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ATA NEWS

September 24, 2019 | Volume 54, Number 2

News Publication of The Alberta Teachers' Association

I Teach for a Better World

Ready to celebrate? WORLD TEACHERS' DAY 2019.10.05

A message from ATA president Jason Schilling | page 16



Report recommendation would destabilize public education

The ATA responds to the Blue Ribbon Report on Alberta finances.
See pages 8 and 9.

Albertans deserve a balanced financial report

Parkland Institute weighs in on province's financial situation.

Read Viewpoints on page 3.

CTF unveils federal election priorities

Federation ready to bring education issues to the forefront.

See story on page 5.

Pitfalls & Precautions

Personal sharing can have dire consequences.

See page 7.



Hitting the target but missing the point

Performance-based funding the wrong way to go.

Read Jonathan Teghtmeyer's editorial on page 2.

Hitting the target but missing the point



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

Lance Armstrong has become known as one of the world's most notorious cheaters.

Armstrong doesn't believe he's a cheater. When he confessed his doping activities to Oprah Winfrey, he explained that the definition of cheating is to gain an advantage over a rival, and he didn't view his actions that way — he viewed them as a part of a level playing field. Armstrong attributed his actions to a ruthless desire to win at all costs; a desire that served him well on a bike, but ultimately caused his unceremonious downfall.

Cheating is common in a world that focuses on winning. For example, in 2000, in the U.K., Tony Blair's government allocated money to the British public service based on agreed-upon targets. Inquiries into this so-called "target world" found examples of "creative compliance." In its 2002 report, the UK Commission for Health Improvement related the case of one particularly creative hospital in which too many patients were waiting too long in

emergency wards, causing it to be in danger of missing its target for quickly finding beds for patients. The hospital met its target by removing the wheels from gurneys, effectively turning them into beds. A senior civil servant characterized this incident of cheating as "hitting the target, but missing the point."

"Target world" may be coming to Alberta. The recently released report

Take the case of Georgia's State Department of Education, which in 2010 suspected rampant cheating after it analyzed erasure marks on test bubble sheets and found that changes from incorrect to correct answers were inexplicably high in some schools. The state ordered an investigation.

Of the worst offenders, 21 of the 27 were from the Atlanta Public School

system extinguishes intrinsic motivation, diminishes performance, crushes creativity, fosters short-term thinking and encourages cheating.

The more a system is based on rewards and winning, the more people will cheat. Armstrong didn't feel bad about cheating because he saw it as part of the system, part of a popular culture that worships winners.

Cultural values are incredibly powerful, so we need to be very careful about the types of culture that develop in our schools. Cultures based on ruthless competition divide people into winners and losers. A system that rewards simplistic measures of achievement is inherently creating winners and losers. Some will win by cheating, and people who lose in the system can become disenchanted and quit. Such a culture damages the core task of public education — preparing all learners for life.

Although some welcome increased competition in education, teachers must focus on collaboration and reject a culture of competition and the bad ideas, like performance incentives or merit pay, that come with it. ■

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

This editorial is adapted from one originally published Jan. 29, 2013.

Cultural values are incredibly powerful, so we need to be very careful about the types of cultures that develop in our schools. Cultures based on ruthless competition divide people into winners and losers.

by the Blue Ribbon Panel on Alberta's Finances recommended that the government review and revise the education funding formula to provide incentives for achieving better outcomes. This is a bad idea, first and foremost because it would ultimately exacerbate inequality by providing those schools and students that need the most support with the least amount of funding. Furthermore, it would not incentivize performance as much as it would incentivize cheating.

District, where in four schools, 80 per cent of classes were flagged for cheating. Could the \$2,000 cash bonuses (a.k.a. merit pay) given to teachers at schools that met improvement targets have had anything to do with this?

Daniel Pink, a renowned academic on motivation and the author of *Drive: The Surprising Truth About What Motivates Us*, says that traditional if-then rewards tend to produce the opposite of what they are meant to achieve. A rewards

University courses available for leadership certification



Q & A

Dennis Theobald
ATA Executive Secretary

Question: I'm now considering moving into a school leadership position. I know that there was a program last year for current school leaders to qualify for leadership certification, but what do I need to do now to qualify?

Answer: The short answer is that, as things currently stand, you are going to have to go back to school. My colleague Dr. Mark Swanson, co-ordinator of the ATA's Professional Development program area, provides the following background and explanation.

On Sept. 1, a new Leadership Quality Standard (LQS) came into effect. In anticipation of the introduction of the LQS, the Government of Alberta has amended the *Education Act*, which also came into force on Sept. 1, requiring school principals to possess a leadership certificate. Again, it is important to note that principals are the only school leaders who are required to possess a leadership certificate.

Having introduced the certification requirement, the government had to

decide what kind of a preparation program would be required to qualify for certification. About two years ago, the government enlisted faculties of education within the province that offer graduate programs in education to offer programming. Universities require time to develop new programs and to have them approved internally and by Alberta Advanced Education. A target date of Sept. 1 was established for university programming to be in place.

To have a supply of certificated individuals ready to fill vacant prin-

school and jurisdiction leaders that would lead to certification. Eligibility for the program was limited by the terms of the grant to vice-principals, associate and assistant principals, and jurisdiction leaders including deputy, associate and assistant superintendents. Principals who were in their position in the 2018/19 school year were not required to take the inservice as they were "grandparented" and subsequently granted a certificate in recognition of their experience in the position. Many principals did, how-

now offering course work that will lead to leadership certification. Programs range from a continuing education approach to two stand-alone graduate courses to a master's degree.

An important principle of the certification requirement is to avoid creating barriers to teachers who want to serve in the role of school principal. It is also not intended to restrict the hiring choices of boards, which may include hiring applicants who work in other provinces. To ensure that this doesn't happen, the registrar is prepared to provide otherwise qualified applicants with a letter of authority that would provide them a period of time in which to complete the coursework necessary for certification.

The Association made representation to both the previous and current education ministers requesting the approval of alternative routes to leadership certification that would not entail the cost or time commitment of the post-secondary programs currently on offer. To date we have not received a favourable response, but we continue to press for options that would reduce the barriers to leadership certification. ■

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

Individuals interested in acquiring a leadership certificate in Alberta will have to do so through an accredited program at an Alberta university.

incipal positions as they occurred in the latter part of the 2018/19 school year, the government decided it would be prudent to arrange for the provision of a time-limited, condensed program that would lead to certification. This past winter, the Alberta Teachers' Association, through a grant from Alberta Education and working with other stakeholders, prepared and delivered a two-day inservice to

ever, audit the inservice. The program has been offered 52 times in 12 locations throughout the province since February and more than 3,500 participants have completed it.

