



It's PEC election time. See page 12.



**READY, SET,
GROW!**
See page 6.

ATA NEWS

January 15, 2019 | Volume 53, Number 7

News Publication of The Alberta Teachers' Association



THE FACE OF EDUCATION



This ...



from ATA President Greg Jeffery

Mental health supports a key component of pledge for public education. See page 4.

Oh baby!

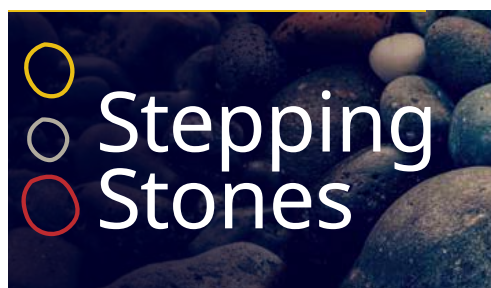
This is the year to get inspired.

Read Jonathan Teghtmeyer's editorial on page 2.

California dreamin'

Golden state provides template for stable education funding.

Read Viewpoints on page 3.



New publication celebrates Indigenous language

Stepping Stones series continues to connect teachers with First Nations, Métis and Inuit knowledge. See story on page 5.



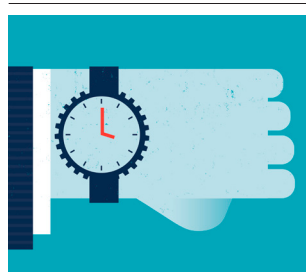
Plan to be certified

Program unveiled for leadership certification. See story on page 4.



Lifelong friendship

Alberta teacher finally meets pen pal of 40-plus years. See story on page 12.



Frustration mounting

Local negotiations continue to drag on. See story on page 5.

Oh baby! This is the year to get inspired



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

In the past editorialists like me could depend on a few literary devices around the new year to begin their prose. We could write some witticism or other about mistakenly using 2018 on cheques instead of 2019, but, of course, no one uses cheques anymore.

We could spin a yarn about taking down old calendars and putting up new ones, but I haven't purchased a calendar in ages, and those kiosks at the mall around Christmastime seem dreadfully dull these days. There are much better ways both to keep track of events and to look at cute pictures of cats.

So what is a guy to do when looking to create an amusing lede for a New Year's column?

The body of the column will be easy. I can look ahead to the year that will be and speak of the upcoming events. But how might I pull the reader in first? Hmm...

Sure, after some awkward segue, I could talk about how 2019 will be an eventful year and that it will start hopping quickly. Nominations are closing soon for the ATA's Provincial Executive Council elections. Central table bargaining could very quickly come to a head, and local bargaining still continues for 10 units left unsettled for more than two years.

Then there is the provincial general election, which has been heating up for some time and will certainly dominate the public square for the next few months. The economy will remain a hot topic, and that will be used to debate public finances. But how will we ensure that education remains a priority?

I know what my main premise will be. We need teacher engagement, now more than ever.

There is a palpable sense of restlessness amongst teachers. It may be anxiety, but it also feels like energy.

Class sizes are large and so are the gaps in support for student needs. More must be done, yet we keep hearing about how there is not enough money to fix the problems. Teachers are obviously concerned about

Alberta's slowly recovering economy, but they also know that—when asked to help the government with its finances, they have responded — teachers have had only one salary grid increase in the past six years. And next school year will bring with it new quality standards and the start of new curriculum implementation for a third of our members.

The challenges ahead for teachers can only be responded to with teacher engagement around the issues and events that matter.

I could close my editorial with a call to action. (If only I could figure out how to get it started.)

We need teachers to advocate. An emerging theme for the Association this year is the idea that "teachers want what students need." So we need teachers to talk about those important issues, in particular, class size and supports for inclusion. Talk to your friends and family, your students parents', trustees and MLAs, and get out and talk to all of the candidates in the upcoming provincial election. Tell them about your students, classes and schools and ask them what they think. The coming months are critical for

the future of our profession and province, and we must make sure that the needs of students and teachers are an important part of the conversation.

I am mindful of what Bill Moore-Kilgannon, former executive director of Public Interest Alberta, would say in his presentations about advocacy. He would post a picture of a screaming baby and talk about how a baby is the most effective advocate. Babies know what they need, and they will focus on it until they get it. They will make sure that you can't ignore their needs, and they will persistently draw attention to their needs until those needs are met.

That's it! That's the literary device I needed.

As old man time representing 2018 departs, we are met with the New Year's baby representing 2019. Let's be inspired by that baby, inspired for the future and all that it can be and how it can be achieved through a well-supported public education system. Let's also be inspired by the tenacity of babies and their ability to effectively and tirelessly advocate for what they need. ■

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

We need teachers to advocate.

OHS changes will affect schools



Q & A

Dennis Theobald
ATA Executive Secretary

Question: I have been hearing a lot about these joint work site health and safety (JWHS) committees. As a school leader, what is my role on the committee? How would the Code of Professional Conduct apply in matters relating to an occupational health and safety investigation?

Answer: The *Occupational Health and Safety (OHS) Act* was amended on June 1, 2018, and now calls for each work site with 20 or more workers to have a joint work site health and safety committee. The purpose of these joint committees is to provide a mechanism for all workers to be involved in workplace safety and to ensure that the workplace is meeting or exceeding the requirements of the *OHS Act*. The goal is to keep the workers safe while on the job.

While this legislation applies to schools, it was not specifically designed

to accommodate the unique practices, culture and working relationships of the school. This has given rise to some challenges around implementation of the *OHS Act* in the K-12 education sector.

Some school divisions have created a joint committee in each school, while others have asked Alberta's Occupational Health and Safety branch to approve a modified model consisting of one central committee for the division along with a health and safety contact at each site. Where a school-based committee exists, it must consist of a minimum of four individuals, half of whom must be worker representatives, including but not limited to teachers. Within the context of the *OHS Act*, principals and vice-principals cannot represent "the workers." Instead, these school leaders are deemed to be agents of management with supervisory responsibilities and act in place of school board officials when investigating a complaint or dealing with a hazard at the work site.

