



**FROM THE ARCHIVES**

Will the real Bruno Gerussi please stand up? *See story on page 4.*



**Indigenous role model recognized as one of Canada's best.**

*See story on page 8.*

# ATA NEWS

The Alberta Teachers' Association



Learn from the past. Inspire the future.

October 24, 2017 | Volume 52, Number 5

News Publication of The Alberta Teachers' Association

## Project Overseas makes a difference

Alberta teachers share their experiences with international co-operation.

*See pages 6 and 7.*



SUPPLIED

## Explaining the teacher discipline process.

*See infographic on page 3, feature story on page 5.*

### INVESTIGATIONS



### HEARINGS



### SUSPENSIONS & EXPULSIONS



### Social Engineering 101

We can't ignore our colonial past.

*Read Jonathan Teghtmeyer's editorial on page 2.*

### Income taxed

Financial resources are at the root of food insecurity.

*Read Viewpoints on page 3.*

### Teachers sprint their way to classroom solutions

ATA program experiencing exponential growth.

*See story on page 4.*

### Local agreements delivering improvements

Mediation expected in some locals as bargaining continues.

*See story on page 5.*

## Let's not throw a blanket over our colonial past



### EDITORIAL

Jonathan Teghtmeyer  
ATA News Editor-in-Chief

The white European man walked up to me and told me that since I had gained a university education, I would be enfranchised.

"Now step off your blanket," he said.

In the Kairos blanket exercise, an array of blankets spread across the floor are used to signify the land of Turtle Island (aka North America). Participants, taking on roles as Indigenous persons, walk their way through 500 years of history. As blankets are folded up and participants separated from each other, this signifies the removal of land and the placement of Indigenous peoples on scattered, segregated and suppressed reserves.

Under the federal government's enfranchisement policy, all First Nations people who became teachers, doctors, lawyers or soldiers were rewarded with full colonial citizenship.

It sure didn't feel like a reward. Rather, I was being kicked off the last little bit of land that I had left and separated from my people who remained on the blanket. I was enfranchised, but in the process, I was being stripped of my legal Indian status and much of my identity as an aboriginal person.

The Kairos blanket exercise is a profound and moving experience. I had heard many great things about it, but

only recently — at the Calgary Beginning Teachers' Conference — had the opportunity to participate. Wow!

While I have come to learn of many of the injustices put upon our Indigenous peoples through 500 years of colonization, I had never had a full appreciation for the accumulative weight of these actions until participating in this great experiential learning activity.

And yet, at the same time, there was a great deal of new learning too.

The calls to action of the Truth and Reconciliation Commission (TRC) are spurring a national awakening to the troubling residential school experience and that is spurring the spread of this important learning through programs like our Walking Together project. But there is still much work to do.

Unfortunately, as I read social media commentary on news stories or listen to talk radio call-in shows, it is absolutely clear that Canada's roots of racism against Indigenous people are dug in deep. As Canadians, we all have a journey of reconciliation to complete and I, like most other white Canadians, am still ashamedly working through some deeply engrained stereotypes. But education and learning are an important part of that.

The awareness will begin with our profession as we work to inform and educate children about this history, but I am also hopeful that the education and awareness can extend to the generations of adult Canadians who will not get them through schools. I wish every Canadian could experience the blanket exercise.

*The awareness will begin with our profession as we work to inform and educate children about this history, but I am also hopeful that the education and awareness can extend to the generations of adult Canadians who will not get them through schools.*

Unfortunately, despite the recommendations of the TRC, there is still some resistance to the history of colonization being included in new curriculum. Some — including a few very influential people — believe that education about colonization is a sign of problematic "social engineering" being embedded into the curriculum by the NDP government.

It's ridiculous. You know what was social engineering? Residential schools. You know what else was social engineering? A system designed to keep young Albertans, like me, from learning about residential schools. I didn't really know about them until I was well into my 20s — and already practising as a teacher.

Nevertheless, this causes me to reflect. Some of my colleagues in the Professional Development program area point out to me that education is social engineering. Curriculum is social engineering.

Through public education, society is instilling into its young people a set

of common knowledge and skills, but it is also sharing the values that are common to the society.

I will not apologize for thinking that those values should include respect for diversity and support for an inclusive and cohesive society, and that they should be informed by an understanding of how Canada's colonial past has worked against the same values.

If this is social engineering, so be it.

*On a side note, I am very saddened by the recent passing of one of my favourite musicians, the Tragically Hip's Gord Downie. His songs taught us about important moments in Canadian history and geography. I am grateful that he shared his music with us and also grateful that he chose to use his spotlight to shine some light on issues facing Canada's Indigenous people. ■*

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

## 'Pedagogical supervisor' a position that raises questions



### Q & A

Gordon Thomas  
ATA Executive Secretary

**Question:** I'm to be visited by a "pedagogical supervisor" from central office who is going to tell me how to teach. Do I have to put up with this? I've taught for 20 years and I know what I'm doing.

**Answer:** Let's start at the beginning. You hold a certificate of qualification to teach in Alberta, and that means that you must adhere to section 18 of the *School Act*, which sets out your statutory duties as a teacher. They include teaching competently and following the program of studies approved by the minister of education. You are also an employee of a school board and you can be directed lawfully, as an employee, to do certain

things by your principal or by others who serve as an agent of the board.

That said, it is highly doubtful that a lawful order can compromise your statutory obligations to teach competently and to follow the program of studies. You are responsible for meeting the requirements of the Teaching Quality Standard and you must adhere to the Code of Professional Conduct.

A pedagogical supervisor cannot replace the principal, whose responsibilities with respect to teachers are also established in the *School Act*. I have noticed a significant increase in positions like this one in the past two years.

If the goal of the pedagogical supervisor is to provide surveillance of the teacher to central office, it is a waste of money and serves to undermine the role of the teacher and the principal. If the goal is to direct the teacher's professional practice, that may cross into the teacher's statutory duties. A teacher's instructional duties are not to be handed off to a pedagogical supervisor. If the goal is to support the

teacher's professional practice, this position does not really line up with the support requests made by teachers. We hear calls for more support for inclusion, for complex classrooms and for reduced class sizes. Establishing a pedagogical supervisor to engage in surveillance and provide feedback wouldn't be anywhere near the top of a teacher's support wish list.

I would encourage you to advise your pedagogical supervisor of the supports that you require to improve your ability to meet your professional obligations as a teacher. Those would be the most constructive conversations to have. If your pedagogical supervisor seeks to direct your professional practice, you should contact Barnett House or the Southern Alberta Regional Office and ask to speak to a Member Services executive staff officer. ■

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

“  
And there it was.  
Boom.  
Big place for room  
for improvement  
of basic skills.”

Education Minister David Eggen reacting to news that about one-third of Grade 6 students failed the no-calculator portion of the 2016-17 PAT math exam that he introduced last year. As reported by Postmedia.



## A Decade of Discipline: 2007–2016

The discipline of teachers is a professional regulatory function of the Alberta Teachers' Association, legislated through the *Teaching Profession Act*.

