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# ATA NEWS

February 26, 2019 | Volume 53, Number 9

News Publication of The Alberta Teachers' Association



## INTERNATIONAL WOMEN'S DAY | MARCH 8

Feminism has unfinished business | 3

Celebrating women in leadership | 6

ILLUSTRATION: EMILY CHU



### The threat to public education is real

Teachers need to be vocal protectors of public education.

Read Jonathan Teghtmeyer's editorial on page 2.

### Local bargaining updates

Settlement reached in St. Paul; six units remain without agreements.

Page 5.

**ATA**  
BYELECTION  
CALGARY  
CITY

### Meet the candidates

Calgary City byelection to run at same time as 2019 PEC election.

See story on page 4.



### Alberta needs more vision around inclusion

Read This by ATA president Greg Jeffery.

Page 12.

## The threat to public education is real



### EDITORIAL

Jonathan Teghtmeyer  
ATA News Editor-in-Chief

*It's hard to argue against school choice and parental rights, which is why those who wish to attack public education use those vague terms to cloak more destructive ideas.*

According to its ads, the Frontier Centre for Public Policy is western Canada's most thought-provoking independent think tank. But, like its big brother the Fraser Institute, this right-wing think tank seems to do more advocacy than legitimate research.

The Frontier Centre's education-related commentary often pushes ideas like back-to-basics curriculum, direct instruction and standardized testing — with the occasional piece on how teachers are being paid too much or how merit pay would improve the profession.

Needless to say, I tend to disagree with much that comes out of the Frontier Centre, but until recently its positions have at least been debatable. Lately though, its stuff has become more and more indefensible.

For example, a recent Frontier Centre evaluation on an Indigenous education conference takes on some of the most important learnings from the Truth and Reconciliation Commission's work and describes them as "hokey."

"Without the residential schools and with no major increase in the number of federal day schools," writes author Mark DeWolf, "what would have happened to

the 70 per cent of Indigenous children who didn't have a day school nearby?"

"How would they have even learned the language of the white man, the language of finance, commerce and the law, the language of the Indian Affairs Department?"

DeWolf answers his rhetorical questions with an analogy, which given the residential school history can only be described as downright cruel: "In a century when the world was changing beyond recognition, those children would have been trapped as surely as any animal with its leg caught between steel jaws."

The think tank even bought advertising in Saskatchewan to paint the intergenerational effects of residential schools as a myth. Fortunately, the broadcasters removed the ads after only one airing.

This is of interest, today, in Alberta, because the Frontier Centre's president Peter Holle recently presented a keynote address at a small but influential conference in Calgary. Of note was a slide from his presentation subtitled, "Creating the best schools in the world,"

which contained five points for education reform.

Point five promoted a back-to-basics curriculum. To do this, we would need to "remove political ideology from the school curriculum," Holle said. Which political ideology, you ask? Well, the slide lists climate change, reconciliation and SOGI (sexual orientation and gender identity) as three examples.

Point four said Alberta should reform faculties of education, and point three said Alberta should "return standardized achievement testing for all grades," as if that has ever existed.

While these points are plenty concerning, the most troubling pieces are points one and two.

Point one promoted a voucher system in which public dollars are provided to parents who then choose what schools to send their child and their money to. Point two promoted the abolishment of school boards and the appointment of individual principals to act as CEOs who would report to the parent advisory council of the school.

Taken together, this is the full-scale dismantling of the public education

system. Every single public school (including Catholic and francophone schools) would essentially become a private, independent school. Public accountability and governance would be replaced with full parental control. And while we believe in the fundamental importance of parents as partners in education, they are not the only stakeholders of a public education system. All of this, of course, is being done in the name of "school choice" and "parental rights." It's hard to argue against school choice and parental rights, which is why those who wish to attack public education use those vague terms to cloak more destructive ideas. This policy package represents a clear and present danger to public education in Alberta.

Normally, I might dismiss this presentation as being inconsequential, but the event carried weight. Other speakers included former Alberta finance and energy minister Ted Morton, and noted University of Calgary economist Jack Mintz. The audience also reportedly included three sitting MLAs.

Colleagues, with such a credible threat landing on our doorstep, defenders of public education must be vigilant. These debates will rage on in Alberta over the next few months and teachers, as the main protectors of Alberta's public education system, need to engage in the political process and be vocal like never before. ■

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

## Teachers are educators, not health-care providers



### Q & A

Dennis Theobald  
ATA Executive Secretary

*While the school district may have an obligation to provide medical services to some students, those undertakings should be not be assigned to teachers.*

**Question:** I have been asked to administer medication to one of my students. I recall reading that teachers should not be doing so. Is that correct or can I administer student medication?

**Answer:** Increasingly, parents have asked schools to assume noninstructional activities such as dispensing medication, supervising students taking their own medication(s), monitoring blood sugar levels, catheterizing students and a variety of other services.

Questions have arisen as to whether these activities are educational responsibilities or medical functions and whether schools should take them on, given the associated liability. Schools should generally refuse to assume such responsibilities unless a student's parents can establish

that their request for these medical services meets the necessary criteria.

From a liability perspective, a person who performs a medical service or administers/supervises medication must provide "dedicated service." This means that the person(s) providing such care must not have any other duties or possible distractions. By definition, teachers and principals cannot meet this standard. Such medical services are typically assigned to support staff. Assigned staff must receive training in the administering of the care they are delivering.

The Association's view is that teachers are educators, not health care providers. While the school district may have an obligation to provide medical services to some students, those undertakings should be not be assigned to teachers. The Association opposes any teacher involvement in providing

medication or medical services to students, as these are not instructional duties, and such involvement may create a situation where teachers may assume unnecessary liability.

Where teachers are assigned such duties, they need to protect themselves by protesting the assignment. Section 8 of the Code of Professional Conduct requires teachers to protest the assignment of duties for which they are not qualified or conditions that make it difficult to render professional service. For this reason, coupled with concerns about the assumption of liability, a protest letter is necessary. Such protests should be in writing, should describe the concern with the inability to meet the legal standard of providing "dedicated service" and should state that the teacher is unwilling to accept any personal or professional liability that might ensue

should a student be harmed. Teachers should contact Member Services for assistance in drafting the letter.