Moving forward, individuals interested in acquiring a leadership certificate in Alberta will have to do so through an accredited program at an Alberta university. To date, six faculties of education have developed programming and are



YOUR VIEWS

FACEBOOK FEEDBACK

ATA meme hits a nerve



Redeye382000
The textbooks for Science 9–12 are becoming obsolete as science changes so rapidly.

Greg Lemieux

I use the same textbooks that I used for 7–8 science. When I taught physics, the textbooks were published when I was born!

Meaghan Toth

Oh man, I was still in grade school and now I teach [that curriculum].

Re: ATA News editorial “Long, hot summer for public education”

Madison Grace

Solid perspective. We need to stay informed and engaged. Now is not the time to be asleep at the wheel as union members.

ON TWITTER

Adriana LaGrange @AdrianaLaGrange
It was wonderful to start my day by meeting and having coffee with 7 @albertateachers representatives. Thanks for sharing your experiences and providing me with insight into the successes and challenges in southwestern Alberta!

Patricia Grell @grell_p
Look out Alberta: the Americanization of our publicly funded AB school system is on its way. Funneling \$ from public to private schools will erode the quality of public schools and you'll be paying more out of your pocket.

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

“Public is a great word. Why would you want to remove that word? It implies inclusion and everybody’s welcome.”

– Cathy Hogg, president of the Public School Boards’ Association of Alberta, in reaction to the government’s directive to strike the word “public” from the official names of eight public school boards.



Albertans need and deserve a balanced financial report

VIEWPOINTS

Bob Ascah, Trevor Harrison and Richard E. Mueller
Parkland Institute

We are no longer “exceptional”—at least in terms of our economy—and how we finance our public services must be reconsidered.

The government’s release of the MacKinnon report on Alberta’s financial situation confirms concerns that the panel’s limited mandate, focused solely on expenditures, would prohibit a full examination of bigger issues of balance or long-term fiscal sustainability. Due to its intentionally limited scope, the report fails to provide the government and Albertans with the information necessary to make sound financial decisions about the province’s current situation or to plan for the future. Indeed, it seems a calculated distraction from the real issues, giving misdirection to an overhyped debt problem.

Our recent report, prepared in parallel to the MacKinnon report, shows that despite significant recent turbulence, Alberta’s economy remains strong. Real GDP and GDP per capita growth remain positive. Labour force participation rates, employment rates and wages remain above the Canadian average. In the long term, Alberta’s economy will likely regress to the Canadian average due to a decline in the price of nonrenewable resources, upon which the Alberta economy for too long has been overreliant. The province needs to prepare for this “new normal.” While it may be a tough pill to swallow for many Albertans, we are no longer “exceptional”—at least in terms of our economy—and how we finance our public services must be reconsidered.

Alberta does not currently face a “critical financial situation,” as the MacKinnon report asserts. Though caution is warranted, Alberta’s debt is manageable. Compared to Canada and its three largest provinces — Quebec, Ontario and British Columbia — Alberta’s expenditures relative to the size of its economy are

below average. In terms of the public sector, neither its size nor average weekly earnings are out of line over time with those found in these other jurisdictions for educational services, health care and social assistance, and public administration — the three industries with the vast majority of public employees.

Alberta’s real difficulty in balancing the books lies in its anemic tax effort. Alberta’s coffers fall consistently short of what is necessary to pay for important public services, which Albertans value and expect. In past decades, the revenue hole was filled by nonrenewable resource revenues, primarily bitumen, oil and gas. But those days are gone and are unlikely to return. The hole can only be filled through a mix of various tax measures. Fortunately, Alberta has enormous tax room to meet this need. Figures from Alberta’s Treasury Board and Finance show that Alberta would bring in \$11.2 billion if it taxed at the rate of British Columbia, and \$11.3 billion if it taxed at the rate of Saskatchewan. As crazy as it seems, even if it collected \$10 billion in additional taxes, the province would still boast over a billion-dollar “Alberta advantage” over every other jurisdiction, with no deficits.

There are two ways to balance the books: either through cuts to expenditures or through measured increases in revenues — or, of course, a balance of both. Clearly, finding efficiencies and opportunities for cost savings in government programs is a worthwhile effort. But the government simply won’t be able to balance the budget by looking only at expenditures, except by introducing drastic cuts to services.

So we suggest two additional remedies for Alberta’s fiscal ailments. First, a gradual weaning of Alberta

politicians and the public away from resource revenues to fund ongoing expenses through a combination of tax increases to foster revenue stability. Albertans, and their political leaders, must face up to the fact that resource revenue can no longer pay 25 percent of every dollar spent on public services. Second, as a specific measure to fill the revenue void, a provincial sales tax should be adopted, preferably harmonized with the federal GST. We concur with the vast array of scholars, including most economists, who contend based on the best evidence that Alberta should add such a tax to the arsenal of fiscal tools necessary to secure Alberta’s fiscal future.

The time is long overdue for a rational, balanced and fact-based discussion with Albertans about the province’s financial circumstances. We are Albertans, and like most Albertans we are not fans of tax increases. But addressing the future of Alberta’s finances from a broader societal perspective, a modest harmonized sales tax is preferable to the types of draconian cuts in necessary government services, such as health and education, being telegraphed by the MacKinnon report and subsequent comments.

Through good fortune, Alberta is a wealthy and much-blessed province, but we can do better. The time is now. ■

Bob Ascah, Trevor Harrison and Richard E. Mueller are co-authors of the recent report, *Cutting Through the Blue Ribbon: A Balanced Look at Alberta’s Finances*, released by the University of Alberta’s Parkland Institute.

Meet your new staff officers

ATA News Staff

Michelle Glavine and Tim Jeffares are the latest additions to the team of executive staff officers at the Alberta Teachers' Association. They were appointed to their positions by Provincial Executive Council in the latter part of the 2018/19 school year.

Glavine fills a vacancy left by Chris Gibbon, who is now with the Member Services program area. Glavine and Jeffares are filling the vacancies in Member Services created by Marvin Hackman and Ihor Kruk, who are retiring at the end of September.



Michelle Glavine Teacher Welfare

Michelle Glavine brings to the Association a passion for the profession, an abundance of leadership and bargaining experience, all in addition to extensive knowledge of the Association and its operations.