### INVESTIGATIONS INTO ALLEGATIONS AVERAGE PER YEAR



75

HIGH 104 in 2008  
LOW 59 in 2013

### HEARINGS COMPLETED AVERAGE PER YEAR



14

HIGH 21 in 2010  
LOW 9 in 2015

### SUSPENSIONS & EXPULSIONS AVERAGE PER YEAR



1.9 ATA membership suspensions	1.9 suspensions of certificate
2.6 ATA membership expulsions	2.2 cancellations of certificate

### OTHER PENALTIES AVERAGE PER YEAR

0.4 oral reprimand	3.8 written reprimand	6.2 severe reprimand	3.7 fine	*Multiple penalties may result from a single hearing.
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## YOUR VIEWS

### FACEBOOK FEEDBACK

Via the ATA Facebook page, we asked teachers how they deal with Halloween. Here is a sampling of the responses.

#### Cassandra Greve

We wear black and orange, do celebration centres (Halloween themed), incorporate the theme into language and music instruction throughout the month.

#### Paul Gagne

I deal with it like I deal with everything, with books. I brought several hundred Halloween books to school on Friday the 13th (including a couple dozen written by my students), and I'm encouraging them to read Halloween books and making them write Halloween themed stories. BOO!

#### Cherra-Lynne Olthof

I tuck the oars into the canoe and go with the flow. May as well enjoy it! I dress up, hand out candy, tell spooky stories, play games ... it's one day. And it's for the kids.

#### Jocelyn Stickel Encinas

Afternoon dress up, throw a party, movies, crafts and snacks. Halloween is my fav. Going as Roberta Bondar this year.

#### Dwayne Wenaas

I try my hardest to ignore it. Most hated holiday on the calendar.

## Everyone deserves to have enough food



### VIEWPOINTS

**Katarina Graves**  
Vibrant Communities Calgary

*"The freedom of man, I contend, is the freedom to eat."*

—Eleanor Roosevelt

According to the Universal Declaration of Human Rights, adopted by the United Nations General Assembly in December of 1948, all human beings are born free and equal in dignity and rights, without distinction of any kind. Importantly, this freedom and equality includes the right to sufficient food to ensure a standard of living adequate for the health and well-being of an individual, yet in Canada alone four million people are food insecure.

Food insecurity, as defined by the Household Food Security Module, is a lack of access to adequate food due to financial constraint. This could mean a parent skipping meals so there's enough food for their children on the table, or a student not eating for a whole day to save money for textbooks. Food insecurity doesn't look the same for everyone, but if you've ever had to worry about not having enough food, or had to rely on low-cost or unhealthy options, there's a good chance you've had a taste of it. At a September event hosted by Vibrant Communities Calgary and Basic Income Calgary, Dr. Lynn McIntyre, professor emerita of community health sciences at the University of Calgary, delivered a keynote address that explored what a principles-based basic income guarantee would mean to the food insecure of Calgary.

In a country like Canada, where the only legislation to address food insecurity in more than 30 years has been to support donations to food banks, the idea that

a basic income guarantee could do more to ameliorate the issue than food-based solutions might sound unintuitive, even strange. But, as McIntyre told an audience of more than 220 Calgarians, no study in Canada has shown that any food-based program reduces household food insecurity rates.

Not one.

For those of us who have unquestioningly accepted the food bank model as the best, perhaps even the only, way to impact the lives of the food insecure, this will be hard to swallow. However, McIntyre is far from alone in her critique of the charity model, which Mary Ellen Prange, of the Ontario Society of Nutrition Professionals in Public Health, calls "an ineffective and counterproductive response to food insecurity."

That's not to say that food banks are the villains of this story, but neither are they the heroes. Indeed, the director of policy and research for Food Banks Canada has himself stated that "income, low income, is at the root of food insecurity, root of hunger, [and] root of food bank use." In short, as noble as it might make us feel to donate, we're probably not making the difference we think we are. At best, our charity is a band-aid. At worst? It could be part of the problem.

The good news is, as McIntyre explained in our Enough for All Community Conversation, food insecurity is highly receptive to income receipt. Research has shown that when people are given the money they need to buy the food they need, food insecurity rates can decrease dramatically.

It's not that radical, but call the above income receipt "basic income,"

and the issue is politicized faster than you can wolf down a bowl of food bank hamper staple mac 'n' cheese.

For no reason I have ever been able to discern, some of us are born with more and better, and some with less and (much) worse. We do not earn the social, economic or geographic privileges we are afforded at our entrance into this world — they are a matter of fortunate, or unfortunate, circumstance.

If we don't believe that those differences should decide the freedom and dignity of a life, if we believe, instead, that all deserve justice and choice — not only to eat, but to work, play and participate fully as citizens in our city and our country — then perhaps we might be willing to take a closer look at basic income.

*There is enough for all, if we decide that all deserve enough.*

Regardless of where you find yourself on the political spectrum, or compass, or whether you disavow political affiliation altogether, you are part of this conversation. Basic income and the impact that it can have on food insecurity, as well as numerous other contemporary societal concerns that are not within the scope of this article, are worth talking about.

There is enough for all, if we decide that all deserve enough. ■

*Katarina Graves is an engagement and administrative assistant at Vibrant Communities Calgary, a non-profit organization working to address the root causes of poverty in that city.*

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

### LETTERS TO THE EDITOR

#### News should be free of politics

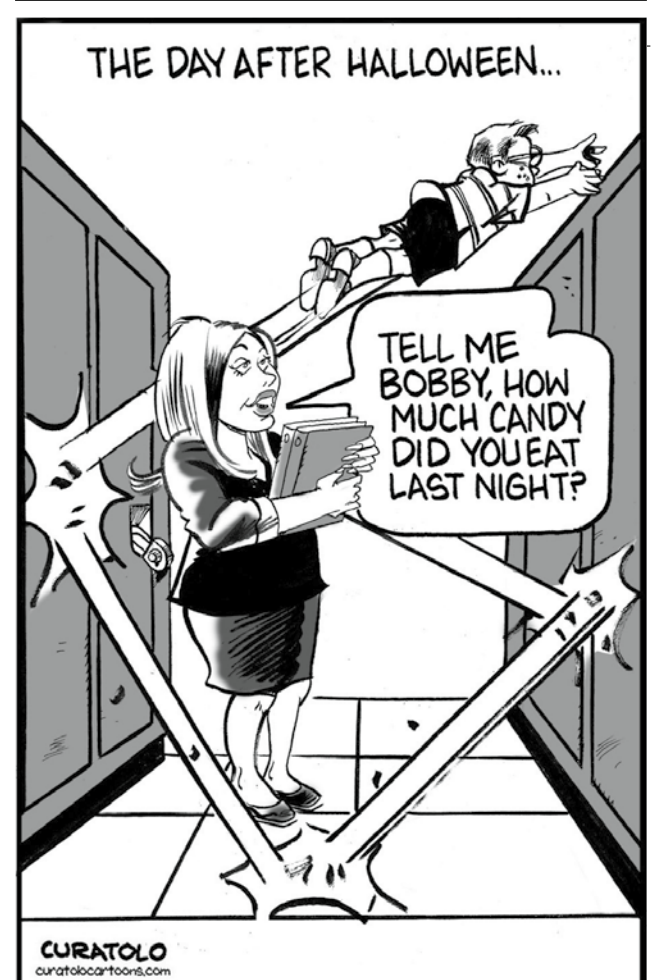
I am writing out of concern for a political cartoon published in the Aug. 29 issue. This is the second time that the *ATA News* has published an item critical of another nation's leader. While I strongly dislike Donald Trump, I find it in very poor taste that a publication from an organization that represents all teachers in Alberta should depict this type of message.