If a school division is approved to use the modified model, a health and safety contact must be identified at

It is important to remember that the Code of Professional Conduct applies to teachers at all times and is not overridden by the OHS Act.

each school and work site. This site contact must be a worker at the site (i.e., a teacher, support staff, custodial staff or other nonmanagement employee), but cannot be the principal or vice-principal because, as noted above, the *OHS Act* considers school leaders to be management. In schools where the modified model is in operation, the site-based health and safety contact would alert the school leader to a hazard or a complaint, and they would then work together to resolve the issue.

For either model, the school leader does not select the health and safety contact or the committee members

representing workers. These individuals are elected by the workers at the site.

It is important to remember that the Code of Professional Conduct applies to teachers at all times and is not overridden by the *OHS Act*. While an investigation into a workplace incident or hazard would be unlikely to entail criticism of a teacher's competence or professional performance, it might emerge that a teacher's actions could have been the cause of an incident or created a hazard. In this circumstance, teachers investigating an OHS issue must abide by articles 13 and 14 of the code, which require them to act in good faith and to notify a colleague of a potential criticism before submitting it to an appropriate authority. When a written report is prepared, and if it involves a teacher, that teacher should receive a copy of the report prior to its submission to the proper authorities. School leaders should also note that they too continue to be bound by the code. ■

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



The Alberta Teachers' Association

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

YOUR VIEWS

ON TWITTER

Kendra Boddy @kendraSKboddy
Requested several PD books from @albertateachers library today. Looking forward to expanding my knowledge about #Mindfulness, #classroommanagement, and #literacy in the new year! So grateful that my union offers such a valuable and expansive resource.

Wade Westworth @Mr_Westworth
Amazing to have former @FoothillSATA local president and current @albertateachers Member Services officer Dave Matson at our CSR meeting to present the School Representatives Toolkit! #WelcomeBack

davidstawn @stupidtalk
Often teachers are expected to collaborate as if they were born with the skill; or learned it through osmosis @albertateachers @EdPubTeachers

Alison Palmer @alijanepalmer
Replying to @stupidtalk @albertateachers @EdPubTeachers

Yes. You've just been hired. You've just met your grade level partners. Now collaborate!

Andrew Doyle @AndrewkDoyle
A great school culture can expect volunteerism from teachers and parents and kids. But in those cultures the recognition of time is usually honoured too. When it isn't, I think you have issues and it no longer is a great culture.

Nicole Lafreniere @Mrs_Laf
I want fiscal responsibility. I do not believe in overspending. But I also believe in fair & equitable access to services in health care & education — the two areas of greatest spending.

It's often said that students with diverse needs "just aren't ready for the classroom yet" — the truth is that the classrooms aren't ready for the kids. It's no better than the insufficient number of life boats on the Titanic.

— Kendra Seatter @KendraSeatter

Letters wanted

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.

FOR THE RECORD

“ We all have a deep-seated fear that our jobs are on the line should anyone ever discover our truth. ”

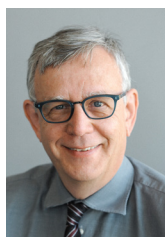
— An unidentified LGBTQ teacher employed by the Calgary Catholic School District in a letter published Jan. 7 in the *Calgary Herald*

Schools are struggling to deal with student use of food delivery apps.



Taxes are one helpful way to pay for education

VIEWPOINTS



Ian Hanna
Government and Stakeholder Relations, Saskatchewan Teachers' Federation



Jonathan Teghtmeyer
Associate Co-ordinator — Communication, Alberta Teachers' Association

We want to tell you a story about a faraway land, a land where the sun almost always shines and the people are prosperous.

It's a land where the only downside of having fruit trees in your backyard is that they block the view of the mountains and the oceans.

This is not a mythical land. It's California, the world's fifth-largest economy and bigger than all of the United Kingdom. California now has a \$9-billion surplus in its 2018-19 state budget after years of running massive deficits. And it's a state where, a few years ago, they made a deliberate decision to raise taxes to improve public education.

Former governor Jerry Brown, who retired this month, decided he was tired of hearing there was no money for education. In a speech on Nov. 6, 2012, Brown said that without more money for schools, the California dream was over.

"This is about people choosing on or off ... money into our schools or money out of our schools. It's really stark. The California dream is built on great public schools and colleges and universities."

The mechanism Brown endorsed to fix this problem was California Proposition 30. It called for personal

income tax increases over seven years on people earning more than \$250,000 per year. There was also a sales tax increase of 0.25 per cent.

Proposition 30 passed in the fall of 2012 by more than 55 per cent. The sales tax increase was allowed to expire in 2016. The higher income tax portions of the plan were extended for another 12 years when another vote was held in 2016. Since January of 2013, Proposition 30 has generated more than \$31 billion for California schools. The impact has been significant.

According to the independent California Budget and Policy Center, per-student spending in K-12 classrooms has increased more than \$1,300 from 2012-13 to 2016-17 (adjusted for inflation).

The center also says the number of students per teacher has dropped since Proposition 30 was adopted.

According to the California Federation of Teachers, the thousands of per-year layoff notices in education have slowed to a trickle.

In the Los Angeles Unified School District, Proposition 30 provides 12 per cent of annual funding. A deliberate decision was made to restore funding to arts programs and programs to support the most needy students. Statewide, community colleges have been able to restore hundreds of class sections after the cuts were reversed.

Here in Alberta, funding for education has not kept up with rising inflation and rapid student population growth. From 2009-10 to 2017-18, the student population increased by 19 per cent and costs rose by 15 per cent. Funding has not kept pace and, as a result, class sizes have risen and students are not getting the supports they need.

In the last school year, 81 per cent of K-3 classes were larger than guidelines established in 2003 by Alberta's Commission on Learning, and all but five school jurisdictions exceeded the targets. These averages also don't fairly represent the considerable

number of classes that are significantly larger than the average. Since 2002, the proportion of core classes with 40 or more students has grown by 600 per cent.

The Alberta government has been running deficits for many years, and calls for more classroom support are too often met with a political response that there is no money.

Well, there's no money because of the deliberate tax decisions that have been made over the years. Alberta has the lowest taxation rates in the country, and we are the only province without a sales tax. If Alberta used the tax rates being used by the conservative government in Saskatchewan, we would raise \$11.3 billion more. With these reasonable taxation rates, Alberta would still be tied with B.C. and Saskatchewan for the lowest taxes in Canada, but it would have a \$2.5 billion surplus instead of a \$9-billion deficit.

No one wants an education system for their children that is starved for operational funds. No one wants education funding cuts that stretch out over several years, particularly when there are more students.