She served in various capacities at the local and provincial levels with the Association throughout the 21 years she taught with Rocky View Schools.

Starting out as a school representative, Glavine expanded her involvement to a wide variety of Association committees and specialist councils. Glavine has been president of Rocky View Local No. 35 and also a member of its negotiating subcommittee, its benefits, grievance and workload efficiency committees, and chair of its economic policy committee (now the Teacher Welfare Committee).

At the provincial level, Glavine was an Association economic policy consultant for nine years and the district representative for Calgary District on Provincial Executive Council for seven and a half years, during which time she served on the Association's finance committee.

Michelle has an MEd in educational leadership, a BA in sociology from the University of Calgary and a BEd from the University of Saskatchewan. She started with the Association on Aug. 1. ■



Tim Jeffares Member Services

Tim Jeffares brings a unique range of teaching and leadership experience to the Association as a result of work he has done in different areas of the education system. He has been employed by Alberta

Education, Edmonton Public Schools, Elk Island Public Schools and the Alberta Education-accredited International School of Macau.

Jeffares held teacher, school leadership and governance roles during the years he spent in schools. His involvement with the Association includes service as school representative and member of the diversity, equity and human rights committee. He has also served on numerous committees affiliated with his employers. Very beneficial to his role in Member Services will be his experience with Alberta Education, where he held leadership roles of senior manager in the Practice Assurance Branch and, most recently, director of the Investigations and Governance Branch.

Jeffares has an MEd from the University of Alberta, a BEd from the University of Calgary, a BA from Concordia University College and a Bachelor of Theology from the Canadian Mennonite Bible College at the University of Manitoba. Jeffares assumed his duties with the Association on March 1. ■

5 MORE THINGS

about Michelle

Who or what inspired you to be a teacher?

My grandmother, who was a teacher in a one-room schoolhouse in rural Saskatchewan. Additionally, the many wonderful teachers that I had through the years.

The best things about being a teacher.

The relationships that you build with your students and colleagues. Watching your students grow and successfully transition into their futures. Students that come back to visit you.

Favourite sport

To play—ladies fastball
To watch—baseball

Favourite book

Outlander by Diana Gabaldon

Favourite thing about summer and winter

Summer—flip flops
Winter—that it ends

5 MORE THINGS

about Tim

Who or what inspired you to be a teacher?

Our family is permeated with teachers ... from my grandfather to uncles, aunts, cousins and even both my parents! Teaching runs in the family. I was also privileged to have incredible teachers who demonstrated a passion for students and the profession. These teachers also inspired me to become an educator.

What is the greatest life lesson teaching has taught you?

There is potential in everyone. While we all begin at a similar starting point, the endpoint is variable. Empowering students to see their own potential is the greatest aspect of teaching.

Describe your first student-teaching experience in three words:

So much fun!

Favourite meal

Anything Thai. Preferably with seafood.

About Member Services

Staff in the Association's Member Services (MS) program area provide advice and, where authorized, legal assistance to members facing such contractual problems as transfers, terminations and suspensions. Members with concerns about evaluation processes leading to unsatisfactory decisions about their teaching practice or assignments may also obtain advice from this program area. Investigation and prosecution of members charged with unprofessional conduct, as specified by the Discipline Bylaws, are also the responsibilities of staff in this area.

MS also provides organizational assistance to local associations, training for local executive members and school representatives, presentations and workshops for school staffs and other groups of teachers, advice and assistance to school-based administrators, and support for substitute teachers.

About Teacher Welfare

Staff in the Teacher Welfare program area help teachers attain economic and working conditions that make possible the best level of professional service. They provide members with advice on such topics as collective bargaining, interpretation and application of collective agreements, grievance procedures, group benefit plans, pensions, employment insurance, maternity and adoption leave rights, and the applicability of legislation on labour and employee security. In addition, they also maintain an ongoing record of education statistics that they make available to local economic policy committees.

Your professional growth plan is yours



EXECUTIVE REPORT

Mark Swanson
ATA Professional Development
Co-ordinator

With the onset of a new school year, the thoughts of teachers and school leaders turn to professional growth. There are three key documents that guide teachers' professional growth: the Teacher Growth, Supervision and Evaluation Policy (TGSEP), the Leadership Quality Standard (LQS) for those teachers who are school leaders, and the Teaching Quality Standard (TQS) for those teachers who are working in classrooms.

This past Sept. 1, a new LQS and a revised TQS came into effect. The now familiar LQS document (yellow) and the TQS document (green), both published by Alberta Education, each contain a standard supported by a number of competencies — nine in the case of the LQS and six in the case of the TQS.

While some of the content of the competencies when compared to the knowledge, skills and attributes of the previous TQS may seem familiar to school leaders and teachers, some of the content is new. A close read of both documents, including time for reflection, is required to fully understand and appreciate what is required of school leaders and teachers in terms of day-to-day practice.

The provincial TGSEP establishes a requirement for all school authorities to have a policy that is consistent with the provincial policy. The policy speaks about supervision and specifies the circumstances under which a teacher could expect to undergo an evaluation. It also compels all teachers who are working under a probationary or continuing employment contract or otherwise required by school board policy to develop an annual Professional Growth Plan (PGP). The PGP must first and foremost reflect the professional development needs of the individual teacher in relationship to the TQS. The PGP may be part of a multi-year plan. The plan may also be based on a program of supervising a student teacher or mentoring a teacher.

When setting their own growth goals, teachers are required to consider the education plans of the school, the school authority and the government. Teachers must submit their PGP to their principal by a specified date. Failing to submit a plan can result in a disciplinary action. It is important to note that a PGP cannot be used as part of an evaluation process unless the teacher agrees.

The provincial TGSEP is currently under revision. It is expected that sometime this school year a modified policy will be released by the minister and will be reflective of school leaders and their new standard. ■

Tools and information

The Association has developed a self-reflection tool to assist school leaders and teachers in reflecting on the revised TQS and new LQS and their respective standard and competencies when developing a PGP. It is available in English and French. Information about the tools and the tools themselves can be found at www.teachers.ab.ca >My ATA>Professional Growth Plans.

If you have any questions about the LQS, TQS, their respective competencies or PGPs, please contact the Professional Development Program area for information or assistance at pd@ata.ab.ca.

NOTICE

On June 18, 2019, a hearing committee of the Professional Conduct Committee established under the *Teaching Profession Act* found that Lee Scott Breakey engaged in unprofessional conduct. The hearing committee ordered that Breakey is ineligible for membership in the Association for a period of three months, effective June 18, 2019 until Sept. 18, 2019. ■

ATA president honoured by U of L



ATA News Staff

Alberta Teachers' Association president Jason Schilling is being recognized by his alma mater.