Can we not keep our news as politics-free as possible, as we have a diverse membership with a variety of their own political views. If necessary, does this need to be made into an ARA resolution for future debate among other colleagues?

*John Halvorsen*

*Grade 4, Edmonton Public Local No. 37*

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.



# A star is born

ATA president-elect wins national look-alike contest

## FROM THE ARCHIVES

Maggie Shane  
ATA Archivist

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

The year was 1977. Prime Minister Pierre Trudeau sent congratulations to new U.S. president Jimmy Carter. The world mourned the death of Elvis Presley. A new house would run you \$49,000; tack on another \$7,990 for that new BMW 320i in the garage. Kids on summer vacation strapped on roller skates and their wrist-worn AM radios and grooved to Manfred Mann's "Blinded by the Light," The Eagles' "New Kid in Town," and ABBA's irresistible "Dancing Queen." Industry wondered if the first Apple computer was worth the \$667 price tag.

It was also the fifth season of CBC television's *The Beachcombers* and the

broadcaster was running a look-alike contest to find someone resembling the show's star Bruno Gerussi. A classically trained actor who was born in Medicine Hat, Gerussi was among Canada's most famous faces. The contest winner would not only meet Gerussi but would also appear in an episode of the wildly popular show.

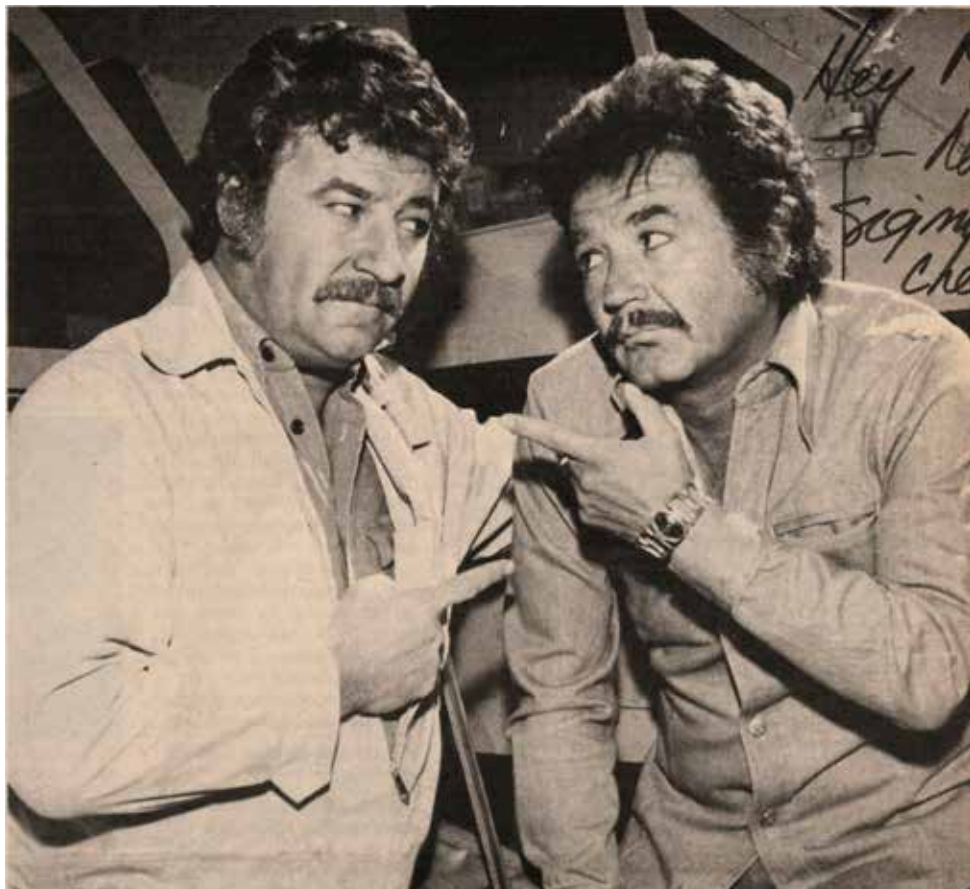
After the nationwide search drew 500 entries, a winner was declared, and he turned out to be a dead ringer for Gerussi. Not only that, but he was also from Medicine Hat. The winner was Kenneth (Mac) Kryzanowski, a 37-year-old school principal, who was the president-elect of the Alberta Teachers' Association.

"It was so eerie. The resemblance is striking. Mac could easily be my brother," Gerussi said, as reported in *The Brandon Sun*.

Kryzanowski's daughters had convinced him to shave his beard and enter the contest. After he won, the entire family spent six days in Gibsons, B.C., where the show was filmed, watching the production. Kryzanowski had a small role as the cousin of Gerussi's Nick Adonidas character, while his wife and three children served as extras.

Kryzanowski had never acted before and declared to CBC radio's Peter Gzowski that it was "hard, tough work."

When the *Sun* asked if he'd caught the acting bug, Kryzanowski replied, "Well, sort of ... it's been a wonderful experience and I'd love to do it again." ■



ATA president-elect Mac Kryzanowski (left) strikes a pose with *The Beachcombers* star Bruno Gerussi in 1977.



JEFF JOHNSON

Principal Terri Lynn Guimond, a member of the ATA Agile Schools Edmonton cohort, shares her thoughts during a launch event at the Fantasyland Hotel in September.

## Teachers sprint their way to classroom solutions

Cory Hare  
ATA News Managing Editor

An Alberta Teachers' Association initiative that promotes a grassroots approach to problem solving is growing exponentially.

The ATA Agile Schools Network is a collaborative initiative that seeks to boost the quality and equity of Alberta's education system by empowering teachers to seek their own solutions to problems they've identified.

The program employs a method called "improvement sprints," in which teachers define a challenge and design a solution that they then implement in a "sprint" of just one to four weeks. If the solution works, it is scaled up within the school. If not, the teacher goes through another quick sprint process in an attempt to solve the challenge.

"The speed is important so you don't spend or waste too much time and energy on any one approach," said Jeff Johnson, the executive staff officer who heads up the ATA's involvement in Agile Schools.

"You'll know very quickly within about a three-week time period whether the solution that you're suggesting for a particular problem is working," Johnson added. "If it's not, then you pivot and move on."

This agile approach to problem solving is common in the software industry, he said.

The ATA's Agile Schools Network is being offered in conjunction with Australia-based education consultant Dr. Simon Breakspear. As well as Alberta, the program is being employed in schools in Australia, Mumbai and Hong Kong.

Last year the ATA program had one Edmonton cohort that included more than 70 classroom teachers along with school leadership teams and a district lead teacher. This year it has expanded to include an Edmonton cohort of about

260 participants and a Calgary group of more than 90.

These teachers are using sprints to address a wide range of identified issues, Johnson said. The method is an alternative to large-scale, top-down initiatives that involve significant expense, hiring consultants, etc.

*"How do I know learning sprints are having an impact? Because teachers and students are showing me ... sharing their stories of success and failure."*

—Terri Lynn Guimond, Principal

"This instead harnesses the power of the teacher to be creative and create his or her own solutions," Johnson said.

At a launch event in Edmonton in September, participating principal Terri Lynn Guimond said learning sprints are having an impact in her school.