Alberta Education recently released new guidelines for supporting students with type 1 diabetes in schools. The guidelines provide guidance, information and resources on how schools and/or school authorities, parents/guardians, health care professionals and community service providers can work together to support students with type 1 diabetes while they are in school. It is clear that the school needs to develop and implement a plan to assist the students, but teachers are not responsible for the plan.

If you are unsure of your responsibilities regarding medication, or if you feel that you are required to undertake noninstructional duties regarding administering medication, please contact Member Services for assistance. ■

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



# Feminism has unfinished business



## VIEWPOINTS

Cristina Stasia  
Special to the ATA News

I don't want to dampen excitement about the groundswell of feminist activism that we have seen via #MeToo, #BlackLives-Matter, the record number of women elected in the US mid-term elections and the emergence of powerful new feminist public figures, from Alexandria Ocasio-Cortez to Kamela Harris to Christine Blasey Ford to Captain Marvel. But I do want to caution that we conceptualize feminism in waves, but waves swell and then recede. We have let the waves recede before: after white women got the vote in Canada, after "women's libbers" got women the right to have bank accounts in their names and started the first women's shelters, and after Anita Hill stood alone on Capitol Hill to disclose the sexual harassment and assault she experienced by someone nominated to the Supreme Court (that sounds... familiar). The risk of this fourth wave of feminism receding is even greater because social media is a funhouse mirror that distorts the steps we are taking to build the movement and secure gender equality.

So we need to get to work. Take our activism off Twitter and into our workplaces, community leagues, council chambers, churches, campaign offices, locker rooms and homes. Because what a difference this year can make for gender equality if we let it. *Time*, *Newsweek* and Fox News can keep declaring feminism dead, but feminism has been declared dead dozens and

dozens of times. Make no mistake: feminism is the zombie of political ideologies. You can try to kill it, but it has unfinished business, and it will not rest until our world provides the same opportunities, safety and respect for all people, regardless of gender identification.

Feminism means creating a world where who does the housework, who gets promoted, who gets to play for the Oilers and not just clean the ice in midriff-baring tops, who stays home with the kids, who gets to wear pants and not a miniskirt and heels at popular restaurant chains, who takes whose last name in marriage, who gets promoted to senior leadership positions, who gets to be prime minister, are determined by skills and not by anatomy.

While millions marched for women's rights and the #MeToo movement continues to challenge our understanding of sexual violence, that commitment to gender equality needs to exist in our daily lives, not just in public displays. And men need to be a consistent and loud part of this change because we know men listen to other men — and boys are watching them. But men have been pretty quiet; Hollywood is happy to let their *Time's Up* pins do the talking for them and, closer to home, the death threats against female politicians are being made by some guy's friend or roommate or nephew or dad. We know that when men speak up and reach out, gender equity advances — what a superpower to have.

It is imperative that women play their part too. Too often people associate sexism exclusively with men. Make no mistake, patriarchy is a deeply entrenched and powerful system of male domination, but it is not just about men. Women are helping patriarchy carry out its mission to keep women out of power. While men punish the weak, women punish the strong. Women: we need to stop eating our own. We need to be loud and proud of each sister brave enough to run for office — whichever party she chooses as a vehicle; for each splinter a sister puts in the glass ceiling; for each woman who calls out sexism at her dinner table or board meeting. Because fighting to be heard or promoted or believed is hard and exhausting, and if we can trust that our sisters will give us a safe, soft place to fall, we can climb higher and fight harder.

The goal of International Women's Day (IWD) isn't to celebrate women: we want equal pay and not to be blamed for violence against us, not flowers and chocolate. The goal of IWD is to create a world where awareness leads to action and action leads to feminism finally being dead — for the right reasons. If we all work together, if we commit to bravely examining how we might be part of the problem and identify even one way that we can be part of the solution, we can create a world where women don't just get one day a year but are fully acknowledged and respected — at home, at work, on the sports field, in the entertainment industry, in politics — all 365 days. ■

*Cristina Stasia is the Director of Instruction at the Peter Lougheed Leadership College at the University of Alberta and founder of Level Consulting, a gender equity consulting business.*

## YOUR VIEWS

### ON TWITTER

#### General comments

**Grant Bertamini @MrBertamini**  
Sigh. I wish I didn't have to say this (again), but competition does not breed excellence in education. That's just not how education works. Education is not a business and children are not products.

**Ed Pub Teachers @EdPubTeachers**  
Thank you to all our candidates for district representative: @carmenglossop @nancyba1 @gcarabine and @missmarkiana. We appreciate you for coming out to speak to us and answering our questions.

#### On curriculum redesign

**PuffDaddy @StudPuffin44**  
The PCs started the revamp, it was taken over by the NDP. Now when the UCP are elected they want to start all over again. Meanwhile, my Grade 6 class is still learning science from a curriculum that was last revised in 1996.

**Erin Norrish @ErinNorrish**  
"We will consult with the experts..." If @albertateachers aren't the experts, tell me who that includes @jkenney.

### FACEBOOK FEEDBACK

#### On the ATA's sardine can class-size advertisements

**Waishing Lam**  
The complexity of our classes is increasing, as well as our class sizes. Inclusion not properly funded is not inclusion...

**Mary Giampa D'Andrea**  
Today one class went up to 36. Yikes.

**Dania Hill**  
Discussion must also include the degree of complexity of the students.

**Rosa Bianca**  
Whoever came up with the sardine can to represent class size problems is brilliant! I love this.

### FOR THE RECORD

“ We'll stop the NDP's ideological rewrite of the school curriculum and we will consult with parents and experts ... to develop a modern curriculum that is focused on essential knowledge and skills, instead of political agendas and failed teaching fads. ”

— UCP leader Jason Kenney

“ This isn't constructive criticism, it's a drive-by shooting on our curriculum and our kids' education. ”

— Education Minister David Eggen



# News from the provincial election campaign

## ATA News Staff

In the lead up to an anticipated provincial election, the *ATA News* is tracking news coverage related to education from the campaign trail. The following excerpts, slightly modified to fit this context, are from stories that made headlines in late January and early February.