The University of Lethbridge Alumni Association recently announced that Schilling would be inducted into the Alumni Honour Society. It's an honour bestowed on alumni who have, as the alumni association's website describes, "used the knowledge they gained at the university to achieve their personal and professional goals, and through these achievements, have left a lasting impact on the people, organizations and communities with which they are involved."

Schilling, who graduated in 1994 with a Bachelor of Fine Arts in Drama and Education, joins eight other alumni with diverse portfolios, from cell biology to

economic development to the legal profession.

"This is a very distinguished group representing the breadth of study we have here at the U of L," said Matthew McHugh, chair of the alumni association's recognition committee. "The liberal arts focus of the university really shines through when you see how many facets of society our alumni influence and how they have taken what they have learned through their studies and applied those lessons in such meaningful ways."

The formal induction will take place at a ceremony in Lethbridge later this year.

"To say I'm honoured would be an understatement," Schilling said. "I've always worked hard to instill in my students the value of being an engaged community member, and I'm grateful to the U of L for helping to instill that same value in me. ■

CTF rolls out federal election priorities

ATA News Staff

The federal election has been called for Oct. 21, and the Canadian Teachers' Federation is ready to bring education issues to the forefront.

The "I teach. I vote." campaign aims to spread awareness about five priorities: ending poverty, supporting mental health, strong unions and labour rights, climate action and gender equity. For more information, visit ctf-fce.ca.

PRIORITY: Ending poverty

THE ISSUE: According to Statistics Canada, one in five children aged 17 and under were living in poverty in 2016. Nearly 6 million Canadians are living in poverty, and children make up nearly a quarter of those numbers.

Questions to ask the candidates:

- What is your party's plan to fulfill the National Poverty Reduction Strategy?
- How does your party plan to work with the provinces and territories to reach poverty reduction targets?
- Where does your party stand on developing national daycare and lunch programs?

PRIORITY: Mental health

THE ISSUE: Mental health issues affect students and teachers. Students need age-appropriate supports, and teachers need to understand student mental health and their own well-being.

Questions to ask the candidates:

- What does your party plan to do to improve knowledge and access to mental health resources, supports and services to assist students, teachers and education support workers in publicly funded, K-12 public schools in Canada?
- How can your party make mental health a greater priority for all Canadians?
- How can government work to dispel the myths surrounding mental health?

PRIORITY: Strong unions and labour rights

THE ISSUE: Unions are essential in the struggle to maintain democratic governance, fair working conditions and greater economic equality for voters. Union membership has been correlated to lower income inequality, less precarious work and safer workplaces.

Questions to ask the candidates:

- How does your party see unions as central to helping solve many of our societal challenges?
- What will your party do to ensure that Canadians are empowered through union membership?
- What will your party do to protect pensions?

PRIORITY: Sustainable climate action

THE ISSUE: Despite self-imposed pledges by almost 200 countries in the 2015 Paris agreement on climate change, the world is not meeting its climate goals, which, even if met, would not be sufficient to prevent severe global warming in the decades ahead.

Questions to ask the candidates:

- How does your party plan to increase climate change education for all Canadians?
- How is your party going to address the adverse effects of climate change?
- What can the federal government do to support curriculum dedicated to climate change?

PRIORITY: Gender equity

THE ISSUE: Canada must continue to advance and defend gender equity to become a global gender rights role model.

Questions to ask the candidates:

- What does your party plan to do to provide greater economic opportunities to women?
- Where does your party stand on implementing a national, universal daycare program?
- How does your party plan to increase acceptance and understanding of gender diversity?

5

things to know

ATA CALGARY BY-ELECTION DISTRICT

if you want to run in the 2019 Calgary District byelection

1. Eligibility requirements

To be eligible to run in the 2019 Calgary District byelection you must not be in receipt of an Alberta Teachers' Retirement Fund pension and you must

- hold an active ATA membership in good standing and be employed by any of the school jurisdictions in the geographic district of Calgary District (e.g., a teacher or principal working in a school);
- hold an associate ATA membership in good standing and be employed by a school authority or ATA local in the geographic district of Calgary District (e.g., a teacher employed as a school board consultant or as a staff officer with an ATA local); or
- hold an associate ATA membership in good standing, reside in the geographic district of Calgary District but not be employed by an employer that provides you with membership in any ATA local (e.g., a teacher employed by the Government of Alberta).

2. Role of a district representative

District representatives (DRs) are elected members of Provincial Executive Council and are responsible for

- attending Council meetings and Annual Representative Assembly;
- ascertaining the views and issues of teachers in their district;
- sharing at Council meetings the views and issues of teachers in their district;
- familiarizing themselves with all aspects of Association business in order to
 - act as a resource person to the ATA locals in their district;
 - participate in Council decision making; and,

- continuing their professional development.

3. About Calgary District

The Alberta Teachers' Association organizes the province into 11 geographic districts of which Calgary District is one. It is represented on the Association's Provincial Executive Council by one district representative. The approximately 3,000 teachers of Calgary District are employed by a total of four school jurisdictions and belong to four correlating ATA locals (see table below).

4. Compensation

The Association enters into agreements with school boards to ensure district representatives have the time needed to serve on Council (up to 100 days release time) and conduct Council-related functions.

In addition to the release time, district representatives are also provided honoraria and expense coverage related to Council meetings and other required duties and activities.

5. Term of office

When the term starts will depend on whether the race is contested. If only one nomination is received (and verified), the term of the successful candidate will start October 3. If there is a contest between two or more candidates, the term begins October 25, after the voting period. Regardless of start date, the term concludes June 30, 2021.

Each term of Provincial Executive Council is two years in length, with a general election for all elected positions held each odd-numbered year.

Byelections are held when a member of Council vacates his or her position prior to the conclusion of the term. ■

SCHOOL JURISDICTION	ATA LOCAL
Canadian Rockies Public Schools	Canadian Rockies Local No. 59
Christ the Redeemer Catholic Schools	Christ the Redeemer Local No. 29
Foothills School Division	Foothills Local No. 16
Rocky View Schools	Rocky View Teachers Local No. 35

Are you a teacher running for Parliament?

The ATA News is inviting all teachers who are running in the 2019 federal general election to submit their information for publication in an upcoming issue. Send your name, party affiliation and riding name to managing editor Cory Hare: cory.hare@ata.ab.ca.