"How do I know learning sprints are having an impact? Because teachers and students are showing me ... sharing their stories of success and failure. Learning sprints have drastically changed the conversations teachers are having with one another, improving professional practice and student learning one sprint at a time." ■

### Agile Schools Network

More information about the ATA Agile Schools Network is available by contacting Jeff Johnson at [jeff.johnson@ata.ab.ca](mailto:jeff.johnson@ata.ab.ca).



### STORIES AND PHOTOS WANTED

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

# ATA discipline process protects the profession and the public

## IN FOCUS

Laura Harris  
ATA News Staff

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

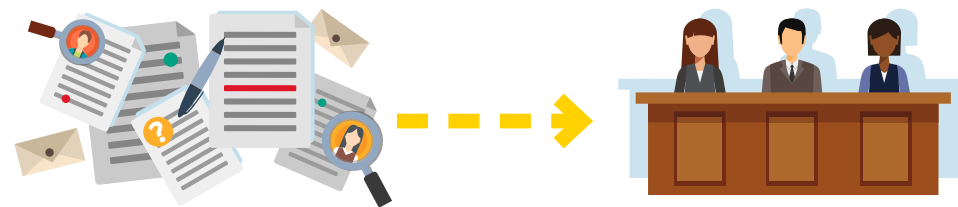
In 2016, four teachers had their Alberta teaching certificates cancelled for reasons of unprofessional conduct. They represented less than .01 per cent of Alberta's classroom teachers. Still, the findings made during their respective discipline hearings were detrimental enough to the profession and the public that members of the Association's Professional Conduct Committee recommended penalties that ended their careers.

"The Association and the members selected to serve on our discipline committees take very seriously the responsibility of safeguarding the teaching profession," said Member Services Co-ordinator Robert Mazzotta, who handles discipline process inquiries from members and the public.

"We have the authority to investigate and discipline our members, but also encourage anyone who has a concern about the conduct of a teacher to first attempt to communicate with the teacher, the school or, if necessary, the school board to resolve it. The discipline process works, but isn't always the appropriate initial measure to take."

The discipline process is one of the Association's professional regulatory functions and is legislated through the *Teaching Profession Act*. It is initiated when a complaint about the conduct of a teacher is filed with the ATA's executive secretary. Complaints can be filed by anyone — a parent, superintendent, a school administrator, even a colleague or a student.

All complaints are investigated by an Association executive staff officer to determine whether the matter is to be referred to a hearing committee. Over the last 10 years, the Association has averaged 75 investigations and 14 hearings annually. There is a difference between the number of investigations and hearings because some investigations



The ATA's discipline process is initiated when a complaint is filed with the executive secretary. All complaints are investigated to determine whether the matter is to be referred to a hearing committee.

are resolved, some are terminated due to withdrawal of the complaint and some are dismissed due to insufficient evidence or because the subject matter of the complaint is frivolous, vexatious or without merit.

### Know the code

What constitutes unprofessional conduct is outlined in the *Teaching Profession Act*. It is any conduct of a teacher that, in the opinion of a hearing committee, is detrimental to the best interests of students, the public or the teaching profession, or harms the standing of teachers generally. The minimum standards of professional conduct for Alberta teachers are contained in the Association's Code of Professional Conduct.

Initially proposed as the Code of Honour in 1918, when the Association was in its fledgling state as the Alberta Teachers' Alliance, the code is heading into its 100th year of existence. Mazzotta suggests the long-standing set of guidelines is something with which teachers should become very familiar and take into consideration at all times, especially in this age of texting and social media.

"A text or social media post, whether words or pictures, can have the same effect as an announcement over a loud speaker in a room filled with a million people — it can be amplified that fast and to that many people," Mazzotta said. "Unprofessional conduct, whether that is disrespecting your colleagues or overstepping boundaries of behaviour with students, is the same in the digital world as it is when it takes place face to face. Teachers are teachers 24/7, 365 days a year and they have a responsibility to understand and follow the code at all times."

### The process works

A teacher found guilty of unprofessional conduct, depending on the severity of the offence, faces penalties ranging from a verbal reprimand to the cancellation of his or her Alberta teaching certificate. The last verbal reprimand was issued in 2011. Just last year a teacher received the most severe penalty in Association history when he received a \$10,000 fine, was declared permanently ineligible for ATA membership and had a recommendation made to Alberta Education for the cancellation of his teaching certificate.

As executive secretary, Dr. Gordon Thomas has overseen the Association's discipline process for 15 years. Hundreds of investigation reports containing issues from the frivolous to the criminal have crossed his desk, all requiring his decision as to whether they warranted a discipline hearing. Reflecting on his experience with the discipline process, he said teachers need to remember that they are always teachers first.

"In fulfilling your obligations as a parent or a community member, a teacher is always a teacher," Thomas said. "The Code of Professional Conduct is never switched off. The interests of the public and the profession are always paramount." ■

### Code of conduct

The Code of Professional Conduct and details of the discipline process can be viewed online at [teachers.ab.ca](http://teachers.ab.ca). Pitfalls and Precautions, a column highlighting professional conduct issues, appears regularly in the online and print versions of the *ATA News*.

### Five things to know about the ATA discipline process

#### 1. It's exclusive to ATA members.

With the exception of superintendents and a small number of central office teachers, all certificated teachers employed by Alberta's public, separate and francophone school jurisdictions, as legislated by the *Teaching Profession Act*, are active members of the Alberta Teachers' Association and are subject to its discipline process.

The discipline of teachers in charter and private schools, some central office teachers and superintendents, is the responsibility of the minister of education. Complaints are managed by the registrar of Alberta Education.

#### 2. There are no investigations without complaints.

The Association conducts investigations of all unprofessional conduct allegations but doesn't initiate them. A written complaint to the Association's executive secretary is required to start the process.

#### 3. The public is represented.

Each of the Association's three discipline committees has at least one public member named by the lieutenant-governor. It is mandatory for a public member to be on any hearing committee dealing with a complaint relating to a teacher charged with an indictable offence.

#### 4. Membership does have its privileges.

Teachers who have had their ATA membership suspended, or have been declared ineligible for ATA membership by a hearing committee, cannot teach in any Alberta public, separate or francophone school. Suspended members must apply for reinstatement in order to be eligible once again for membership.

A teacher whose teaching certificate is suspended or cancelled by the minister of education cannot teach in any Alberta school.

#### 5. Hearings are public.

Discipline hearings are public unless closed by the hearing committee.

Open hearings provide transparency and assist in protecting the public interest and the interest of the profession.

Closed hearings can take place when, in the opinion of the hearing committee, there exist circumstances detrimental to the interests of anyone other than the investigated teacher (e.g., a child witness) if the hearing is not held in private.

## Local agreements delivering improvements for teachers

Cory Hare  
ATA News Managing Editor

Half a dozen local bargaining units have reached agreements with their employers, and all the agreements contain improvements for teachers, said Sandra Johnston, co-ordinator of the Teacher Welfare program area of the Alberta Teachers' Association.

Under a new bi-level model introduced by the NDP government, a central table deal between teachers and a group representing their employers was finalized in May. This cleared the way for local bargaining units to begin negotiating on local matters.

The first agreement followed quickly

in June, with others occurring throughout September and October. These are at various stages of the ratification process. Common themes within the agreements are improvements to leave provisions and a variety of improvements for school administrators, Johnston said.

"What we're seeing is a number of small improvements that, together, make a good agreement for teachers," she said.