### UCP Leader Jason Kenney pledges curriculum revamp

Jason Kenney says if his United Conservative party wins power, it will retool the education system to make it practical and adaptable for the modern, digital age. And he says anything deemed NDP ideology or worldview that is stitched into the government's current curriculum review will be on the scrap heap.

"We will end the disaster of discovery math and restore tested teaching methods so that young Albertans are equipped for a digital economy," Kenney told party supporters in a speech in Edmonton on February 16.

He reiterated earlier promises to expand school choice for parents, and stressed that the current K-12 curriculum review being undertaken by Premier Rachel Notley's government needs to stick to basics.

*Globalnews.ca, Feb. 17*

### Edgen says UCP plan to scrap curriculum 'outrageous'

Education Minister David Edgen is calling Jason Kenney's plan to stop his government's school curriculum revamp outrageous, dishonest and a political ploy to score points with his supporters.

"Jason Kenney is willing to stoop very low to quite honestly be dishonest about what's going on in our curriculum process for the sake of scoring cheap political points," Edgen said, noting that thousands of people have worked on the update.

At a news conference on February 17, Kenney used softer language, saying that he is proposing to "pause" curriculum development and do more consultation with parents and subject experts.

"We agree with the NDP. The curriculum does need to be updated and modernized," Kenney said. "There may be many things that they've

produced, which a future government will choose to retain. We don't need to throw out the baby with the bath-water but we certainly do need to get much stronger results in areas like math, reading, and I believe, a more balanced approach to social studies."

*CBC News, Feb. 17*

### Packed like sardines: Alberta teachers asking for classroom size support

The Alberta Teachers Association (ATA) is taking a creative approach to a serious concern facing Alberta teachers: the size of classes.

They've printed 400,000 interactive cards that compare classrooms to cans of sardines, and the ingredients include students crammed into rooms with classroom sizes increasing as a result of budget cuts.

ATA resident Greg Jeffery says class sizes are larger than they were in 2001.

"We made some progress in reducing class size until about 2009 when the government of the day took away the board's requirement to report on how they use the class size-initiative funding."

He continues to say that they want to educate the parties about the nature of the problem and find out what their solutions are.

*City News Edmonton, Feb. 14*

### Kenney defends proposed government spending freeze under UCP

United Conservative Party Leader Jason Kenney defended a proposal to freeze government spending until the budget was balanced, days after Premier Rachel Notley suggested it would lead to Ralph Klein-style cuts.

Klein's legacy is debated from both ends of the political spectrum. The former premier presided over budgetary surpluses that his supporters say were a result of cutting taxes and privatizing some services.

But in a January speech in Edmonton, Notley said Klein cut thousands of public sector jobs, with lasting impacts on health and education services, to eliminate the deficit. Kenney's proposal to freeze government spending would similarly require "reckless cuts," she said.

Kenney fired back on Saturday. "I'll tell you what's reckless, driving us towards a \$100 billion debt," he said.

*CBC News, Jan. 26*

## Visit [Vote4Kids.ca](http://Vote4Kids.ca) for more

The ATA has launched a provincial election information site at [www.vote4kids.ca](http://www.vote4kids.ca), where these stories and others from the campaign trail will be tracked. The website also includes highlights related to important issues in education, a list of questions to ask candidates and an outline of the platforms and policies of all the major political parties.

The Vote 4 Kids website is being promoted through public advertising, including billboards, radio ads and online ads. ATA locals will also be distributing 400,000 print cards using teacher volunteers once the election campaign has officially launched.

## Six running in 2019 Calgary City byelection

ATA News Staff

It is confirmed that six teachers are running in the 2019 Calgary City byelection:

- Joanne Boissonneault
- Andrew Finlay
- Val Fuchshuber
- Kevin Kempt
- Darren Moroz
- Ron Robichaud

The resignation of a Calgary City district representative (DR) in January made the byelection necessary. Whichever candidate is successful in the contest will join the current Provincial Executive Council (PEC) until its present term ends on June 30, 2019.

### All six plus Hoehn running in 2019 PEC election

Candidates in the 2019 Calgary City byelection will join Kathy Hoehn in the race for the three Calgary City DR positions on PEC for its next two-year term.

Voting for both elections will take place online from March 14-18.

Calgary City is one of the Alberta Teachers' Association's 11 geographic

### CALGARY CITY

Represent teachers employed by the Calgary Board of Education and the Calgary Catholic School District.

**2019 PEC Election**  
THREE TO BE ELECTED

**2019 Calgary City Byelection**  
ONE TO BE ELECTED

**Term:** July 1, 2019–June 30, 2021  
**Number of Candidates:** 7

**Term:** March 19–June 30, 2019  
**Number of Candidates:** 6

Choices for both elections will appear on a single ballot.



Joanne Boissonneault



Andrew Finlay



Valerie Fuchshuber



Kathy Hoehn

Note: Kathy Hoehn is currently a Calgary City DR and, as such, is not on the byelection ballot.



Kevin Kempt



Darren Moroz



Ron Robichaud

districts. At the provincial level of the Association, three Calgary City DRs represent the more than 1,200 members of Calgary Public Teachers Local No. 38 and Calgary Separate School Local No. 55. Members of those ATA locals are employed by the Calgary Board of Education and the Calgary Catholic School District.

Find more details on the 2019 Calgary City byelection, 2019 PEC election and the candidates on the ATA website.



## Are you a teacher running for MLA?

The *ATA News* is inviting all teachers who are running in the 2019 provincial general election to submit their information for publication in an upcoming issue.

Send your name, party affiliation and riding to managing editor Cory Hare: [cory.hare@ata.ab.ca](mailto:cory.hare@ata.ab.ca).

### Deadline: March 28

This invitation applies to

- active Association members in good standing,
- incumbents who were active Association members in good standing at the time of their election to the legislature,
- Association life members and
- other members who have maintained the highest level of membership available to them.