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 Parliament,
- Association life members and
- other members who have maintained the highest level of membership available to them.



The Alberta
Teachers' Association

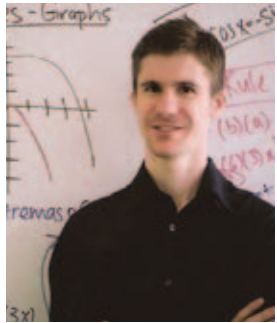
Fellowships and bursary award

ATA News Staff

Provincial Executive Council has announced the winners of the 2019–20 ATA fellowships and bursaries.

Doctoral Fellowship in Education

Each year, the Alberta Teachers' Association awards two fellowships, valued at \$15,000 each, to ATA members who have been accepted into, or have already embarked upon, full-time study in a doctoral program in education at a recognized Alberta public university. The fellowship program is intended to recognize academic excellence and to help defray the financial costs of university study.



Ian Doktor

Ian Doktor is an astronomy and physics teacher with the Edmonton Public School District. He has spent the past six years teaching at Jasper Place High School and before that taught in Vancouver, Hong Kong, Tokyo, Mexico and Red Deer.

He is an avid amateur astronomer, spending his free time looking up at the stars, and enjoys sharing his passion for astronomy with his students. In the fall he will start a PhD in secondary education, studying the scientific method and STEM education methods.



Jodi Harding-Kuriger

A health and physical educator, Jodi Harding-Kuriger is currently enrolled in an elementary education PhD program with a focus on meaningful physical education experiences. Her project theme, Meaningful Physical Education: Testing a Model

for Teaching and Learning, is part of an international project entitled Learning About Meaningful Physical Education or LAMPE. As a research assistant, she is learning about the approach and implementing the framework with teachers in a rural setting. In her own work, she will extend the LAMPE project research to an Indigenous school on reserve. It is with conscious humility that she enters into this project intending to honour research as ceremony.

Nadene M. Thomas Bursary

The \$5,000 Nadene M. Thomas bursary is offered annually to an ATA member who is enrolled in a graduate program in education at a recognized Canadian university. The area of research must focus on health issues affecting teachers and/or on teachers' working conditions.



Andrew Podolski

Andrew Podolski teaches high school mathematics, science and CTS at Heinsburg Community School in the St. Paul School Division. Within the master of education program that he is completing, Podolski intends to qualitatively research the experiences of teachers in multigrade classes to gain insight into the effectiveness of these classes and the well-being of the teachers tackling these challenging assignments.

For a list of Association grants, awards and scholarships that are available to subgroups and others, visit www.teachers.ab.ca > For Members > Grants, Awards and Scholarships.

Teacher alumni honoured

Special to the ATA News

The University of Alberta honoured five teacher alumni at a ceremony on Thursday, Sept. 19.

Distinguished Alumni Award

The Distinguished Alumni Award is the Alumni Association's highest honour. It recognizes the outstanding lifetime accomplishments of alumni who have earned national or international regard or have had significant local impact as a result of their outstanding professional achievements and service to society.



Mona Nashman, '79 BEd

The first year that Edmonton Islamic Academy principal Mona Nashman invited the neighbourhood to a school holiday luncheon, only 11 invitations were accepted. Undeterred, she asked those guests to return next year — and to bring a friend. This is how Nashman, an ambassador for cultural acceptance and religious understanding, is helping students counter Islamophobia, one person at a time.

Almost half of Nashman's 40-year career was spent in the Arab country of Oman where she was head of ABA (formerly the American-British Academy), an International Baccalaureate school. Nashman, who has Muslim heritage, became known as a child-centred educator whose school celebrated collaboration and diversity. Its students conducted projects to help others in the world, such as fundraising for a playground for Syrian refugees and building a library in Tanzania.

In 2001, she started an annual symposium, which continues today, bringing together student leaders from around the world to explore real-life problems. In 2014, she returned to Edmonton and took the principal's position with the Edmonton Islamic Academy. Nashman was honoured at one of the highest levels when Queen Elizabeth made her a member of the Most Excellent Order of the British Empire in 2016.

As for that annual holiday luncheon, within a few years, the Edmonton Islamic Academy's holiday tradition was expecting to break bread with more than 200 new friends and neighbours.

Alumni Honour Award

The Alumni Honour Award recognizes the significant achievements and contributions over a number of years by University of Alberta alumni to their profession and their community.



Charlene Bearhead, '85 BEd

Charlene Bearhead was honoured for her contributions to truth and reconciliation education. Her work includes teacher professional development, advocacy with education ministries and the design of innovative curricula, events and school resources. She has given teachers, students and education leaders a better understanding of Canada's colonial history and Indigenous knowledge.

Bearhead has an intuitive skill for designing methods to explain concepts that are deemed new, difficult to teach or controversial. She was education lead for both the Truth and Reconciliation Commission of Canada and for the National Inquiry into Missing and Murdered Indigenous Women and Girls. From kindergarten classrooms to university auditoriums,

Bearhead has inspired thousands of students and teachers and continues to shape the Canadian conversation around our shared history.

Sports Wall of Fame

The Sports Wall of Fame honours athletes and builders who have made significant contributions to University of Alberta athletic programs.



Sean Chursinoff, '91 BEd

The Golden Bears basketball team of the early 1980s was respected in the west but a non-entity on the national scene. Then Sean Chursinoff joined the team in 1985. Within a year, and for the first time in the team's history, the Bears were ranked number one in Canada, a fact that legendary coach Don Horwood credits to Chursinoff's drive and determination to accept nothing but the best from himself and his teammates.

During five years with the Bears, Chursinoff was captain twice and received numerous accolades, including CIAU First Team All-Canadian and Canada West's player of the year in 1990. Now a special needs teacher in Calgary, Chursinoff has launched exemplary school golf and basketball programs, run summer basketball camps and coached community soccer, hockey and baseball.



Jane Cox Kolodnicki, '91 BEd

Jane Cox Kolodnicki gave track and field a try when a junior high coach saw potential in the former gymnast's speed and explosive power. Her accomplishments as a Panda prove it was a leap in the right direction. While attending Campus Saint-Jean from 1989 to 1991, Kolodnicki was among Canada's most dominant student-athletes in women's long jump and sprints, winning nine medals in three events, including two national titles. Her 1990 jump of 6.14 metres set a national long jump record that held for nine years — and still hasn't been bested by another Panda. Kolodnicki is now a teacher and track team coach at a Calgary high school, in addition to serving as a sprints and jumps coach for university athletes.