With this round of local bargaining being the first under the new model, it was important to prove that the structure would benefit teachers.

"We really needed this round to be successful locally, or else why do it?" Johnston said.

"I'm pleased. I think in these agreements teachers can say that they achieved something in this round, which is very important."

While some agreements have been reached relatively quickly, this won't happen everywhere.

"We have some employers whose attitude is 'teachers got enough out of the central agreement, what more do you want?'" Johnston said. "In places like that, we will likely be heading off to mediation."

Johnston said that some employers are increasing assigned time to ensure that teachers are working as closely as possible to the 1,200 hour maximum that was part of the central agreement.

"Which clearly isn't the intent or the language of the memorandum of agreement, so I'm going to prognosticate that bargaining in those places may not go really well." ■

### Local collective bargaining report

Bargaining units in the following locals have reached collective agreements with their employers:

- Aspen View No. 7
- Black Gold No. 8
- Edmonton Catholic No. 54
- Elk Island No. 28
- Lethbridge Public No. 41
- Northland No. 69

## ATA INTERNATIONAL CO-OPERATION PROGRAM

*Helping teachers  
change the world*

The International Co-operation Program supports the Association's belief that Alberta teachers can affect change around the world. Through its close working relationships with the Canadian Teachers' Federation and other education-focused organizations, the Association is able to offer a variety of projects that allow ATA members to provide and acquire professional development opportunities in unique educational environments around the world.

In addition to Project Overseas, there are two other International Co-operation Program projects seeking talented teacher ambassadors. **Deadlines are coming up fast, so apply soon!**

### Project Overseas

Project Overseas (PO) is a joint endeavour of the Canadian Teachers' Federation (CTF) and its member organizations. The Association has supported and participated in PO since 1964.

**Timing:** July and/or August 2018

**Location(s):** Africa, Caribbean and, occasionally, elsewhere

**Travel and living expenses:** Covered by the CTF and its member organizations (including the ATA)

**Application deadline:** Nov. 1, 2017

### Masulita Professional Development Project

This collaborative project supports primary and secondary schools. It involves the ATA, the Ugandan National Teachers' Union, the Uganda Women's Effort to Save Orphans and the local government of Masulita's Wakiso District.

**Timing:** July 2018

**Location:** Masulita, Uganda

**Travel and living expenses:** Covered by the Alberta Teachers' Association

**Application deadline:** Dec. 1, 2017

### ATA-Change for Children | Guatemala Project

This is a pilot project actioned through the partnership of the ATA and Change for Children, an organization founded in 1976, and highlights education as one of its top priorities in the fight against poverty and injustice.

**Timing:** July 6–20, 2018

**Location:** Comitancillo, Guatemala

**Travel and living expenses:** Covered by the Alberta Teachers' Association

**Application deadline:** Dec. 15, 2017

*To apply or get more details on these projects, visit [teachers.ab.ca](http://teachers.ab.ca)> For Members>Programs and Services>International Cooperation.*

# Project Overseas delivers a life-changing experience

This past summer, 10 Alberta teachers participated in Project Overseas. Here is a sampling of first-person accounts of their experiences.



KEVIN WEIMER

*In Guyana, Africa, reaching the remote town of Kwakwani involves an arduous journey by vehicle. The last 100 kilometres can take up to six hours to travel, depending on the amount of recent rain and the road conditions.*

## Serving the neglected of the neglected

**Kevin Weimer**  
Centennial High School, Calgary

**A**s cheesy as it sounds, I have always wanted to use any talent or skill I might have to make the world a better place. And so I decided very soon after I completed my public education that I would be a teacher. Very early in my teaching career I had a colleague participate in Project Overseas and since that time I have always wanted to do this sort of work.

In July of 2017 I was a member of the Project Overseas Guyana team assembled by the Canadian Teachers' Federation. Along with a support team from Georgetown, Guyana, all six of us were each partnered with a co-tutor from the Guyana Teachers' Union to run a 10-day workshop for teachers in the remote town of Kwakwani.

Although only 200 kilometres from the coast (90 per cent of Guyana's population live on the coast), Kwakwani is beyond the end of the road. During the rainy season, the mining and logging town can be reached only by boat. At other times of the year, a small plane is an option for government or corporate officials, but an arduous trek by vehicle is the travel mode employed by virtually everyone else. The last 100 kilometres of the journey takes 3.5 to six hours depending on the daily amount of rain and the road conditions. The end is capped by a short ferry ride.

The Guyanese refer to this area as the Hinterland. This is the rain forest/

jungle, far from major urban centres and with limited access to communication, supplies of any kind and transportation. Although each teacher in Guyana is issued a laptop, access to electricity, the Internet and printers is limited and sometimes non-existent.

So we were serving the neglected of the neglected — neglected in the first instance by much of the rest of the world by virtue of Guyana being a developing nation, and in the second by virtue of its sparse population and geographic distance from the levers of power.

*These incredible, passionate educators are doing the best they can with no training, no resources and in difficult environments.*

The workshop participants were teachers and administrators from Kwakwani and the surrounding region — and they were amazing. Kwakwani is the largest town in the region but has only three schools — a nursery school (public education in Guyana begins at three-and-a-half years of age), a primary school and a secondary school. Most of the workshop participants came from "river schools," schools on one of the many rivers and tributaries running

through the rain forest. Our students often ride bicycles to school; many of their students paddle a canoe to school.

Many of the teachers work in schools with only a few colleagues (sometimes only one other teacher) and most come from outside the region. The Guyanese government provides not very good teacher accommodations as incentive to bring qualified staff to the Hinterland. However, as this does not always garner sufficient numbers to staff schools, the government often employs high school graduates and teachers in training.

Teacher training is two years with an optional two additional years to earn a university degree, and it takes place only in Georgetown. As such, becoming a teacher represents a tremendous commitment of time and money, which can have a significant impact on family life for participants in the Hinterland where the norm is to start families earlier rather than later.

Our participants came from the entire remote region (again, there aren't many roads, so many traveled by boat); were mostly female (three of 70 were male); varied in age (from just graduated high school to 30 years of experience); and varied in training. Participants were divided into five groups and rotated through a daily timetable. Subjects covered methodology in teaching core subjects with an emphasis on administration and guidance counselling.

**SERVING continued on page 8**

# Projet outremer

*Cette expérience a transformé ma vie.*

Nancy Crousset  
l'École Voyageur, Cold Lake

Juillet 2017 a été un mois inoubliable pour mon équipe de la Fédération canadienne des enseignantes et des enseignants (FCE) et moi. Depuis plus de 50 ans, des enseignants canadiens sont envoyés dans des pays en développement dans le cadre de Projet outremer (PO) pour offrir du perfectionnement professionnel au personnel enseignant. Cette année, grâce au travail collaboratif de la FCE et de l'ATA, j'ai eu la chance de participer au PO. Je suis allée à Haïti, plus précisément dans une commune de Haïti appelée Les Gonaïves avec comme projet l'amélioration de l'enseignement donné aux élèves haïtiens afin que tous reçoivent une éducation publique inclusive de qualité. Bénévole à Haïti, la Perle des Antilles. Quelle belle mission!

Le 11 juillet 2017, me voilà dans un avion plein à craquer en direction de Port-au-Prince, capitale de ce pays de plus de huit-millions d'habitants où a eu lieu le terrible séisme de 2010.