# Speaker controversy sparks internal review

*Association apologizes and cancels speaker after originally agreeing to continue with session*

ATA News Staff

The Alberta Teachers' Association is reviewing its processes for vetting speakers at teachers' conventions in the wake of a controversy that emerged after it was discovered that a convicted murderer was scheduled to appear at a Calgary City Teachers' Convention session.

Nicole Parisien was violently murdered in Vancouver in the summer of 2007. Andrew Evans was convicted of second-degree murder in her death. After serving seven years, he was paroled and moved back to Calgary, where he has been working as a quality assurance co-ordinator for the Alberta Adolescent Recovery Centre (AARC).

AARC submitted the session to the convention, intending to portray the challenges and potentially horrific consequences of addiction. The session was to be led by Calgary Police Services constable Andrew Morton, a graduate of AARC seconded from the service to the support program. Evans, another graduate of AARC's addictions programs, was to appear alongside the police officer. The original speaker proposal did not include reference to Evans's murder conviction.

After the murder conviction came to light, the Association issued a statement agreeing to continue with the session. Later that same day, however, the Association reversed the decision and worked with the convention association to cancel the session.

"The decision was made to continue with the session in hopes that by sharing the story, future tragedies could be prevented," wrote President Greg Jeffery in a public apology issued the next morning. "That decision was wrong."

Nicole Parisien's mother, Marilyn Wedholm, posted appreciation for the apology on social media.

"Thank you teachers for realizing the harm that this was doing to all of the victims (and their families) of violent crime, the survivors and those who were not lucky enough to survive, like my Nicole," she wrote, using the Facebook account titled Nicole Spirit Riders.

"The ATA recognized mistake, apologized and donated \$ to Stardale Women's Group. We acknowledge their regret," Wedholm posted to Twitter. "The Stardale Women's Group do excellent work and our

*“The Stardale Women's Group do excellent work and our family is pleased with the ATA's \$5,000 donation in honour of my daughter Nicole Parisien. If she were alive today she would have loved to be a part of your team to help others.”*

— Marilyn Wedholm, Nicole Parisien's mother

family is pleased with the ATA's \$5,000 donation in honour of my daughter Nicole Parisien. If she were alive today she would have loved to be a part of your team to help others."

The Association apology spoke directly to Parisien's family: "To the family of Nicole: We are sorry for the additional hurt this story has caused," the statement read. "I also want to express sincere regret for the impacts this story has had on survivors of sexual violence and on the family and loved ones of missing and murdered Indigenous women and girls."

Jeffery said in his statement that the Association is committed to reviewing practices so this type of mistake does not happen again.

Executive Secretary Dennis Theobald elaborated that a comprehensive review of teachers' conventions was already in progress, and, in light of this mistake, the vetting of speakers will be a key part of that review.

"That's not to say there aren't going to be controversial speakers again in the future," Theobald said. "Every day teachers confront all the hard issues and challenges of the world in their classrooms, and our conventions provide valuable insights to help teachers respond effectively — but the fact is we got this one wrong and we want to make sure we get these decisions right in the future." ■

## Statement from ATA president Greg Jeffery

Feb. 7, 2019

I have reviewed the concerns expressed about Andy Evans speaking at the Calgary City Teachers' Convention, and last night I contacted the convention organizers and we agreed to cancel the session.

I want to reiterate what we have said all along: Mr. Evans committed a violent and heinous act, and we do not condone his actions in any way. We also continue to express sincere condolences to the family and friends of Nicole Parisien.

To the family of Nicole: We are sorry for the additional hurt this story has caused.

I also want to express sincere regret for the impacts this story has had on survivors of sexual violence and on the family and loved ones of missing and murdered Indigenous women and girls.

We became aware late last week that the session being offered by the Alberta Adolescent Recovery Centre included a speaker that had been convicted of murder. The Association has long supported mental health initiatives in the school and community and recognizes the devastating impact that addiction has on the lives of so many Albertans. The decision was made to continue with the session in hopes that by sharing the story, future tragedies could be prevented. That decision was wrong.

The message sent over the past few days does not align with the Association's values. Alberta's teachers are allies in supporting survivors and combating sexual violence. We are committed to reconciliation, and learning from and supporting Indigenous peoples across this land. We want justice for missing and murdered Indigenous women and girls. I am sorry for this mistake. We are committed to reviewing practices so this does not happen again. We will do better.

In recognition of this commitment, we will be making a \$5,000 donation to the Stardale Women's Group in honour of Nicole Parisien.

# Six local agreements still in the works

Mark Milne  
ATA News Staff

Mediation seems to be the word of the day with respect to those ATA bargaining units that are still negotiating local agreements. To date, there remain a half-dozen units that are so far behind in hammering out their individual collective agreements that they will, in effect, be expired at the time of ratification.

Currently, the outstanding bargaining units are

- Canadian Rockies Regional Division No. 12,
- Conseil scolaire Centre-Est No. 3,
- Conseil scolaire Centre-Nord No. 2,
- Conseil scolaire FrancoSud No. 4,
- Horizon school Division No. 67 and
- Red Deer Catholic Regional Division No. 39.

FrancoSud is the only unit that is bargaining with its school jurisdiction without a mediator. The remaining five find themselves in various stages of government-appointed mediation, with one unit floating the possibility of a strike authorization vote, said Chris Gibbon, an executive staff officer with the ATA's Teacher Welfare program area.

"While the specifics for each bargaining unit differ, local negotiation subcommittees with their representative bargaining agents are working hard to achieve agreements to take back to their memberships," Gibbon said.

The ATA currently has a complaint filed with the Alberta Labour Relations Board (ALRB) against the Canadian Rockies division. The complaint

alleges "interference with the administration of the ATA" and "interference with the representation of its members." The labour relations board has not yet set a hearing date, and while both sides wait for a decision, a third day of mediation is planned for March 8.