Alumni Award of Excellence

The Alumni Award of Excellence recognizes an outstanding contribution to community.



Winnie Yeung, '04 BEd

Once upon a time, teacher Winnie Yeung had a student who knew only a few English words but had a desire to tell a big story: how his family fled from Iraq to Syria and then, as violence followed them, from Syria to Canada. Known for her willingness to invest in her students, Yeung spent countless hours with Abu Bakr al Rabeeah and his family — interviewing, using Google Translate, researching and writing. The result is *Homes: A Refugee Story*, which chronicles al Rabeeah's remarkable life and is lauded as a remarkable Canadian refugee story. The experience made Yeung a trusted confidante, first-time investigator and, ultimately, a first-time author. *Homes* won the 2019 Writers' Guild of Alberta award for non-fiction and was shortlisted for the 2018 Governor General's Literary Awards.

ATAeNEWS

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Be careful what you share from your personal life



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.

Many times when teachers are asked what they teach, they will respond by saying “I teach kids.” What this response speaks to is the fact that teaching is more than simply a technical enterprise.

Delivering curriculum in a meaningful way is paramount to the work, but truly successful teachers have a solid grasp on their role as relationship-builder. These relationships are built with colleagues, parents, community and, of course, students. Teachers are held to a high standard in these relationships, and it is a key component of maintaining the public trust and confidence in teachers that teachers strive to maintain the honour and dignity of the profession at all times.

Teachers also have their own private lives. Sometimes the details of what goes on, or what has gone on, in a teacher’s private life make for a good and interesting story. In an effort to build relationships with students, it is not uncommon for teachers to discuss elements of who they are with their students.

As children get older, these stories change. Teachers often have photos of their families and loved ones on their desks. It would not be unusual for students to ask questions about the people and pets in those photos and for teachers to engage in conversation about them. Sometimes teachers will have

items of personal importance in their classrooms, such as posters from favourite movies, travel photos or sports memorabilia. Again, it would not be out of the ordinary for students and teachers to engage in some conversation about these things.

There are, however, elements of teachers’ private lives and their professional lives that are out of bounds for discussion in classrooms. Recently a Professional Conduct Committee heard one such case. In this matter, the teacher crossed the line both in terms of sharing stories of his personal life and also elements of his professional life.

The teacher was the victim of a smear campaign involving a former romantic partner. This person had placed posters outside of the teacher’s school that were clearly embarrassing to the teacher. Unfortunately, the teacher defied his principal’s directive and openly addressed these posters with his students, at times detailing and highlighting the inaccuracies depicted on the posters. The details of the teacher’s comments to his students shared personal information that was not appropriate to discuss with students.

The teacher’s inappropriate commentary in his classroom did not stop there. The teacher also spoke to students about interactions at parent-teacher interviews. These interactions, which were sometimes embellished, portrayed parents in a very negative light.

Additionally, the teacher told stories about his previous employment, again with some embellishment, that was random and not connected to the curriculum. These comments were disturbing

in nature. As well, the teacher spoke of suicidal students in ways that diminished the challenges facing youth with mental health concerns.

The teacher was found to be guilty of unprofessional conduct on two charges. The teacher received a severe reprimand and fines totalling \$600. It should be noted that fines payable to the Association include a timeline whereby the fine must be paid or else the teacher’s membership in the Association will be suspended. If a teacher is not an active member of the Association, they immediately fail to adhere to terms of their contract of employment, and their employment will be terminated immediately.

The teacher was experienced and should have known better after multiple decades in the profession. Despite being directed by his principal on how to deal with the awkward personal situation that he faced, the teacher

ignored the directive and persisted in behaviour that was unprofessional and demeaning to students. Students expressed concern about the potentially traumatizing impact of the teacher’s statements on other students, noting that they did not feel safe or cared for in school, and in the teacher’s classroom in particular.

The teacher’s comments were deemed to be insensitive, unsympathetic, cruel, disrespectful, unco-operative and without contextually appropriate judgment. The Professional Conduct Committee considered the behaviours of the teacher in juxtaposition to the personal matters that the teacher had experienced.

The penalty, though considerate of the teacher’s long and unblemished record and personal circumstances, needed to serve as both a punishment for the teacher and as an effective deterrent to others who might engage in similar behaviours. ■

Teachers are held to a high standard in these relationships, and it is a key component of maintaining the public trust and confidence in teachers that teachers strive to maintain the honour and dignity of the profession at all times.

There are ... elements of teachers’ private lives and their professional lives that are out of bounds for discussion in classrooms.

Tips for new parents and contract teachers

ATA Teacher Welfare

As of March 17, 2019, parents can receive extra weeks of employment insurance (EI) parental benefits so that they can share the joy and work of raising their children more equally.

These extra weeks are available to parents of children **born or placed with them for the purpose of adoption on or after March 17, 2019**, as long as they share parental benefits.

When parents apply for and share parental benefits, they may be eligible for one of the following:

- **five extra weeks** of parental benefits when choosing the standard option or
- **eight extra weeks** of parental benefits when choosing the extended option.

For more information on these new parental benefits, visit the website of Employment and Social Development Canada at www.canada.ca.

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

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

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

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

How many hours do I need?

This depends on your teaching status and location within the province. It also depends on whether you are new to the workforce and if you’ve filed a previous EI claim. Check EI’s website for the required number of hours in your particular circumstance.

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

Keep your own records of hours worked, including preparation time before and after school, supervision and extracurricular time after school and time spent marking assignments at home. Where possible, have your log book hours signed by a principal or other supervisor who can certify that these are hours you spent working. Although not a guarantee, this log book record can be helpful in your reconsideration request of a denied claim.

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

Yes. Ensure that you record any time such as coaching, planning, marking or other assigned duties/professional responsibilities in the plan book. Have the administrator sign off on your time. Again, this can be helpful for your reconsideration request of a denied claim.

Should I apply anyway?

Unless you are extremely short on hours to qualify (100 or more), the

Association usually recommends applying regardless, as waiting too long to apply can be another reason your claim could be denied.

What if I am turned down?

Within the required timelines noted within your letter from EI, contact the Alberta Teachers’ Association’s Teacher Welfare program area for advice on the merits of filing a Request for Reconsideration of an Employment Insurance (EI) decision. You have 30 days from receipt of the Commission’s decision(s) to submit a request for reconsideration in writing. For more information on the reconsideration process, please contact Teacher Welfare. In Edmonton and area, call 780-447-9400. From elsewhere in Alberta, call toll free at 1-800-232-7208.