Si à première vue Port-au-Prince ressemble à un guépier, c'est aussi un cœur qui bat : artistes dans la rue; mobylettes qui se fauillent dans les couloirs brulants de la ville; marchands qui s'agitent; tap-taps (camionnettes très colorées) qui embarquent des passagers; bruit de



Autophoto de Nancy Crousset en compagnie d'une chamane vaudoue, lors de son voyage en Haïti.

klaxons; chants de coqs; discussions; etc. Tout cela anime cette ville qui ne dort jamais et dont l'empreinte coloniale laissée par les Français se voit et se ressent partout.

Les Gonaïves le 17 juillet. Ai-je besoin de vous dire qu'il faisait extrêmement chaud? En juillet, c'est la saison des pluies, il pleut presque tous les soirs et le jour... il fait chaud, très chaud. La distribution d'électricité est limitée, mais certains endroits sont équipés de générateurs de courant ou de batteries, comme la salle où nous avons travaillé pendant deux semaines. Bien que nous arrivions à 8 h 30, nous ne faisons fonctionner le générateur que de 11 h

**OUTREMER continued on page 8**



Alberta teacher Robert McKague teaches a vocational education class how to make and repair an extension cord in the Caribbean island of St. Vincent and the Grenadines.

## Helping overseas yields better teachers at home

Robert McKague  
St. Francis High School, Calgary

Caribbean! This word sent a shiver down my spine the first time I heard that I had been selected out of all of Canada to return and be the team leader with Project Overseas on the Caribbean island of St. Vincent and the Grenadines.

The Canadian team was greeted warmly by the St. Vincent and the Grenadines Teachers Union executive, who provided amazing hospitality and cultural tours of their island paradise. In conjunction with our Caribbean co-tutors, we strived to focus on methodologies and pedagogy for all cognitive levels of students — basically our Alberta motto of leaving no child behind.

Caribbean culture focuses around dance and music, so as team leader I entreated teachers to adopt and adapt this methodology into each of their daily lessons. It was exciting to see Caribbean teachers embrace my personal lessons from the Albert Education Career and Technology Studies curriculum and comment that they would use these lessons in their classrooms in September. Canadian Project Overseas teachers need to be very flexible and adapt to

extreme heat and classrooms designed with only one electrical outlet or no electricity at all.

It was clear that the Canadian Teachers' Federation (CTF) and Project Overseas have had great success in St. Vincent and the Grenadines, as it now recognizes that education is one of the keys to the advancement and development of the country.

Being a part of Project Overseas was a truly rewarding experience and one that will stay in my heart for the rest of my life. I was fortunate to work with some of the most dedicated Caribbean teachers, who endured tremendous challenges to attend the only professional development course of the year. There was always a sincere feeling that the CTF participation was truly appreciated and welcomed by the entire country.

When Canadian teachers return from a Project Overseas country, they return as better teachers who appreciate the wealth of resources and technology they have taken for granted their entire teaching careers. ■

*Robert McKague teaches mechanics, vocational education, social studies, legal studies and art at St. Francis High School in Calgary.*



Teachers unveil a new "peace hut" on the grounds of a school in Sierra Leone where local teachers can practise techniques learned from Project Overseas to replace corporal punishment. The hut is also available for families and community members to gather in order to peacefully settle disputes.

## Project fosters Canadian pride

Carla Cuglietta  
St. Joseph High School, Edmonton

This year I had the absolute pleasure of leading a team to Sierra Leone. The Sierra Leone project is unique in that it follows a "train-the-trainer" model. Teams from the Canadian Teachers' Federation (CTF) and Sierra Leone Teachers Union (SLTU) train professional development facilitators who work intensively to learn the techniques and basic building blocks of numeracy and literacy as well as how to establish and maintain peaceful and gender-friendly classrooms. The train-the-trainer model is a sustainable and effective one that both organizations are very proud of.

Through Project Overseas it is truly amazing to work with passionate and hardworking local teachers who manage to show up each day and try their best to move the country forward

through improved education despite often dealing with seemingly impossible situations in which desks, books and resources are limited or not available.

The learning exchange is definitely mutual. I learned what reconciliation, perseverance, selflessness, peace and respect for all people looks like. Through five-minute conversations in the hall with each fellow teacher in the morning, centring on the question "how are you really feeling," I was re-reminded of the importance of slowing down and fostering a human connection with others instead of rushing through my day.

Projects like these are important and often life-changing for both sides. I am so proud to be part of a provincial association that year after year supports teachers not only here at home, but also all around the world. ■

*Carla Cuglietta is a religious studies teacher and service co-ordinator at St. Joseph Catholic High School in Edmonton.*

## A life-changing assignment

Shawn Arseneault  
Jasper Elementary School, Jasper

After spending three days in Ottawa for our orientation, my team and I headed to Uganda. Our journey in this eastern African country exceeded all of my expectations. We spent our first three days in Uganda in the nation's capital, Kampala. In the capital city we met our Ugandan co-tutors who we were going to be working with for the better

part of the next 20 days. We worked on developing the program that we would be delivering to 160 teachers over the subsequent two weeks.

I had the pleasure of working in a city called Masaka, located west of Victoria Lake and slightly below the equator. In Masaka we spent two weeks on a teachers' college campus where we delivered professional development sessions to members of the Uganda National Teachers' Union and head teachers in the following areas: numeracy, literacy, English as a second language, life skills, physical education and instructional leadership.

My co-tutor and I delivered lessons in the field of instructional leadership. Our focus with the head teachers was to give them the tools to be able to make the change from being a simple manager to becoming more of an instructional leader. We had sessions on mentorship, on lesson observations and on defining instructional leadership.

This Project Overseas assignment was life changing. I cannot express enough gratitude to the Alberta Teachers' Association, the Canadian Teachers' Federation, my co-tutor and our Masaka team. ■

*Shawn Arseneault is an assistant principal and learning support teacher at Jasper Elementary School.*



At a school for the deaf in Masaka, Uganda, children are mesmerized by the teachers' cameras and other electronic devices.

# Alberta teacher wins national award



“ I’d love for every child who is Indigenous — First Nations, Métis or Inuit — to put their hand up and do it proudly. ”

—Billie-Jo Grant, award-winning teacher

**Cory Hare**  
ATA News Managing Editor

An Alberta teacher is among 10 recipients of a national Indigenous educator award.

Billie-Jo Grant, a teacher with Greater St. Albert Catholic Schools, won a Guiding the Journey: Indigenous Educator Award in the “role model” category.

“Receiving this award was an incredible honour. The day I received the call I started crying because I could not believe that there were professionals across Canada that chose me as an inspiring educator in Indigenous education,” Grant stated via email.

“There are so many amazing people that are doing exceptional work in this area and to be considered one of them was overwhelming.”

The award is from Indspire, an Indigenous-led non-profit organization that invests in the education of Indigenous people. The annual award program aims to acknowledge educators who have innovative and impactful teaching practices, advocate for resources and culturally based curricula,

and help Indigenous students reach their full potential.

A teacher for more than 20 years, Grant delivers three Indigenous workshops as a member of the instructor corps of the Professional Development program area of the Alberta Teachers’ Association. She currently teaches the RISE (respectful, inclusive, supported education) program at Vincent J. Maloney Catholic Junior High School in St. Albert.