So, if you meet a politician who says there's no extra money for education, tell them to look in the mirror to find out why this has happened.

Tell them about this place where the most well-off were asked to pay a bit more to make schools better for everyone.

Tell them about a place where taxes were raised, the popularity of political leaders rose and the budget is now in surplus.

Tell them about a place where class sizes are smaller and arts and music programs flourish.

It's not a myth. It's California.

We'll get there too if we all can agree that Alberta's dream is also built on great public education. ■

This column was adapted from one that first appeared in the Dec. 12, 2018, issue of the Saskatchewan Bulletin, published by the Saskatchewan Teachers' Federation.

This...

from ATA President Greg Jeffery



Support the pledge to improve mental health



Happy New Year once again colleagues. As we return to our classrooms after the break, it should not be a surprise to any of us that all is not happy. We know that the holidays can

make mental health issues more obvious and more intense. Also, January and February are the two worst months in terms of mental health statistics.

We know it is important to care for each other and our students, but do we have the supports in place to accomplish this? Our data says, generally speaking, that we do not. There is no equity across the province in this regard. In our Pledge for Public Education, statement number four hopes to help address this inequality. It says "I believe all students should have access to a teacher-certificated school counsellor in their school."

There is a huge disparity in the level and timeliness of service that is available to students throughout the province. It ranges from school divisions where an administrative allowance is paid to chartered psychologists who are in-school counsellors, to divisions where, when a student requires testing, that service is contracted from central office and paid out of the school budget.

While we as classroom teachers do as much as we can, providing the next level of support is crucial to the well-being of both our students and ourselves. We know that improvements to classroom conditions mean an improvement to student learning, and this is why the fourth statement is part of our pledge.

So what can we do? Firstly, sign onto the pledge at Ibelieveinpubliced.ca. Then talk to others about signing on as well — family, friends, trustees and influential members of the community. Use the URL to post social media messages about the pledge.

Let's work to improve this situation so next January is happier for more of our students because one of the supports they need is in place regardless of where they live in our province. ■

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



Are you interested in facilitating workshops?

The Alberta Teachers' Association is seeking outstanding classroom teachers representing all grade levels and subject areas from across the province to become Association Instructors.

APPLICATION DEADLINE IS FEBRUARY 28, 2019.

For information or to download an application form, visit www.teachers.ab.ca > My ATA >

Engage with us > Getting Involved as an Individual > Joining a Corps > Association Instructors.



The Alberta Teachers' Association

10-6107 268-04

New inservice program will provide leadership certification



EXECUTIVE REPORT

Mark Swanson
Co-ordinator, ATA Professional Development

Recent amendments to the *School Act* require all Alberta principals and superintendents to hold appropriate leadership certification, effective Sept. 1, 2019.

To support the transition to this new requirement, all principals and superintendents active in their roles during the 2018/19 school year will receive grandparented certification, as long as they apply to Alberta Education's Registrar with verification of their employment status.

Other teachers serving in leadership roles (such as assistant, associate or vice-principals and school jurisdiction teacher leaders) during the 2018/19 school year can obtain leadership certification through an inservice program. However, once the inservice opportunity has passed, those wishing to obtain leadership certification or superintendent leadership certification will be required to complete a more comprehensive, formal program offered through Alberta's post-secondary institutions.

What are the leadership and superintendent leadership certification inservice programs?

The leadership and superintendent leadership inservice programs will connect the practice of teacher leaders to the competencies described in the Leadership Quality Standard (LQS) and Superintendent Leadership Quality Standard (SLQS) and will lead to leadership certification.

There will be two different options for this program. Option A (LQSa) is recommended for assistant, associate and vice-principals, and school jurisdiction leaders who have not had previous experience as school principals. Option B (LQsb) is recommended for principals who are wanting to take the program for professional development, and school jurisdiction leaders who have previous experience as school principals.

A second inservice program will be designed to align with the SLQS and will lead to superintendent leadership certification.

To be eligible for inservice programming, teachers must hold either an interim professional teaching certificate or permanent professional teaching certificate.

Who is eligible?

Individuals working in the following roles during the 2018/19 school year will be eligible for the Leadership Certification Inservice Program:

- assistant, associate and vice-principals;
- school jurisdiction leaders (central office staff members — other than the superintendent — required by their leadership position to hold an Alberta teaching certificate, such as deputy, assistant and associate superintendents; directors; heads of independent schools; and consultants). School jurisdiction leaders who complete the leadership certification program may choose to continue to the Superintendent Leadership Certification Inservice Program.

While these roles will not require leadership certification, teachers working in them should consider taking advantage of this one-time inservice opportunity to receive leadership certification. In addition, principals and superintendents who will receive grandparented leadership certification may wish to participate in inservice programs as a professional development activity.

Where, when and how long?

Inservice programs will be two consecutive days and will be offered multiple times in regional locations throughout the province beginning in February and concluding in December 2019. The initial offerings for the program will coincide with the various teachers' conventions throughout the

province, although they will be held at separate venues from the conventions.

Those who are obligated to attend their convention, and are eligible to take the Leadership Certification Inservice Program, may choose to do so as an alternate professional development activity, without having to apply to their convention board for approval.

Access to the leadership certification inservice session(s) is not restricted to those who are attending convention. Any person eligible, as per the guidelines, may attend.

There will be subsequent sessions of the leadership certification inservice offered across the province throughout the remainder of the year.

The Superintendent Leadership Certification Inservice Program will be offered later in the spring and also throughout the remainder of the year. The locations and the dates for the sessions can be found on the abedleadership.ca website.

How do I register and what are the costs?

A secure website is being used for registration, access to program resources and the development of an online community of practice for those interested.

Each session will have an enrolment cap, but sessions will be scheduled throughout the province on a regular basis to ensure access to all those that wish to take an inservice program.

There will be no cost to take the program, but participants will be responsible for personal expenses related to accommodation and travel.

Go online

A digital platform for registration and information can be found at <https://abedleadershipcert.ca/register>.

FREQUENTLY ASKED QUESTIONS

Do I receive university credit when I complete the program?

Completing the program does not qualify you for university credit. It also does not make you eligible for credit towards years of education for salary purposes.

Is there anything else that I need to do to prepare for leadership certification?