For more information on employment insurance, visit the ATA’s website (www.teachers.ab.ca) and click on Employment Insurance, located under Salary and Benefits, or call the EI general inquiries line at 1-800-206-7218. Apply for benefits online through the Government of Canada website at www.canada.ca. ■

Report recommendations would destabilize public education

The ATA's response to the Blue Ribbon Report on Alberta's Finances



ANALYSIS

Jonathan Tegtmeyer
ATA Associate Co-ordinator,
Communications

“Education relies on stability.” That was how ATA president Jason Schilling began his response to recommendations of the Alberta Government’s Blue Ribbon Panel on Alberta’s Finances, which was released in early September.

“But, if the government chooses to follow the recommendations of the MacKinnon report, it will turn uncertainty into instability across the sector,” he added.

The Alberta government chose the first day of school to release the recommendations and report of the Blue Ribbon Panel on Alberta’s Finances. The panel, chaired by former Saskatchewan Finance Minister Janice MacKinnon, was assembled to “conduct a ‘deep dive’ into Alberta’s fiscal situation, recommend a path to balance, and propose a realistic plan to start paying down the debt.”

Notably, the panel was directed to look at plans to balance the budget by 2022-23, “without raising taxes.” It proposes a path to balance that is achieved through \$600 million in spending cuts over the next four years, with a corresponding \$7.5 billion increase to government revenues, largely achieved through economic expansion and increased resource revenues.

Many critics highlighted this one-sided look at

Alberta’s finances as a serious flaw with the panel’s mandate. The Parkland Institute released an alternative blue ribbon report on Sept. 9.

“While there are almost certainly savings to be found on the expenditure side, Albertans simply can’t keep pretending the revenue side doesn’t exist,” stated co-author Bob Asch, former director of the University of Alberta’s Institute for Public Economics.

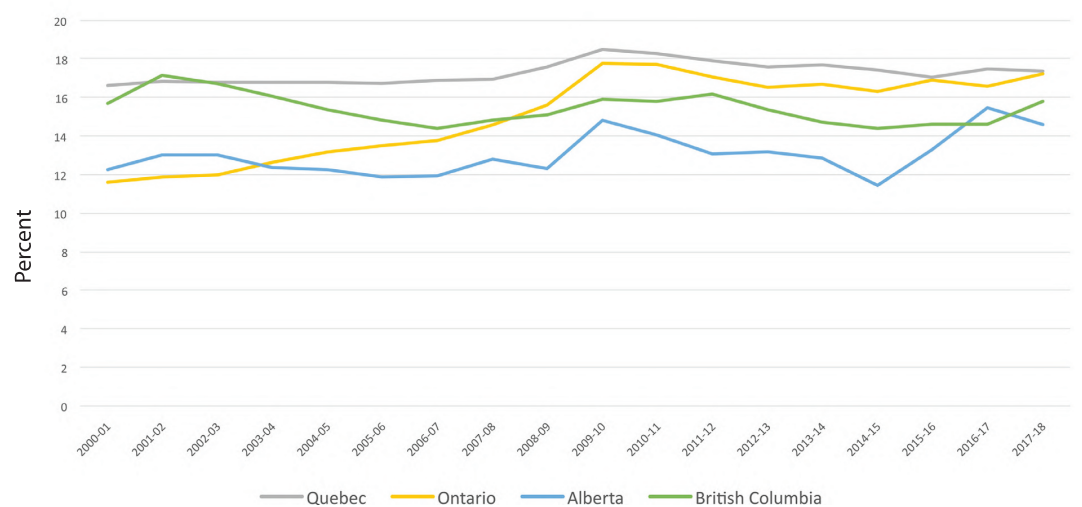
Schilling agrees with the criticism on revenue myopia, but he is more critical of what the report recommends for K–12 education.

“This report undermines confidence in the public education system, even though it is clear in the report that education is not the problem,” said Schilling. “There is no crisis that needs to be solved when it comes to K–12.” ■



ATA president Jason Schilling voices his concerns about the Alberta Government’s Blue Ribbon Panel on finances during a news conference on Sept. 3.

Provincial Program Expenditures as a Percent of GDP, 2001–01 to 2017–18



Source: Cutting Through the Blue Ribbon, Parkland Institute (2019)

The following is an overview of the report’s references to education and the Association’s response.

What the MacKinnon Report says:	The Association response:
<p>On general government spending:</p> <p>“Albertans should be especially concerned about the fact that the province is spending more per capita than the three other large provinces on most of its programs and services but often getting poorer results. Raising taxes to find more money for the current level of programs and services is not the answer.” (p. 9)</p> <p>“Cuts around the edges won’t get Alberta back to a sustainable balanced budget. The government needs to make a difficult but necessary fiscal course correction immediately to return the province to fiscal health over the medium to long term.” (p. 12)</p> <p>“For example, if the government had frozen spending at \$53.1 billion in 2016/17, the budget deficit would have been \$3.2 billion lower than it was in 2018/19.” (p. 20)</p>	<ul style="list-style-type: none"> From <i>Cutting Through the Blue Ribbon: A Balanced Look at Alberta’s Finances</i>, Parkland Institute, 2019: <ul style="list-style-type: none"> The above figure summarizes the position of Alberta vis-à-vis the three largest provinces in terms of the relative size of program expenditures compared to the size of the provincial economy for the fiscal years 2000–01 to 2017–18. For almost of all this period, Alberta has had the lowest relative program expenditures. (p. 23, Figure 12) Alberta is by all objective measures the lowest taxed province in Canada; the deficit would be eliminated tomorrow if Alberta adopted the taxation regime of BC, the next lowest taxed province in the country. The MacKinnon report suggests \$600 million in spending cuts over the next four years and the finance minister has suggested in news reports that even deeper cuts will be needed. The scale of cuts projected would have a stark and noticeable impact on student learning conditions. Alberta has experienced rapid student population growth over the last decade: 95,000 additional students from 2007–08 to 2016–17. A funding freeze in education would have left schools with no additional funding in the face of thousands of new students each year.
<p>On education funding:</p> <p>“Alberta spends \$11,121 per student. British Columbia spends \$9,681 per student, the lowest among our comparator group, while Ontario spends \$17,077 and Quebec spends \$12,325 per student.” (p. 34)</p> <p>“From the Panel’s review, the total amount of funding government spends on education is not out of line with comparable provinces.” (p. 38)</p>	<ul style="list-style-type: none"> The panel report is clear: K–12 education is not the problem. Our per-pupil program spending is well below the other provinces, with the exception of BC. Alberta funds a separate Catholic school system, as well it should given the constitutional rights that exist in Alberta, and the Association supports Catholic education. BC does not fund public Catholic education, and funding two parallel public education systems comes with some duplication of services. Alberta has fully funded charter schools, which BC does not, and provides greater funding for private schools than BC does. Despite this increased funding, a greater proportion of students attend private school in BC than in Alberta. Savings can be made by reducing the amount of public funding provided to private schools.