Grant serves on her division’s First Nations, Métis and Inuit committee and is a leader in raising staff awareness of Indigenous issues, states one of the nomination letters submitted on her behalf. Grant facilitated her school’s first blanket ceremony last year and also shared the experience with every school in the division as well as staff at her division’s office.

She also led 500 students through the nationally known Project of Heart, in which students learn about residential schooling and draw their responses on small tiles that are made into a collage. Through this project, Grant awakened students’ minds to the heartache and loss that Indigenous

people suffered during the times of residential schools, states another nomination letter written by a colleague.

“She has truly helped our students to have a more clear understanding of the truth,” the letter states.

“Billie-Jo’s leadership in our school district is truly a gift to all who are blessed to learn with and from her. She leads with such passion and compassion that it is hard not to want to follow.”

Grant’s leadership in Indigenous issues got a boost in the summer of 2016 when she attended an Indigenous relations conference in Winnipeg. She came away with a desire to focus on the calls to action that emerged from the Truth and Reconciliation Commission.

“Responding to the Truth and Reconciliation calls to action is not only a professional responsibility for me but also a personal journey,” she said. “I was never a Métis child and I am now learning what it means to be a proud Métis woman.”

Grant elaborated that being Métis wasn’t celebrated when she was young.

“There was a fair amount of dysfunction around me ... until I started meeting positive role models, then I did embrace who I was,” she said.

Grant said she regularly encounters students who are hesitant to acknowledge or embrace their Indigenous heritage, just as she was when she was younger, but she’s sensing that is starting to change.

“I’d love for every child who is Indigenous — First Nations, Métis or Inuit — to put their hand up and do it proudly,” she said. ■

## Criminal conviction brings automatic ruling of unprofessional conduct



### PITFALLS AND PRECAUTIONS

**Gaylene Schreiber**  
Secretary to ATA Professional Conduct Committee

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

A teacher found guilty of two indictable offences for sexual interference and luring a child was convicted of unprofessional conduct as per the *Teaching Profession Act*. Section 41(2) of the act states that a teacher who is convicted of an indictable offence in the courts is automatically guilty of unprofessional conduct.

In its consideration of penalty, the Professional Conduct Committee determined that the teacher be removed from the profession to protect children

and the profession, and to serve the public interest. The committee declared the teacher ineligible for membership in the Association, and the committee made a recommendation to the minister of education that the teacher have his teaching certificate cancelled.

In its reasons for the penalty, the committee noted, “This behaviour is a heinous and reprehensible betrayal of the trust placed in [the teacher] by the public, profession and children. Society expects teachers to refrain from sexual interference and luring of students. The teacher’s persistent and repeated sexual interference with [the student] was sustained and occurred both during and after school hours, and in a variety of locations, including the school. Through his actions, the teacher abused his position of trust, authority and responsibility.” ■

## SERVING

continued from page 6

The participants were incredibly receptive and engaged with the content the entire time, professional from the first to the last day. Mental health and leadership information were highly valued by the participants, who told us it shifted their thinking and would change how they interacted with students. The need in this area for the instruction we brought is extremely high. These incredible, passionate educators are doing the best they can with no training, no resources and in difficult environments.

Our Canadian team was supportive of one another. We enjoyed spending time together and we worked together to make the workshop as beneficial as possible for all the participants. I was privileged and honoured to have spent July and all the months leading up to it working with these incredible educators. I am also pleased to know that I now have colleagues across the country to continue to converse and collaborate with as a new school year begins. ■

Kevin Weimer teaches math at Centennial High School in Calgary.

## OUTREMER

continued from page 7

à 16 h afin de pouvoir utiliser les ventilateurs. Inutile de vous dire que tout le monde croulait sous la chaleur. Néanmoins, nous continuons à animer des ateliers et à enseigner. Quant à l’eau potable, il fallait prévoir d’en apporter. Nous allions chercher des seaux d’eau afin que les participants puissent se laver les mains avant de manger, car une épidémie de choléra qui faisait rage depuis 2011 avait, soi-disant, déjà causé 8000 morts. Qui plus est, l’urbanisation anarchique causée par le tremblement de terre en 2010 et la surpopulation engendraient une gestion chaotique des déchets, et beaucoup de chèvres, chiens et chats errants, voire quelques cochons noirs se nourrissaient des débris épars dans la ville.

Il est vrai que cette expérience est un défi pour nous, Canadiens, mais nous nous devons de prendre part à l’éducation des élèves de ces pays afin d’éradiquer la pauvreté et de contribuer au développement durable. Personnellement, cette expérience a été un apprentissage qui a transformé ma vie et que je saurai transmettre à mes élèves francophones. ■

Nancy Crousset enseigne le français, les études sociales et les sciences à l’École Voyageur de Cold Lake.

Visit [teachers.ab.ca](http://teachers.ab.ca) to read more online Project Overseas articles.

### Two Alberta winners

Another Alberta educator also won a Guiding the Journey award. Pamela Sparklingeyes, program manager for aboriginal learning with Edmonton Catholic Schools, won in the role model category.



Applications are now being accepted

## ATA-CHANGE FOR CHILDREN 2018 Teaching Tour

Guatemala | July 6–20, 2018

Spend two weeks in Guatemala assisting with the professional development of fellow teachers in the areas of green technologies, permaculture and nutrition.

Collaboration on action plans and incentive strategies to promote school attendance are other components of this teaching tour, with the overall goal being to enhance the quality of education offered to the marginalized Mayan Mam indigenous population of Guatemala’s western highlands.

Travel and living expenses are covered by the ATA.

To apply, visit [teachers.ab.ca](http://teachers.ab.ca)>For Members>Programs and Services>International Cooperation>Change for Children 2018

For more information, email [lorena@changeformchildren.org](mailto:lorena@changeformchildren.org)

▶ Application Deadline: December 15, 2017

An ATA International Cooperation Program

COOR-61-18a 2017-10





## The Alberta Teachers' Association

The Alberta Teachers' Association invites applications for the positions of

### EXECUTIVE STAFF OFFICER, PROFESSIONAL DEVELOPMENT (GENERAL)

### EXECUTIVE STAFF OFFICER, PROFESSIONAL DEVELOPMENT (INDIGENOUS EDUCATION)

**Competition: ESO3/18 (two positions)**

**Location: Edmonton**

**Commencement: January 1, 2018**

These positions will assist in the work of the Professional Development (PD) program area with responsibilities in the areas of teacher education, curriculum and student assessment; technology in education; working with specialist councils; assisting local PD chairs; training and supervising Association instructors and Association administrator instructors; preparing policy and position papers; assisting with programs for beginning teachers; assisting in the development and revision of workshops; liaising with universities and other institutions; handling field service requests; serving as Association resource person in specific areas of expertise; and special or continuing assignments in other areas of Association operation. One of the positions will also focus on providing support and services related to Indigenous education and initiatives. General information regarding the Professional Development program area and the services it provides is available in the Programs and Services section of the ATA website.

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

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

Applicants should quote position **ESO3/18** and include the names, phone numbers and email addresses of at least two referees who are not Association employees or elected officials of its provincial executive. Applications must be received by **5:00 PM on November 17, 2017**, and should be addressed to

Ms Denise Wladyka, Human Resources Director  
The Alberta Teachers' Association  
11010 142 Street NW, Edmonton T5N 2R1  
Email: [hr@ata.ab.ca](mailto:hr@ata.ab.ca)

For more information, please see our website at [www.teachers.ab.ca](http://www.teachers.ab.ca).