Yes. Any Alberta certificated teacher who is interested in acquiring leadership certification should ensure they update their information in Alberta's Teacher Workforce Information System (TWINS). Those who are eligible for grandparented or inservice pathways to leadership certification will be contacted directly through TWINS and alerted that their application is ready for completion.

What if I don't have a permanent teaching certificate?

For those leaders on an interim professional teaching certificate, Alberta Education will issue leadership certification once the permanent professional teaching certificate has been granted.

Where can I get further information?

If you have any questions regarding the leadership certification inservice programs, please contact Mark Swanson, coordinator, Professional Development at mark.swanson@ata.ab.ca.

If you have questions regarding leadership certification or superintendent leadership certification, contact Karsten Koch, manager, Leadership Excellence Branch, Alberta Education, at karsten.koch@gov.ab.ca. ■

Frustration mounts as local negotiations drag on

Cory Hare
ATA News Managing Editor

Frustration is mounting within 10 bargaining units that are still negotiating local agreements for the period from September 2016 to August 2018.

"I'm frustrated and quite frankly perplexed as to why some school boards have set about this course of action — we're talking about a collective agreement that's already expired," said Sandra Johnston, co-ordinator of the Teacher Welfare program area of the Alberta Teachers' Association, which oversees bargaining throughout the province.



Sandra Johnston
Co-ordinator,
Teacher Welfare

A new bi-level bargaining model implemented in 2016 included a central table agreement affecting all teachers in the province, followed by 61 separate negotiations on local matters. That central table agreement, and any subsequent local agreements, took effect Sept. 1, 2016 and expired Aug. 31, 2018. However, 10 bargaining units are still trying to reach those local agreements.

Johnston said teachers will have to be strong.

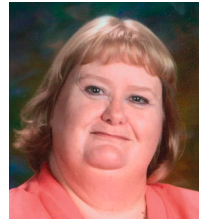
"They're going to have to demonstrate to their employer their resolve using all legal means at their disposal," Johnston said.

Most of the 10 bargaining units have applied for assistance from a government-appointed mediator, who can help the parties reach an agreement, compel them to vote on their recommended terms for settlement or simply decide that the parties are too far apart and "write out" of the process. After a mediator writes out, either party may begin the process to move toward a strike or lockout.

On Dec. 19, teachers with St. Paul Education Regional Division No. 1 voted 90 per cent in favour of authorizing the ATA to request a government-supervised strike vote. After a cooling-off period that ends in mid-January, teachers

will have the option of proceeding with a strike vote.

This step came after members of the bargaining unit rejected a memorandum reached through collective bargaining and a subsequent agreement proposed by a mediator. Teachers are frustrated at the amount of time it's taking to reach an agreement but want to see significant improvements, said local president Connie Landsiedel.



Connie Landsiedel
President, Greater
St. Paul Local No. 25

"They don't want to be at the bottom anymore. Two of our principals are at the absolute bottom of the principals' allowance in the province. It's very frustrating," Landsiedel said.

Even though a strike is being considered, Landsiedel is hopeful that a deal can be reached before strike action takes place.

"I would really like to see it get resolved, but on the other hand there's going to have to be some improvements before our teachers are going to accept it," she said.

Board chair Heather Starosielski told the *St. Paul Journal* that trustees are disappointed.

"The board of trustees is disappointed and surprised that in the last month the ATA has twice voted down settlements that were supported by the local ATA negotiations committee, the provincial ATA representative and the government-appointed mediator," she said.

Disappointed in Red Deer

In Red Deer Catholic Regional Division No. 39, more than a year-and-a-half of bargaining has included numerous negotiations and mediation sessions.



Stephen Merredew
President, Red Deer
Catholic Local No. 80

"None of this has gotten us any closer to bringing an agreement back to our members," said

Stephen Merredew, president of Red Deer Catholic Local No. 80.

The bargaining unit applied for voluntary interest arbitration and proposed this to the employer as a possible next step. It is awaiting a response.

What teachers are seeking, Merredew says, are small items to help with work-life balance, such as expanding the definition of family so that medical leave is more inclusive, and fewer restrictions on personal leave.

"They're disappointed that we haven't had more progress to bring back to them," Merredew said. "They're disappointed that the process seems to be dragging on at a very slow pace."

In December, the Alberta Labour Relations Board found the Red Deer Catholic division guilty of unfair bargaining practices after some of the division's top administrators engaged in communication that interfered with the ATA's ability to represent its members.

While these actions have frustrated teachers, Merredew remains optimistic that a deal can be reached. The key is to focus on the issues that teachers have identified as important.

"If we all keep those in mind, I think that we'll be able to come to a resolution without having to engage in more contentious avenues," he said.

Lack of respect



Greg Jeffery,
President, the
Alberta Teachers'
Association

ATA president Greg Jeffery is concerned about the lack of respect being demonstrated by school boards that are dragging out the negotiation process, a sign of strained relationships.

"In some of these places these disputes have been simmering for 10 years," he said.

He maintains, however, that the bi-level bargaining model works.

"It's a good process because it respects teachers' rights," he said. ■



2016 Negotiations

10 units remain unsettled

The following ATA bargaining units have not yet settled local agreements for the 2016-18 term:

- Canadian Rockies Regional Division No. 12
- CS Centre-Est No. 3
- CS Centre-Nord No. 2
- CS FrancoSud No. 4
- Horizon School Division No. 67
- Northern Gateway Regional Division No. 10
- Rocky View School Division No. 41
- St. Paul Education Regional Division No. 1
- Wetaskiwin Regional Division No. 11
- Red Deer Catholic Regional Division No. 39



2018 Negotiations

Central table

Bargaining is also currently underway to achieve a central table agreement to replace the one that expired on Aug. 31, 2018.

New publication celebrates Indigenous language

Jen Janzen
ATA News Staff

Language and culture cannot be separated.

That's the message in the latest release in the Stepping Stones series, entitled *Indigenous Language Diversity and Revitalization*.

Along with a summary of the different languages that have been spoken in Canada for thousands of years, the document outlines that Indigenous languages are at risk of extinction and the efforts that are underway to revitalize them.

"We recognize that language is culture," says Melissa Purcell, executive staff officer in charge of Indigenous education.

"Language connects us to our history, to the land and to our families. If we don't protect Indigenous languages, we will lose them."