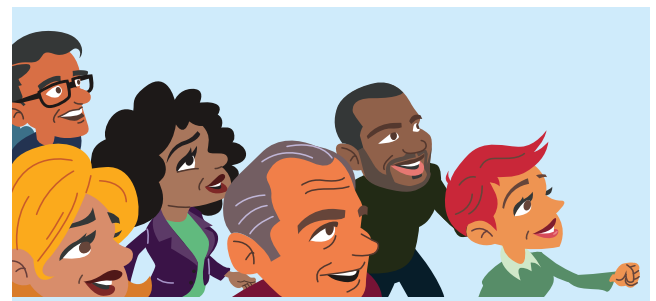
A similar complaint was filed against the Red Deer Catholic region last year. That hearing took place in December, with a ruling in the Association's favour. The Red Deer Catholic bargaining unit has already had five days of mediation, prompting a memo to its membership stating that, depending on the outcome of further mediation, a strike authorization vote may be held like the one taken in December by teachers with St. Paul Education Regional Division No. 1.

St. Paul teachers did not take an actual strike vote, but instead reached a memorandum of agreement that was ratified in early February.

Mediation between Horizon School Division No. 67 and its school jurisdiction continues to move slowly. The snag is trying to find mutually agreeable dates to meet with the mediator, Gibbon said.

Gibbon's colleague Fred Kreiner, also a Teacher Welfare executive staff officer, is handling the francophone divisions. He says the FrancoSud division got off to a rocky start when representatives of the school jurisdiction insisted on bargaining in English. CS FrancoSud saw further delays due to each party filing complaints against the other with the ALRB. Those complaints have not yet been resolved but bargaining continues — in French.

For the two other francophone bargaining units, the greatest challenge is finding dates to meet with the school jurisdiction and mediator, Kreiner said. ■



## Central table versus local

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, six bargaining units are still trying to reach those local agreements.

## Central table bargaining

At the central bargaining table, mediation continues toward achieving a new agreement on central items. A new central agreement is needed for collective agreements that expired for all teachers in the province in August 2018. Find central table bargaining updates and read the Bargainers' Blog at [www.teachers.ab.ca](http://www.teachers.ab.ca).

# Celebrating women in leadership

## Efforts underway to bring more balance to Association roles

ATA News Staff

March 8 is International Women's Day, which celebrates women's social, economic, cultural and political achievements, while also calling for a more gender-balanced world.

Gender equity is an ongoing issue within Alberta's teaching profession, as women comprise approximately 74 per cent of the teaching profession yet hold less than half of various leadership positions.

In recognition of this gender gap, and to encourage women to consider entering the leadership ranks, the *ATA News* asked a selection of female local presidents to share how they got into leadership, the best advice they've received and what they want to teach their students about leadership.



**Andrea McLeod**  
*Rocky View Local No. 35*

I first got involved during the rally to the legislature in 1997. I had been teaching only a few months! I became a school representative.

Then, after a few years, I started joining local committees to become more aware of their roles within the local.

Our local president at the time was moving into the district representative position, which left the position of local president open. I really enjoyed the work I was doing within the local, and I was looking to get into more of a leadership role. I was encouraged to run, so I did!

I like being able to advocate for Rocky View teachers. It allows me to really listen to what teachers are saying about their working conditions and have a voice within the school division to help bring about change.

I want to teach students that leadership is not about ego or personal gain. It is about being an advocate for the people you represent. It is about inspiring others to contribute collaboratively to the team.



**Jean Porter**  
*Saint Thomas Aquinas Teachers' Local No. 45*

I started teaching later in my life, beginning university when I was 39 years old, after leaving a 21-year abusive marriage.

I was invited to one council meeting by my school rep during my first year. Then she went on maternity leave, and I was nominated to fill in for her and I got hooked, as I learned so much there.

I like being able to attend a variety of meetings where I learn so much from everyone I work with. The amount of professional and personal development I get from each of these is outstanding. I am finding myself again, growing as a person and healing from my past marriage by taking on this position. It helps me grow confidence in myself.

The best advice I've ever received about leadership is to be true to myself and not try to be the type of leader someone else is.

### What do you want to teach your students about leadership?

*To embrace it. You don't have to know how to do everything; you just need to be willing to learn as much as you can, accept advice where appropriate, not take it personally when people suggest how you can improve and have a great team that is willing to work with you, which I have with my executive and council members.*



ILLUSTRATION: EMILY CHU



**Kim Nahirniak**  
*Woodland Rivers ATA Local No. 40*

I love being informed about what's going on in education and sharing that information with others. I generally like to be in a supporting role, so I am surprised by how much I enjoy the challenges of being a leader. Woodland Rivers Local has an amazing team of people, and I love working with them!

I want my students to believe in themselves and have the confidence to seize opportunities that present themselves.

### Best advice:

*"The leader's job isn't to have all of the ideas. It's to make sure all of the ideas are heard and that the best one wins." Chris Hawker*



**Savi Houldin**  
*Livingstone Range Local No. 14*

The best advice I received about leadership is that we all have leadership qualities, and true leaders help to bring out those qualities in others. I guess that this is what I also try to share with students.



**Kristel Laderoute**  
*Northland Local No. 69*

I love my job as local president because it gives me a chance to connect with teachers throughout our division. The best advice that

I have received while in this leadership position is that I need to be confident in my abilities and learn to delegate when things get overwhelming. I have an amazing team of executives who are ready and willing to take on any task I present to them. I hope that, in this position, I model to my students that with hard work and dedication, anyone can be a strong leader.



**Karin Brusse-Paterson**  
*Battle River Local No. 23*

As I complete my third year as president, the best thing is being there for my fellow colleagues beyond the classroom. Whether it's organizing ceremonies for those new to the profession, or workshops for those leaving the profession, there is a real purpose to what I do.

One of the best pieces of advice that resonated with me was when I heard past president Mark Ramsankar speak at a summer conference. He said, "You have to know when to follow, when to listen and when to lead."

### Gender breakdown in Alberta's teaching profession

	% of women
Teachers	74
ATA Provincial Executive Council	47
Principals	41
ATA local presidents	40
ATA table officers	20
Superintendents	18

### Association studying gender equity

In order to evaluate opportunities to advance gender equality within the teaching profession, the ATA has formed the Women's Leadership Subcommittee of the Diversity, Equity and Human Rights Committee.

