

For more information visit:

www.teachers.ab.ca > My ATA > Programs and Services > Grants, Awards and Scholarships > ATA Educational Trust



The Alberta Teachers' Association



**It's easy to say
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Morgex proves it.**

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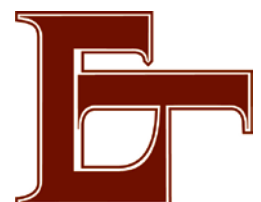


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**The Alberta
Teachers' Association**



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Do you sell or supply milk in your school? Club Moo is for you!

Club Moo encourages students to make drinking milk a part of their healthy lifestyle by making it fun and rewarding. It promotes healthy eating and students learn better when they consume healthy foods.

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Questions?
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 Call: 1 877 361 1231

Visit albertamilk.com/clubmooregistration to register your school with Club Moo



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 Kamp Kiwanis near Bragg Creek, AB
July 1 - 6, 2018
Overnight Camp (Ages 12-14)
July 8 - 13, 2018
Overnight Camp (Ages 15-19)

YouthWrite River Valley Experience
 Bennett Centre in Edmonton's beautiful river valley: 9703 94 Street
July 2 - 6, 2018
Day Camp (Ages 8-11)

To register or to find information on courses and instructors visit:
www.youthwrite.com

Bennett Centre
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Alberta Children's Foundation
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NORTEC
 TRAINING & TESTING

Teacher Growth, Supervision, Evaluation and Practice Review Workshop for Administrators

August 23-24, 2018 (Register online by August 15) <https://tinyurl.com/TGSE2018>.

Attention, teachers | ATA News advertisements of institution programs

Advertising by institutions offering educational programs is accepted by the ATA News on a commercial basis. There is no guarantee these institutions fulfill the requirements for consideration as a recognized institution for salary grid purposes.

Teachers considering enrolling in educational programs for purposes of increasing salary levels should consult the Teacher Salary Qualifications Board Principles or inquire directly to the Teacher Qualifications Service regarding the acceptability of the program.

[Read the ATA News online at www.teachers.ab.ca](http://www.teachers.ab.ca)

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HAPPY 100TH!

ARA²⁰¹⁸

The 100th anniversary of the Alberta Teachers' Association featured prominently throughout the Annual Representative Assembly held in Calgary over the May long weekend and was the focus of a formal banquet held the evening of Saturday, May 19.



Historical displays are projected onto the wall during the 100th anniversary banquet.

CORY HARE

“ I think if John Barnett were here today, he would tell us to stand strong. He would tell us that we have a collective voice and we have an obligation to use it. He would tell our young teachers not to take for granted the hard-won rights that teachers enjoy today. And he would remind us that, above all else, we must remember that we are masters, not servants. ”

ATA president Greg Jeffery, speaking at the 100th anniversary banquet at ARA

From beginnings both humble and bold

How did the ATA come into existence?

In April 1916, the Alberta Education Association (AEA) passed a resolution asking its president, George Gorman, to look into forming a provincial teachers' organization. At the time, the AEA was made up of teachers, Department of Education staff, clergymen, school trustees and some MLAs.

Gorman didn't act on this direction, so at the April 1917 meeting, Edmonton principal George Misener introduced a resolution proposing the establishment of a provincial teachers' organization. Since the majority of the attendees were teachers, the motion passed, laying the groundwork for the creation of the Alberta Teachers' Alliance.

As acting president, Misener's first action was to hire John Barnett as general secretary-treasurer. The first meeting between the president, vice-president and general secretary-treasurer took place Dec. 22, 1917, in the smoke room of the Hudson's Bay store in Edmonton. The trio worked quickly to draft a constitution and a code of professional honour, and to complete the paperwork necessary for the organization to be officially recognized. Six months later – on June 24, 1918 – a declaration for incorporation was filed with the Supreme Court of Alberta. The first general meeting of the Alberta Teachers' Alliance took place a month later, on July 24, 1918.

—Excerpt from speech by ATA president Greg Jeffery

“ Associations and unions, they weren't foisted on us by a hundred years of radical, left-wing, union-loving governments ... we got this organization because we fought for it. ”

— Larry Booi,
Former ATA president



Former ATA president Larry Booi outlines the Association's recipe for success.

CORY HARE

Valuable lessons

During a historical review delivered during the anniversary banquet, former ATA president Larry Booi posited that the ATA has been most successful over the years when its leadership has focused on engaging the members.

BOOI'S TIPS FOR ATA SUCCESS

- Be bold
- Have courage
- Build solidarity
- Help teachers do their best work with all children
- Put forward positive ideas
- Work harder and work smarter than your opponents
- Engage teachers
- Be democratic
- Stand up, stand together
- Focus on members

If you could speak to Alberta teachers 100 years from now, what would you say?



Cindy Sogge-Schurek
Northern Lights
Local No. 15

Always remember what we're here for and who we're here for – kids first – ensuring that whatever state the curriculum is in, it's delivered in the most effective and entertaining way.



Jacinth Salmon-Brissett
Calgary Public
Local No. 37

People have fought for the cause of the teacher and have made great impacts and great strides. We've come a long way and we're making our mark as teachers, and I think it can only get better.



Trevor Nickle
Timberline
Local No. 9

Don't disregard tradition. Don't surrender your autonomy as a teacher. Don't surrender solid teaching practice that has been tried and tested in favour of whatever the new, latest model is.



Jackie Mines
Northern Gateway
Local No. 43

We are lucky to have this association. This association is run in the highest regard and to the best benefits of the students and teachers of Alberta. These decisions are made in a very democratic and very fair way, and I am proud to be a teacher in Alberta and proud to have this association.