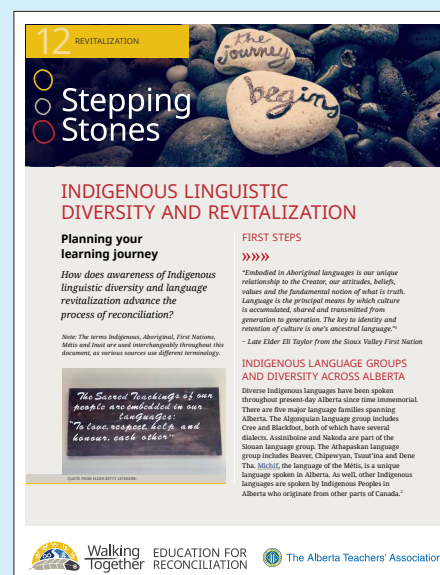
The Stepping Stones series consists of 13 documents, with several still in development. They're part of the ATA's Walking Together project,

"We all have a role to play in reconciliation, and we all have to start where we are."

— Melissa Purcell, ATA executive staff officer, Indigenous Education

which strives to connect Alberta's teachers with the First Nations, Métis and Inuit knowledge required as part of the new Teaching Quality Standard. However, as Purcell explains, reconciliation in education is more than memorizing data about Indigenous people.

"We all have a role to play in reconciliation, and we all have to start where we are," she said. "The Stepping Stones provide foundational knowledge, but they also encourage teachers to continue their learning journeys." ■



Download a copy

Downloadable PDF versions of the Stepping Stones summaries, as well as a full list of Indigenous education professional development materials, are available to teachers on the ATA website. French-language versions of each summary also are available or currently in the process of being translated.

Did you know?

The United Nations declared 2019 the Year of Indigenous Languages (IY2019).

READY, SET, GROW!

Teachers' Conventions

Teachers' conventions enhance professional practice by providing teachers and school leaders with opportunities to share innovative practices, discuss pedagogical issues and meet their self-directed learning goals.

2019 Convention Themes

- Responding to changes in the educational landscape
- Teaching in inclusive classrooms and schools
- Educating for reconciliation
- Promoting holistic health and wellness
- Effective use of technology and makerspaces

Featuring

New sessions developed by the Walking Together: Education for Reconciliation program, including

- An Introduction to Treaty Education,
- Indigenous Education Resources: Where Do I Start? and
- Full Circle: Understanding the Social Implications of Indigenous Realities.

Convention questions

For more information about teachers' conventions or for answers to frequently asked questions about convention attendance, please visit www.ataconventions.ca or check out the ATA website at www.teachers.ab.ca > For Members > Professional Development > Teachers' Conventions.

General questions regarding teachers' conventions should be directed to the Professional Development duty officer.

Telephone: 780-447-9400 (in Edmonton); 1-800-232-7208 (toll-free in Alberta); email: pd@ata.ab.ca

North Central

Dates: Feb. 7–8, 2019
 Location: Edmonton — Shaw Conference Centre, Westin Hotel and offsite venues
 Contact: Pam Arnason, president
 Email: president@nctca.ab.ca
 Website: www.mynctca.com

Calgary City

Dates: Feb. 14–15, 2019
 Location: Calgary — Telus Convention Centre, Hyatt Regency Hotel and offsite venues
 Contact: Darren Moroz, president
 Email: cctcapresident@gmail.com
 Website: www.cctca.com

North East

Dates: Feb. 14–15, 2019
 Location: Edmonton — Doubletree by Hilton Hotel
 Contact: Adrienne Sprecker, president
 Email: adrienne.sprecker@nlsd.ab.ca
 Website: <http://netca.teachers.ab.ca>

Palliser District

Dates: Feb. 21–22, 2019
 Location: Calgary — Telus Convention Centre and Hyatt Hotel
 Contact: Andrea Craigie, president
 Email: president@pdtca.org
 Website: www.pdtca.org

Southeastern

Dates: Feb. 21–22, 2019
 Location: Medicine Hat College
 Contact: Tim Johnson, president
 Email: tibon007@gmail.com
 Website: www.seatca.ca

South Western

Dates: Feb. 21–22, 2019
 Location: University of Lethbridge
 Contact: Nicole Kusick, president
 Email: president@swatca.ca
 Website: www.swatca.ca

Greater Edmonton

Dates: Feb. 28–March 1, 2019
 Location: Edmonton — Shaw Conference Centre, Westin Hotel and offsite venues
 Contact: Lloyd Bloomfield, president
 Email: president@getca.com
 Website: www.getca.com

Central East

Dates: March 7–8, 2019
 Location: Edmonton — Shaw Conference Centre
 Contact: Jim Allan, president
 Email: jyallan@telus.net
 Website: www.ceatca.teachers.ab.ca

Mighty Peace

Dates: March 7–8, 2019
 Location: Grande Prairie Composite High School and Peace Wapiti Academy
 Contact: Chantal Gallant, president
 Email: mptcpresident@gmail.com
 Website: <http://mptca.teachers.ab.ca>

Central

Dates: March 14–15, 2019
 Location: Hunting Hills and Notre Dame High Schools, Red Deer
 Contact: David Martin, president
 Email: teacher.david.martin@gmail.com
 Website: www.mycatca.com

Specialist Council Conferences

Membership in a specialist council is an integral component of a teacher's professional growth.

Your Association has 21 specialist councils, and every active member is entitled to join one at no cost. Specialist councils organize annual conferences, produce publications, maintain websites and offer regional workshops and seminars, thus providing professional development opportunities and promoting teachers' expertise in curriculum and specialty areas.

Middle Years Council

Date: April 25–27, 2019
 Location: Banff Park Lodge Resort Hotel and Conference Centre
 Theme: Hit It Out of the Park!
 Contact: Chris McCullough
 Email: chris.mccullough.teacher@gmail.com
 Website: www.ata-myc.com

Health and Physical Education Council

Date: May 9–11, 2019
 Location: Red Deer College, Red Deer
 Theme: Life's a Journey ... Let It Be Active
 Contact: Jodi Harding-Kuriger
 Email: jodi.harding@gmail.com
 Website: www.hpec.ab.ca/hpec-2019-life-s-a-journey-let-it-be-active

Council for School Leadership

Date: May 11–15, 2019
 Location: Fairmont Banff Springs Hotel, Banff
 Theme: uLead 2019
 Contact: Jeff Johnson
 Email: leadershipfor21c@me.com
 Website: ulead.ca

Conference questions

For more information about specialist councils, visit the ATA website at www.teachers.ab.ca > My ATA > Professional Development > Specialist Councils.