The new subcommittee began meeting in January and has identified six goals:

- To review ATA structures and practices to identify opportunities to promote and enhance gender equality and women's participation in all aspects of a member's employment and Association life
- To develop a research plan relating to experiences and obstacles affecting women who hold, or wish to hold, leadership roles within public education in Alberta
- To survey programming offered by other member organizations
- To undertake a needs assessment on the status of women in leadership roles within our province's public education system
- To develop a draft terms of reference and project plan for a potential 2019/20 standing committee on the status of women based on the results of the research plan
- To undertake to plan a program for a women's leadership conference

*"It is imperative that the Association move to be more reflective of the population we serve and investigate the barriers to leadership faced by women. It also behooves us to offer targeted support for women teachers who, for whatever reason, are not moving into administrative roles either within their schools, their school districts or the Association."*

— Andrea Berg, secretary, Women's Leadership Subcommittee

# Get ready for tax time

Mark Milne  
ATA News Staff

In just a few months, the federal tax collector will once again be knocking on our doors, spurring many of us to start combing through our purses, wallets and shoeboxes filled with crumpled receipts and invoices, desperately trying to claw back a bit of what the government has taken over the past year. Good news, though! Teachers can claim some of the job-related purchases they made over the past year.

Although the Alberta Teachers' Association has a policy stating that teachers should not purchase classroom material, many teachers do buy supplies and educational enhancements for their classrooms on their own dime. Over time, that can add up. Fortunately, a little relief is available.

In 2016, the federal government introduced the Teacher

and Early Childhood Educator School Supply Tax Credit, which allows eligible teachers to claim up to \$1,000 worth of qualifying out-of-pocket purchases. The key word, though, is "qualifying."

For the most part, the supplies have to be considered "consumable" goods, meaning they are *used up* by the students. These are things like construction paper, paint, flashcards and science experiment items. A few "durable" goods that can be claimed, like games, puzzles, containers and books, have a reusable quality but a relatively short lifespan. Unfortunately, you are not able to claim more durable items such as rugs, computers or tablets, because they can be used for much longer periods of time.

Teachers might even be allowed to claim classroom pet expenses, provided the animal was used in teaching part of the prescribed curriculum or served to teach or facilitate

the students in learning. All eligible items must be claimed for the same tax year in which they were purchased — you can't claim that great deal you got on a case of peacock glitter in 2002, even though you're still using it today!

You will also need a letter or certification from your employer (or their official delegate, usually the principal) confirming that your purchases were used in the performance of your educational duties. The letter should also state that you were not reimbursed for the supplies, nor allowed to claim them as a deduction from your regular salary. That would be double-dipping.

To make your claim, just total up your receipts for the previous tax year (not the school year!) and enter it on line 468 of your return. You'll receive a tax credit of 15 per cent on your total purchases (a maximum of \$1,000 can be claimed for a credit of \$150). You don't have to provide any receipts with

your tax return, but make sure you keep them in your files along with the certification letter from your principal.

Expenses related to attending teachers' convention are also deductible. Since 1998, teachers have been allowed to claim travel, meals and accommodation for attending convention — again, provided those expenses have not been reimbursed or used to reduce the teacher's taxable salary. You will need to complete and include a T777 form along with an itemised account of your expenses. You will also need a T2200 filled out by your employer. It states you were performing duties that are a condition of employment. You won't have to file this form with your return, but you must have it on hand in case the CRA asks for it later.

And now we get to the "I do a lot of work from home! I should deduct that!" claim. Unfortunately, in order to qualify for those expenses, you must meet

at least one of the following two requirements:

- You perform 50 per cent or more of your work at home.
- The space is used *exclusively* for work, and you regularly and continuously meet customers or other persons there to conduct business.

Clothing and expenses related to traveling to and from work are also exempt — they're considered normal and expected expenditures of your employment.

Tax time is always a confusing and complicated period, and we always wonder if we've squeezed out every last possible deduction droplet. To lay people the answer is never truly clear, so if your return is the least bit out of the ordinary, it's never a bad thing to have an expert look it over. ■

*Information in this article was gathered from the Canada Revenue Agency (CRA) website and an interview with CRA spokesperson Cheryl Cheung. For advice specific to your situation, please consult the CRA or a qualified income tax expert.*



## 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](http://norquest.ca/teal)

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students answer the question:

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**\$34,000  
in Prizes**

plus implementation funding available.

### DEADLINES

**Southern Alberta**  
(Airdrie and South):  
**March 15, 2019**  
[cody.field@calgary.ca](mailto:cody.field@calgary.ca)

**Central/Northern Alberta**  
(North of Airdrie):  
**April 10, 2019**  
[nathalie@battleriverwatershed.ca](mailto:nathalie@battleriverwatershed.ca)

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



### School Supply Tax Credit

Am I eligible for the School Supply Tax Credit?

The CRA defines an eligible teacher as

*“Someone employed at an elementary or secondary school who holds a teacher's certificate that is valid in the province or territory in which they are employed”*

### What are eligible “consumable goods”?

- Construction paper
- Flashcards for activity centres
- Science experiment items: seeds, potting soil, vinegar, baking soda, stir sticks
- Art supplies: paint, glue, paper
- Stationary supplies: pens, pencils, posters, charts

### What are eligible “durable goods”?

- Games and puzzles
- Books for the classroom
- Containers such as totes, plastic boxes, banker boxes
- Educational support software

### What are non-eligible “durable goods”?

- Rugs, computers and tablets

### Canada Revenue Agency

[www.canada.ca/en/revenue-agency](http://www.canada.ca/en/revenue-agency)  
1-800-959-1956  
1-800-959-8281

# Leaders invited to attend information sessions

*Symposia aimed at increasing understanding of teaching and leadership standards*



## EXECUTIVE REPORT

**Mark Swanson**  
ATA Professional Development Coordinator

The revised Teaching Quality Standard and new Leadership Quality Standard that are set to take effect on Sept. 1 will present new challenges to school and jurisdiction leaders, so the Alberta Teachers' Association has partnered with Alberta Education to host a series of one-day symposia around the province.