## AnimalTales

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## Volunteer for Project Overseas WITH CTF IN THE SUMMER OF 2018

CTF needs English- and French-speaking Canadian teachers at the primary, elementary and secondary levels who are interested in volunteering to offer services in a wide range of subjects in Africa, Asia and the Caribbean. Each year, about 50 Canadian teachers are chosen to volunteer on CTF's Project Overseas. Based on requests from CTF's partners overseas, teams of Canadian teachers are formed in January and inservice projects take place in July and August.

CTF follows strict guidelines pertaining to Project Overseas' participant safety and project location.

For more information and to apply, visit the ATA website ([www.teachers.ab.ca](http://www.teachers.ab.ca)) under **For Members > Programs and Services > International Cooperation**.

If you have questions, contact **Robert Mazzotta**.

Telephone: 780 447-9445 in Edmonton and area or 1-800-232-7208 (ext. 445) from elsewhere in Alberta  
Email: [robert.mazzotta@ata.ab.ca](mailto:robert.mazzotta@ata.ab.ca)

**Application deadline:**  
**November 1, 2017.**



## Short-Term Exchanges for Educators and Administrators

AUSTRALIA | GERMANY | SPAIN



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

Exchange dates and duration vary by country. Please visit [www.ieep.ca](http://www.ieep.ca).

Deadline for applications: early December 2017

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

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



NEW free downloadable teaching materials aligned with the outcomes of the Alberta Social Studies and other curricula

### GWG: Piece by Piece – A Resource for Alberta Teachers

- |  |   |  |
|--|---|--|
| <p><b>Engages students in examining the working lives of immigrant women from the Great Western Garment factory in Edmonton.</b></p> | <p><b>GWG: Piece by Piece</b> (video)</p> <p><b>Interpreting the Stories of the Women of GWG – Readers Theatre</b> (grades 4, 5 or 7)</p> <p><b>The Chocolate Bar War: Story Approach</b> (grades 4 and 5)</p> <p><b>A Snapshot of Immigrant Life in Western Canada: Project-based Learning</b> (grade 5)</p> | <p><b>Let's Make Blue Jeans – A Factory Line Simulation</b> (grade 7)</p> <p><b>Taking Collective Action: A Simulation Activity</b> (grade 9)</p> <p><b>The Stories Behind Our Clothes: Project-Based Learning</b> (grade 10)</p> <p><b>Great Western Garment Factory: Collectivism in Action</b> (grade 12)</p> |
|--|---|--|



More information available at: [www.afle.ca](http://www.afle.ca)

## CLASSIFIEDS

### Goods and Services

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N/S, N/P. January 1 to March 10.  
English Bay, Vancouver. Call (604)  
559-8128 for more details.

## NOTICES AND EVENTS

### Deadline approaches for overseas opportunities

The Canadian Armed Forces Overseas Schools are accepting applications from teachers and administrators until Nov. 1 for the 2018/19 school year.

The Canadian Armed Forces operates two overseas schools, one in Belgium and the other in The Netherlands.

Available positions, information and the application package are available at the following website: [www.cafconnection.ca/CEM/Teacher-Recruitment](http://www.cafconnection.ca/CEM/Teacher-Recruitment).

### To Advertise

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**Next Deadline**  
Friday, Oct 27, 2017, 4 PM  
(publication date Nov 7, 2017)

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### SEEKING FURRY SUBMISSIONS!

The ATA News is seeking entries for **Teacher's Pet**, which profiles teachers' furry, feathered or even scaled friends.

If you have a cuddly companion that you'd like to share with your colleagues, please send us a picture, along with the following required information:

- Your name, grade, school and the subject(s) you teach
- Your pet's name and breed

Also, please answer these two questions:

- 1) What makes your pet special?
- 2) How does your pet help you in your profession?

A selection of entries will be published in an upcoming issue of the ATA News.

**Please email your submissions to [cory.hare@ata.ab.ca](mailto:cory.hare@ata.ab.ca).**

**DEADLINE: NOV. 13**



## HIGH SCHOOL MATH AND SCIENCE TEACHER WANTED.

Starting on January 16th Qilu Sino-Canadian International School in Dongying is looking for a Sr. High Math/ Science Teacher. Duties will include teaching Math 10 and Physics 20 for the second semester. The teacher may choose between a six month or a 1.5 year contract.

The pay grid for teacher's starts at \$51,000 CAD and includes flights to and from China, bonus pay, medical insurance, and on campus housing. Dongying has a very low cost of living and these wages are considered extremely competitive for our area of the world.

Native English speakers are preferred and as we are an accredited Alberta International School, applicants must have or be qualified to get a teaching certificate from Alberta Education. (minimum — Bachelor of Education required).

**Please forward your resume to [hr.qscis@gmail.com](mailto:hr.qscis@gmail.com) and [hr@cscdfsd.org](mailto:hr@cscdfsd.org) to apply and visit [www.qisalberta.org](http://www.qisalberta.org) for more information.**

## Get 2Know 2Learn.ca

Educational resources for teachers



### Feature topic: Special Editions

This 2Learn.ca feature provides teacher resources that address events in the news, whether they be unique or annual occurrences.

While such events provide opportunities for teachers to make relevant connections to curriculum, most teachers don't have time to quickly organize resources for these events or topics, which is why 2Learn.ca Special Editions provide relevant, reliable links to those emerging topics.

Special Editions contain sections for teacher resources and student interactives. They are available throughout the school year, with topics changing regularly.

Examples of previous and recurring Special Editions are listed below:

- Remembrance Day
- Terry Fox Run
- You Are What You Eat
- Fake News
- The Group of Seven
- The 100th Anniversary of the Battle at Vimy Ridge
- Planets Known and Unknown

To find current Special Editions, visit [2Learn.ca](http://2Learn.ca) and click on Special Editions Index.

### SLIP US A TIP!

**We want to hear about news in your school, district or local.** Please email managing editor Cory Hare at [cory.hare@ata.ab.ca](mailto:cory.hare@ata.ab.ca).

Ag for Life  
PRESENTS

# AGRICULTURE EDUCATION TEACHERS' SYMPOSIUM



## NOVEMBER 24

### LOCATION:

Cochrane RancheHouse  
101 RancheHouse Rd.  
Cochrane, AB

### KEYNOTE:

Dr. Frank Robinson from the University of Alberta

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# TALENT END

October 24, 2017 | Volume 52, Number 5

## FOOD & PHOTOGRAPHY



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ANNA DWYER



AIDEN MYSCHUK



MYLES McCULLOCH

For an assignment that's simply called the FOOD project, Grade 9 students at Edmonton's Vimy Ridge Academy spend a day researching professional food photography then bring in some food that they prepare and shoot in studio light boxes. They complete the project by cropping and editing their photos in Photoshop.



SAWYER WHITSON

The face of photography student Tee Mwangura is superimposed with a nature scene taken near McNally High School in Edmonton. The image was created by fellow student Sawyer Whitson using the double exposure feature within a Canon 6D digital camera. The photo was an assignment for Mark Knoch's Photography 20 class at McNally.



SUPPLIED

Teachers from Local 21 and staff from Elk Island Catholic School gathered and dropped off food at the Vegreville Food Bank in late September. Pictured are Local 21 president Rhonda Borowski and executive secretary Marc St. Jean.