Annual satisfaction survey underway

ATA News Staff

The Alberta Teachers' Association is encouraging its members to answer the call if they are selected for a telephone survey being conducted by Alberta Education.

The ministry is currently conducting its annual stakeholder satisfaction surveys to gauge perceptions of Alberta's K-12 education system.

Taking place from mid-January until the end of April, the surveys gather responses from a random sample of parents, the general public, high school students, teachers, principals, superintendents and school board trustees.

In addition to the telephone surveys, the department is piloting online surveys of principals, teachers and the general public. And, for the first time, the survey is also being offered in French for six respondent groups: senior high school students, parents, teachers, principals, school board trustees and superintendents.

There will be more than 6,000 completed surveys, ensuring that results for each of the respondent groups are statistically representative. The survey responses are completely confidential and only aggregate data will be reported. Advanis Inc., an Alberta-based firm, has been contracted to administer the surveys.

The surveys are part of an ongoing review program. Some results are also used in specific business plan performance measures and will be reported in the ministry's 2018-19 annual report.

A summary of the information from this survey will be posted on Alberta Education's website. Last year's survey results are available at www.alberta.ca/education-stakeholder-provincial-satisfaction-surveys.aspx

Questions about the survey can be directed to Jim Peck, senior manager in the corporate planning branch, at 780-422-1963 (dial 310-0000 first for toll-free access in Alberta) or jim.peck@gov.ab.ca.

NOTICE

On May 17, 2018, a hearing committee of the Professional Conduct Committee established under the *Teaching Profession Act* found that Paul Roger Martial engaged in unprofessional conduct. The hearing committee ordered that Martial's membership in the Association be permanently cancelled, effective May 17, 2018.

On Oct. 31, 2017, a hearing committee of the Professional Conduct Committee established under the *Teaching Profession Act* found that Steven Peter James Krahn engaged in unprofessional conduct. The hearing committee ordered that Krahn's membership in the Association be suspended for a period of one year, effective Oct. 31, 2017.



Tell us what you think!

Take the library survey. You could **win an Apple Watch!**

www.surveymonkey.com/r/atalibrary2018



The Alberta Teachers' Association

LIB-22a



The ATA Educational Trust

The ATA Educational Trust is a charitable organization that has been supporting public education and providing grants to advance teaching practices in Alberta for over 30 years.

This year, the ATA Educational Trust will award over \$80,000 in grants. This includes **\$700 Dr B T Keeler Continuing Education Bursaries** for teachers wishing to advance their knowledge and teaching skills in a subject area through taking courses.

Application deadline: May 1, 2019

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

AR-ETF 30a 2019-01

DEHR =
DIVERSITY.
EQUITY.
HUMAN RIGHTS.
TEACHERS.

DIVERSITY, EQUITY AND HUMAN RIGHTS COMMITTEE MEMBER NEEDED

All active and associate members of the Alberta Teachers' Association are eligible for this position!

VACANCY: One field member

TERM: Three years (to commence as soon as possible, with an end date of June 30, 2021)

CLOSING DATE: January 23, 2019

The successful candidate will possess experience in activities that promote diversity and inclusion. In addition, consideration shall be given to those who have evidenced commitment to the Association through attendance at the Annual Representative Assembly or the Summer Conference, and/or the holding of office in a local, specialist council, bargaining unit or convention association.

The complete application information is available in the Members Only section of the ATA website. If you have any questions, please contact Lindsay Yakimyshyn at lindsay.yakimyshyn@ata.ab.ca; phone 780-447-9425 or 1-800-232-7208.

The Alberta Teachers' Association

PD-80-38d 2019-01

Dishonesty brings professional consequences



PITFALLS AND PRECAUTIONS

Cory Schoffer
ATA Secretary to Professional
Conduct Committees

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.

Recently the Professional Conduct Committee heard a case in which a teacher created a fraudulent email account and used that account to communicate for personal business. The teacher created a fake email address representing the supervisor of the district's payroll department and then used that email persona to communicate to a person to whom the teacher owed some money. The teacher lied by stating that they had not been paid due to an error in the district's payroll system. The lie went further to elaborate about issues that

the district had been having with the payroll system. Finally, the teacher urged the reader of the email not to contact the payroll department, because it was too busy trying to rectify the problem and any contact would only serve to disrupt that process.

The Professional Conduct Committee found the teacher to be guilty of unprofessional conduct. In its decision, the committee found that the teacher failed to maintain the trust relationship that needs to exist between the district and teachers. It was also determined that the teacher failed to maintain the honour and dignity of the profession by impersonating a district employee and by lying. The teacher received a letter of severe reprimand and was fined \$2,000.

The public expects teachers to be

The public expects teachers to be role models and exhibit a high standard of behaviour in their personal lives and in how they conduct themselves outside of the classroom.

role models and exhibit a high standard of behaviour in their personal lives and in how they conduct themselves outside of the classroom. Additionally, the behaviour of the teacher was premeditated and executed over a period of time. Further, impersonating a district employee and using that persona to lie about district processes and procedures cast that payroll employee in a negative light for the recipient of the emails. All of this was done in an effort to circumvent a lawful requirement of payment from the teacher to a third party. ■

2019 gotcha! PHOTO CONTEST

The ATA News invites you to get your camera out and start shooting those award-winning photographs.

1st place: \$200

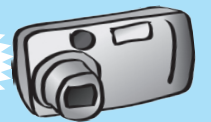
2nd place: \$100

3rd place: \$50

Email photos to cory.hare@ata.ab.ca.
Entries must be received by 5 p.m. on May 14, 2019.

GOTCHA! Contest rules are available online at www.teachers.ab.ca

Cash prizes available!



Council approves mediation at central table

PEC POINTS

Audrey Dutka
ATA News Staff

Highlights of the Provincial Executive Council meeting held Dec. 6–7, 2018, at Barnett House in Edmonton

1. Authorized the Association to request the services of a mediator under section 65 of the *Labour Relations Code* in central table bargaining with the Teachers' Employer Bargaining Association.

2. Authorized the registration of the Association with Elections Alberta as a third-party advertiser, with up to \$300,000 in election advertising expenses, in compliance with the *Election Finances and Contributions Disclosure Act*.