The intent of the symposia is twofold. First, to provide school and jurisdiction leaders with a deeper understanding of the competencies and indicators associated with the revised Teaching Quality Standard (TQS) and the new Leadership Quality Standard (LQS). Second, to provide materials and demonstrate processes that school and jurisdiction leaders can use to develop classroom teachers' understanding of the changes associated with the standards.

This spring, symposia will be held in

the following locations:

Red Deer	March 21
Lethbridge	April 2
Fort McMurray	April 10
Edmonton	April 16
Calgary	April 25
Edmonton (francophone)	May 6

Participants who attend one of the symposia will receive a package of materials to take back to their schools to share with teachers. They will participate in presentations on the following topics:

- The Teaching Quality Standard: An Orientation to the Revised Standard
- The Leadership Quality Standard: An Orientation to the Standard
- The TQS/LQS: Inclusive Practices
- The TQS/LQS: Moving from Inspiring

to Requiring: Changing the Conversation on Indigenous Education

- TQS/LQS: You Can Be an Instructional Leader in Assessment!

Last fall, symposia were held in Grande Prairie, Edmonton, Medicine Hat, Calgary and Vermilion. Individuals who attended one of these events are welcome to register for concurrent symposia in Edmonton or Calgary. Those who choose to do so will be able to more deeply investigate the TQS/LQS and share their successes and challenges in supporting teachers in implementing the new TQS.

### More information

For more information or details about registration, please contact Mardi Veinot in the Professional Development program area: at [mardi.veinot@ata.ab.ca](mailto:mardi.veinot@ata.ab.ca).

### Frequently asked questions

#### Who can attend?

Principals, vice-principals, associate principals, assistant principals and jurisdiction leaders

#### Does this have anything to do with LQS certification?

No. This one-day symposia is not to be confused with the two-day inservices leading to certification that are occurring throughout 2019 for those who qualify for certification in the Leadership Quality Standard (LQS).

#### If I attended a symposium in the fall, can I attend one in the spring?

Yes. You can expect to have a different experience if you attend again.

#### Is it OK to share the materials I receive at the symposium with colleagues back at my school?

Absolutely. Please feel free to share materials with your colleagues at your school or other schools throughout your jurisdiction. The materials are intended to support teachers with the implementation of the new TQS. ■

### Participant feedback

*Here are some comments from previous symposium participants:*

Excellent presentation throughout the day! Very engaging and thought-provoking! The day gave me a lot to reflect on regarding both LQS and TQS.

The day was very well-done and facilitated. Aspects of TQS and LQS were well-articulated.

The sessions gave me some vital background info and helped bridge the gap between the old version of the TQS and the new version.

Sessions helped me dig into the new TQS and talk about how it will work.

It was great to be provided with an overview of the new TQS and LQS as well as have time to discuss implementation with neighbours.

### Background info

In February 2018, the education minister signed ministerial orders bringing into force a revised Teaching Quality Standard (TQS), a new Leadership Quality Standard (LQS) and a new Superintendent Leadership Quality Standard (SLQS). The three standards will come into effect on Sept. 1, 2019.

## 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](mailto:info@adlc.ca)

1-866-774-5333

[adlc.ca](http://adlc.ca)

# ADLC

Alberta Distance Learning Centre



# THE \$20,000 HOME RENO CONTEST



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## NOTICES AND EVENTS

### Award recognizes excellence in teaching history

Each year, Canada's History Society recognizes six teachers for innovative approaches to teaching Canadian history. The 2019 recipients will receive the following:

- an individual cash prize of \$2,500;
- a \$1,000 cash prize for the recipient's school; and
- a trip for two to Ottawa to attend an awards ceremony and celebration dinner.

If you or a teacher you know makes history come to life in the classroom, submit a nomination or apply online today! Applications are due April 1.

More information is available at [CanadasHistory.ca/GGAward](http://CanadasHistory.ca/GGAward).

Questions can be directed to Joanna Dawson at [jdawson@canadashistory.ca](mailto:jdawson@canadashistory.ca) or 204-988-9300 x.225.

### Edmonton high school celebrates 50-year reunion

W.P. Wagner High School is celebrating 50 years of being awesome with its Homecoming Weekend, May 3-4, 2019! We invite former students and staff and their families from all 50 years. We've had many changes over the years, but Warrior pride is always strong! Come reconnect with old friends and teachers! Details and links to buy tickets are available at [bit.ly/wagner50th](http://bit.ly/wagner50th).

Tickets are on sale from now until April 18.

## CLASSIFIEDS

### Travel and Rec

**Discover East Africa!** Follow the footsteps of more than 50 others. Volunteer teachers wanted to mentor teachers in Burundi. Tanbar African Aid Society has English school with Alberta Curriculum accommodations. Meals and laundry provided. Tax receipts for airfare also provided. Contact Ann Predy 780-752-4127.

### Goods and Services

**House for rent, Southwest Edmonton, Rutherford.** Available May 2019. Call 403-318-0050 for details. [mpmarcus.55@gmail.com](mailto:mpmarcus.55@gmail.com).

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

### To Advertise

**For advertising information,** contact the advertising manager: 780-447-9417 direct 1-800-232-7208 toll free email: [advertising@ata.ab.ca](mailto:advertising@ata.ab.ca).

**Next Deadline** Thursday, March 7, 2019, 4 P.M. (publication date Sept. 25, 2018)

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

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

**Circulation:** 38,000



## 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](http://www.teachers.ab.ca) > My ATA > Programs and Services > Grants, Awards and Scholarships > ATA Educational Trust



ARETF-30a-2019-01

## Alberta Advisory Committee for Educational Studies

**Descriptive or Experimental Studies APPLICATION FOR GRANTS**

**Deadline:** May 1, 2019, 4:30 P.M.  
Applications will be accepted by e-mail; however, they must be received as a single attachment to the e-mail.

The Alberta Advisory Committee for Educational Studies (AACES) invites applications for grants to support descriptive or experimental studies in education.

Grants in excess of \$6,000 are awarded only rarely because of limited available resources. Grants cannot be given for travel unrelated to the proposed research project.

Note: The application to the Ethics Review Committee must be initiated and a copy of the submission to that committee must be included with the proposal.

Online applications and the guidelines for grant applications are available at [www.teachers.ab.ca](http://www.teachers.ab.ca)>Public Education>Education Research.

Application forms may be e-mailed to [Jessica.Grayson@ata.ab.ca](mailto:Jessica.Grayson@ata.ab.ca) or submitted to

Alberta Advisory Committee for Educational Studies  
c/o The Alberta Teachers' Association  
11010 142 Street NW, Edmonton, AB T5N 2R1  
Telephone 780-447-9499 or 1-800-332-1280

Completed applications received by May 1, 2019, will be considered at the spring meeting of AACES.

## Auto for sale

**2016 Subaru Forester 2.5i Limited with EyeSight**

Features: Leather, heated front seats, navigation screen, back-up camera, panoramic sunroof, remote start, precollision braking, lane departure warning, Kenwood stereo, and comes with winter tires on rims.

**Colour:** Crystal White Pearl  
**Engine:** 2.5L 4 Cylinder  
**Transmission:** Automatic AWD  
**Kilometres:** 122,000

This is a sealed bid auction so please mail your bid letter in a **sealed envelope marked "Attn: Tracy Pohl - Car Bid,"** Alberta Teachers' Association, 11010 142 Street, Edmonton, Alberta T5N 2R1. Bids will be accepted until 5 P.M., **April 5, 2019.**

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

MAS-20 SPRING 2019



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## FEATURE PERFORMANCES

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### PAPER PLANET

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WON'MA  
AFRICA**  
Circus Kalabanté Productions



**CIRCUS  
LI LIU**

**MUSICAL THEATRE  
HONK! JR.**



**ALBERTA  
BLUE CROSS  
TODDLER TOWN**

## WARNING: EXTREME COLD!!!

With many parts of Alberta recently setting records for consecutive days below -20 C, we asked on Facebook ...

*Teachers, are you feeling the EXTREME COLD WARNING blues? Tired of the polar vortex? How about indoor recess? How are you and your students coping with the cold and being cooped up?*

### Jaquelin Sara

I've heard some neighbouring schools run a polar bear club. Kids sign up and wear appropriate clothing. Kind of a neat idea!

### Frances Vettergreen

We have that. It's great. Requires intrepid teachers willing to supervise on their lunch hour, and parents agreeing to dress kids appropriately.

### Merry Dechamplain

As a retired teacher I'm not missing all these indoor recesses. Be strong, colleagues, and be blessed with patience. The kids would rather be outside too.

### Cheryl Trachimowich

We had Beach Day this week. Fond memories of warmer times!!!

### Janine England

We're experimenting with boiling water and frozen water balloons!



Jesse Vikse of Bashaw School throws coloured water into the air in a cold-weather experiment.

### Kevin Heppell

Seven-layer parking lot patrol and fur hats.

### Lori Karoly Szmul

Our kids are going swimming twice a week — 50 kilometre round trip on the bus. So for that blessed 45 minutes when they're splashing with their instructors, I close my eyes and imagine Hawaii.

### Leanne Breadner-Rein

Love where I live! Minus 25, wind chill included, means we don't have a terrible amount of indoor recesses but yes, this polar vortex has even us under its spell. LOTS of movement breaks in kindergarten helps. Getting out of the classroom with recess breaks in the library, our courtyard and the gym definitely helps! Stay strong teacher-peeps 🍷

### Lyndsey Angela

We had our first outdoor recess today! It reached a balmy minus 20!

### Kristen Louise

We went outside for a few minutes last week and blew bubbles. It was a great way to talk about refraction, transparent/translucent and liquid to solid.

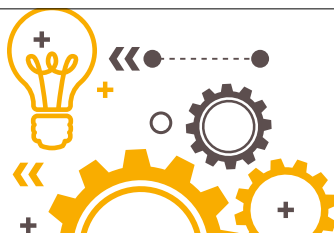
### Jeff Schultz

Extra GoNoodle and Just Dance breaks.



## This...

from ATA President Greg Jeffery



## Inclusion needs to be included in vision for public education

Today's classrooms are rich and diverse, but it wasn't always that way. There was a time when segregation was the norm for children who had exceptional needs. In Alberta, as well as in much of the world, education systems have become much more inclusive.

In our work with Finnish schools, we have learned that their philosophy is that the teacher has the ultimate responsibility for student learning, and everyone and everything in the system is designed to support the teacher to be able to do so.

Alberta classrooms have come a long way when it comes to the philosophy and action related to inclusion. In research conducted through the Blue Ribbon Panel on Inclusive Education in 2014, teachers noted their support for inclusion but, disturbingly, many also shared that they had seen a decline in supports and resources relative to the complexity and number of student needs in their classrooms.

Supports and resources for students with exceptional needs include

- school counsellors,
- psychologists,
- speech and language pathologists,
- behaviour support specialists,
- well-trained teaching assistants,
- occupational therapists,
- accessible school facilities,
- assistive technologies,
- inservicing,
- time for planning and
- time for collaboration with colleagues and specialists.

Nothing on this list can be reduced without having negative effects on Alberta students and classrooms.

The report of the Blue Ribbon Panel outlined

38 recommendations to make inclusion work in schools, many of which have yet to be addressed. Through the Finnish education system and our own teachers, we continue to see that creating a systematic approach to inclusion requires a wide range of elements, such as a shared vision, leadership, resources and research.

We know that creating an environment where inclusion can be sustained and flourish is not easy. It isn't done without a plan, commitment or resources. Alberta teachers are the ones focused on student success, and they need timely access to supports and resources to make inclusion work for all students.

Inclusion is not without significant financial costs, but our students are worth it. No matter what changes are swirling around education in the coming months and years, teachers need to keep that sentiment top of mind and make their voices heard. ■