3. Authorized the president to request that the minister of education grant the appropriate leadership credential to certificated teachers employed in senior positions within the Alberta Teachers' Association and Alberta Education. The request will apply to those employed up to and including 2018/19. It will also ask that the appropriate leadership credential be granted to certificated teachers within Alberta faculties of education who are involved in the leadership certification program and that a system be created to enable certificated teachers who are school leaders to autonomously apply for leadership inservicing.

4. Approved that the Association take immediate steps to protect, maintain and enhance collegiality in Alberta schools through a variety of advocacy, research and communication activities that focus on the benefits of a unitary, collegial teaching profession and support efforts to enhance the image and reputation of school leaders within the profession in the context of a unitary, collegial teaching profession.

5. Authorized the president to write to the minister of education urging Alberta Education to collaborate with the Association to create resources, provide inservicing and support professional development for school leaders in advance of mandatory curriculum implementation. The letter will also urge the ministry to create reasonable timelines and provide sufficient funding to ensure that schools have the necessary resources and that teachers receive the necessary professional development in advance of curriculum implementation.

6. Authorized the president to write to the minister of labour communicating teacher and school leader concerns about the granting of approvals to school districts under the *Occupational Health and Safety Act*, and approved, for the consideration of the Resolutions Committee, a resolution for the 2019 Annual Representative Assembly regarding the granting of approvals to school districts under the *Occupational Health and Safety Act*.

7. Effective April 1, 2019, increased the Teacher Qualifications Service fee for basic evaluation to \$85, the fee for

re-evaluation to \$135 and the fee for duplicate evaluations to \$60.

8. Authorized sponsorship of up to five youth delegates (under the age of 30) to attend the Women Deliver Conference 2019 at a total cost of USD \$2,000.

9. Authorized the purchase of a table of eight tickets for the Parkland Institute Fundraising Gala Dinner and Silent Auction, taking place in Edmonton on Feb. 28.

10. Authorized an overexpenditure of \$25,000 in order to offer unused entitlement as of March 15 to other locals wishing to send additional delegates to the Political Engagement Seminar on a first-come, first-served basis.

11. Authorized the Association to finalize cellular telephone agreements with Telus and Rogers to offer discounted service contracts to Association members.

12. Received the report of an appeal committee, which found the decision of the hearing committee to be reasonable and, as a result, the appeal was denied.

13. Received the report of a hearing committee, which found a teacher guilty of one charge of unprofessional conduct for being absent from school without permission, contrary to article 18 of the Code of Professional Conduct. The investigated teacher entered a joint submission on penalty, which recommended a letter of reprimand; however, the hearing committee imposed a penalty of a verbal reprimand.

14. Requested that the Association make arrangements to display the Franco-Albertan flag in Council chambers and the auditorium at Barnett House.

15. Authorized staff to conduct an annual survey of Association committee members and representatives to external committees to provide insight into the extent to which Association and external committees accomplish their objectives.

16. Appointed members to the Women's Leadership Subcommittee of the Diversity, Equity and Human Rights Committee.

17. Amended the frame of reference for the Curriculum Committee to increase the membership to include a field member with expertise in Indigenous education.

18. Approved an additional \$18,000 from contingency for further meetings of the Committee on Convention Review. Amended the committee's frame of reference to provide for presentation of a final report to Council by October 2019 and approved the immediate release of the committee's preliminary report to members.

19. Approved a validation symposium on April 26 where focus groups, workshops and other validation activities on convention review can occur, with costs approved for the attendance of one representative from each convention association, local association and specialist council. ■

THE \$20,000 HOME RENO CONTEST



TO CELEBRATE THE SUPPORT OF THE ALBERTA TEACHERS ASSOCIATION, MORGEX INSURANCE IS

GIVING AWAY A \$20,000 HOME RENOVATION PACKAGE!

Entering is as easy as calling to get a quote on home insurance. After all, it takes more than a makeover to make your house a home – that's why we offer the lowest possible rates to all ATA members, and have for over 30 years.

Call to get a home insurance quote today, and you could win!
1-888-262-9522





TEACH ENGLISH

Help others

Teaching English as an Additional Language Professional is an eight-month post-bachelor certificate program that will prepare you to support the diverse needs of English language learners in adult education and K to 12.

Start in January!
norquest.ca/teal



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Children's Autism Services
 of Edmonton

11TH ANNUAL Autism Conference

A new way of
 looking at autism

JANUARY 24th & 25th, 2019
 Steve Silberman + Dr. Pamela Wolfberg
 River Cree Resort

With guest Speakers Ken Robertson,
 Lonnie Zwaigenbaum, Kerry Magro,
 Stephanie Mitelman, Dr. Stelios
 Georgiades and more!



childrensautism.ca



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

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

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



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

Students answer the question:

“What can you do to improve your watershed?”

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

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

DEADLINE:
Southern Alberta

(Airdrie and South):
March 15, 2019
cody.field@calgary.ca

Central/Northern Alberta:

(North of Airdrie):
April 10, 2019
nathalie@battleriverwatershed.ca

Register at:
CaringForOurWatersheds.com



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

Leave of absence

Teachers on leave of absence from their school board are still under contract to their board and are therefore active members of the Alberta Teachers' Association. Bylaw 9(2)(b) states that the annual fee for this category of active membership shall be \$96. Members qualifying under this category should forward their cheques for the full amount to the Alberta Teachers' Association, Attention Membership Assistant, 11010 142 Street NW, Edmonton T5N 2R1. Teachers who know of colleagues on leave of absence are asked to notify them of this bylaw.



**PRINCIPAL AND TEACHING POSITIONS OPEN
DONGYING QSCIS CAMPUS IN CHINA**

The Dongying Campus of Qilu Sino-Canadian International School is looking for a dynamic and committed educational leader to serve as the principal of the school for the coming year. This position is open and duties will commence as soon as the successful candidate is able to obtain the necessary visa paperwork.

The successful candidate will

- hold a Permanent Alberta Education Teaching Certificate,
- have a minimum of three years' successful teaching at an Alberta school or Alberta Accredited International School and
- have previous successful administration experience in an Alberta school.

Benefits include

- competitive yearly salary (\$ 90,000 CAD) and bonus,
- furnished accommodations,
- health insurance and
- phone and Internet Plan.

QSCIS in Dongying is a Tier 3 Accredited Alberta International School that has been operating for the past four years. This year will be the third graduating class from this school. The teaching staff for Dongying consists of five teaching positions and one administration position with three teaching assistants. Because of the small number of classes and teachers, there is a teaching component to this position.

Teaching positions also available

Sr. math/science teacher—Position starts in late February.

Sr. English and social studies teachers—Positions start in August 2019

Sr. math and science teachers—Positions start in August 2019

Interested candidates should email a resume/cv and cover letter to Boyd Davies at hr.qscis@gmail.com and hr@cscdfsd.org. Skype interviews available anytime and personal interviews will be conducted in Alberta in February this year.

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

The Alberta Teachers' Association

APPLY FOR A DIVERSITY, EQUITY AND HUMAN RIGHTS GRANT TODAY

The Alberta Teachers' Association is offering grants of up to \$2,000 to schools for projects that support the Association's vision of a public education system committed to educating all children well in an inclusive setting.

For more information or to download an application form, go to www.teachers.ab.ca and follow the links under My ATA > Programs and Services > Grants, Awards and Scholarships > Grants Supporting Diversity, Equity & Human Rights.

APPLICATION DEADLINE: April 30, 2019

PD-80-38e 2019-01

Exchanging Experiences 2019/20

Full-year and short-term exchanges for educators and administrators.

Travel, refresh and renew your commitment, passion and dedication to education and lifelong learning in a new and exciting environment!

Applications now open for teachers and school leaders in Alberta.

Destinations
Australia | UK | Germany | Spain | Iceland
Other Canadian provinces

IEEP-17/2018

Applications at www.ieep.ca

Supporting your students in your schools

Alberta Education is funding Alberta Distance Learning Centre to support Alberta schools to

- provide online and print courses taught by ADLC teachers to **your** students
- provide course content to Alberta teachers to use in **your** classrooms

There are no fees for instruction. Some courses require the purchase of materials.



Contact our Partner Support team

info@adlc.ca

1-866-774-5333

adlc.ca

ADLC

Alberta Distance Learning Centre

Pen pal assignment leads to lifelong friendship

Sandy Bexon
Chinook's Edge School Division

After 40 years of dedicated correspondence, Tracee Lamy finally met her British pen pal for the first time this past summer.

Now a teacher at Gasoline Alley Career High School in Red Deer County, Lamy was in Grade 6 at Fairview Junior High School when she first started corresponding with Jackie Cooper of Hatfield, England as part of a language arts assignment. It was instant friendship when the two were matched, and they corresponded often through the years. Whenever a new letter arrived, their families were also excited and interested in the stories they shared with one another.

"It was quite an event for my family in a northern Alberta farming community to be connected with a family in England!" Lamy says. "Over the years, we have graduated, gotten married, had our children and now we both

"It was such a treat to have our worlds meet for the first time!"

– Tracee Lamy

have a grandson under the age of two. Our lives have run fairly parallel and our friendship has grown as each year goes by."

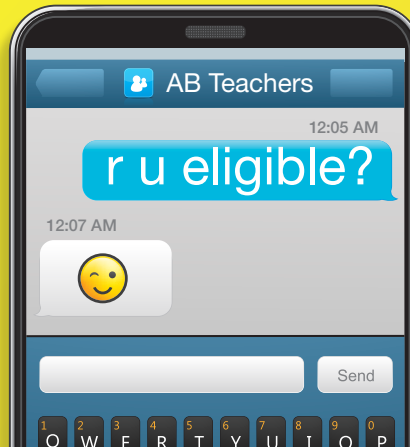
Social media allowed the pen pals to deepen their long-distance communication even further. When Lamy and her husband travelled to England last summer to celebrate their 25th anniversary, meeting Cooper (now Mills) was "at the top of the bucket list." They shared a weekend with Mills, her husband and their extended family.

"My love of reading and writing has definitely aided in keeping our friendship going," Lamy says. "It was such a treat to have our worlds meet for the first time!"



SUPPLIED

Chinook's Edge teacher Tracee Lamy (right) met her longtime pen pal Jackie Mills for the first time during a visit to England in the summer.



Five things school representatives should know about the 2019 PEC election

1. Your assistance with promoting it is invaluable.

The election of teachers to Provincial Executive Council (PEC) enables Alberta Teachers' Association members to have their say in who will represent them on important issues affecting teaching practice and public education in Alberta. School representatives are important liaisons between the provincial Association and the members of its 55 voting locals. You are critical to making sure teachers know not only that there is an election taking place, but that their votes matter when it comes to maintaining a strong, relevant and inspired teaching profession.

2. There will be a campaign booth at all teachers' conventions.

For the second year, campaign booths will be at teachers' conventions. Let your colleagues know that these booths

provide them an opportunity to inform their vote by meeting and asking questions of the teachers running in the 2019 PEC election.

Where will the campaign booth be located? Look for a combination of bright yellow, green and orange stand-up banners with the PEC election logo, or ask anyone at the ATA convention booth.

3. Online voting instructions will be mailed to you on or about Feb. 25.

Election voting will be conducted online. To ensure all members are aware of how to vote, the Association is sending to each school in the province (with three or more teachers) a package containing one set of instructions to every teacher at that location. These packages will be addressed to the attention of the school representative, so keep an eye out for them!

4. Election resources are available on the Association website at www.teachers.ab.ca.

The Association website (www.teachers.ab.ca) contains information on all aspects of the 2019 PEC election and even has a "Promote" section where school representatives and other ATA members will find various shareable graphics and information ready for posting and tweeting.

5. Your time and efforts are greatly appreciated.

School representatives like you provide a face and voice for the Association in every school in the province and, through your work with your locals, you help the Association hear the voices of thousands of teachers. Your role is important to the democracy of our organization and is especially appreciated during election time.

Watch for voting instructions

On or about Feb. 25, online voting instructions for the 2019 PEC election will be sent to all schools employing three or more teachers. The election packages will be addressed to the attention of the school representative(s) and contain one set of voting instructions for each ATA member eligible to vote at each location. School representatives are required to distribute the instructions to each teacher on staff.

Voting instructions will be mailed to the homes of associate members, members on a leave of absence and those members at schools employing two or fewer teachers.

On the day of the mailing, the voting instructions will also be posted on the ATA website.

Find out more about the 2019 PEC election by visiting the ATA homepage at www.teachers.ab.ca.