What the MacKinnon Report says:	The Association response:
On education outcomes:	
<p><i>“There are significant differences in school board performance across the province. Alberta Education uses 16 measures that make up their accountability structure. As Figure 12 indicates, the level of spending by a school board is not the key factor that drives better outcomes.” (p. 36)</i></p> <p><i>“Funding formulas based purely on numbers of students as opposed to the outcomes achieved have a number of shortcomings. Perhaps the most significant drawback of enrolment-based funding is that it incents competition between boards at the expense of collaboration in key areas where greater efficiencies could be achieved.” (p. 37)</i></p>	<ul style="list-style-type: none"> • The KPMG report that was released in association with the panel’s recommendations highlights that the majority of school boards are achieving “high” or “very high” results on 80% or more of their achievement measures. Outcomes in education in Alberta are generally very good. • However, KPMG’s analysis of board performance does not take into account problems that some boards face with poverty and other social factors. • Alberta’s education system has been successful largely because features within it are based on collaborative approaches instead of competitive approaches. • We support the notion that school boards would be encouraged to collaborate further on educational enhancements and system efficiency, but are cautious about the ability to achieve these efficiencies through reduced funding, without affecting the classroom.
On administration and governance spending:	
<p>“Recommendation 5: The Panel recommends that government work with education stakeholders to decrease the percentage of government funding that goes to administration and governance (currently 24.6%) to a level comparable to British Columbia (17%).” (p. 38)</p> <p><i>“A review of Alberta Education expenditures indicates that 75.4 cents of every dollar spent on education is used to deliver K–12 programming while 24.6 cents is spent on supporting and administering the operations of school boards and the system. By comparison, British Columbia spends 83 cents, Ontario spends 73 cents and Quebec (K-11) spends 76 cents to deliver programs to students.” (p. 34)</i></p>	<ul style="list-style-type: none"> • The 24.6% figure includes spending on plant operations and maintenance, transportation, board and administration expenses as well as external services. • According to the Alberta School Boards’ Association (ASBA), actual spending on school administration and board governance is lower in Alberta (3%) than in BC (3.9%) • ASBA also states that school transportation is not mandated in BC, with some students living as far as 4.8 km from their school being left unfunded for transportation. • Transportation and Plant Operations and Maintenance (POM) funding is often not sufficient to cover actual costs incurred by school boards, and where shortfalls exist, boards have to take money out of the classroom: <ul style="list-style-type: none"> - In 2016/17, the shortfall in funding for POM was \$79 million. - In 2016/17, the shortfall in funding for Transportation was \$23 million. • Governments in the past have tried to reduce central office spending, and every time it has resulted in less funding for schools, larger classes and fewer supports for students with special needs. • Alberta has the largest and most expensive provincial testing regime in the country. We can reduce administrative spending by starting there.
On performance-based funding:	
<p>Recommendation 6: The Panel recommends that government completely review and revise its current education funding formula to ensure enrolment growth is addressed and to provide incentives for sharing services and achieving better outcomes for students.” (p. 38)</p>	<ul style="list-style-type: none"> • Funding based on performance would be disastrous. • This is the No Child Left Behind idea that has plagued America’s education system. We don’t need to steal bad ideas in education from the United States. • Performance-based funding means giving more money to students and schools that are already doing well. Which means that the students and schools that need the most support, get the least. • Incentivizing performance within a model of school choice gives incentives to schools to turn away the neediest students. (See Editorial on page 2.)
On teacher salaries:	
<p><i>“The Panel found that the maximum teacher salaries in Alberta are comparable to those in Ontario but higher than those in British Columbia. (See page 50 for comparisons of teachers’ salaries and benefits.)” (p. 35)</i></p> <p><i>“Alberta teacher salary levels are higher than in British Columbia but lower than in Ontario; however, Alberta teachers have other special benefits and, when these are included, their compensation is the highest across the comparator provinces.” (p. 46)</i></p> <p><i>“The Panel found that Alberta’s bargaining is often out of sync with other provinces. Public sector bargaining in Alberta has been focused on comparing compensation of public sector employees to compensation paid in the private sector. A more appropriate comparison would be to look at what public sector employees, including nurses, doctors, teachers and government employees, are paid in other provinces.” (p. 49)</i></p>	<ul style="list-style-type: none"> • Teachers have already experienced significant salary restraint: six zeroes in seven years. • The panel report includes the government’s assumption of the pre-1992 Teachers Pension Plan liability as part of teacher compensation; it is not. The liability was the government’s responsibility because successive governments did not contribute sufficiently to the plan, even as teachers voluntarily increased their contribution. The cost of the government cleaning up its mess and previous obligations should not be counted as part of teachers’ compensation today. Alberta teachers are actually paid less than teachers in Ontario even though wages in Alberta are generally higher than they are in Ontario. • Teachers are part of the Alberta labour market. Wages in Alberta are generally about 15% higher than in British Columbia, whereas teacher salaries in Alberta are only about 11% higher than in BC. • An education degree is highly portable, both geographically and also across industries. Skills that teachers possess are sought after by many employers in private industry, so teachers must be compensated appropriately, relative to their education level, for the labour market they are participating in.
On legislated bargaining mandates:	
<p>“Recommendation 10: The Panel recommends that the government should establish a labour relations framework that creates long-term goals for compensation in line with other comparable provinces.” (p. 50)</p> <p>“Recommendation 12: The Panel recommends that the government establish a legislative mandate that sets the salary levels for all public sector employees, including all fees and other compensation for insured medical and health services and all third parties, and applies to all negotiations and arbitrations. In the event of a strike, the mandate would form the basis for back to work legislation.” (p. 50)</p>	<ul style="list-style-type: none"> • Teachers have already experienced significant salary restraint: six zeroes in seven years. • Using aggressive and draconian legislation in place of fair negotiation would create an adversarial relationship with teachers and poison the culture that schools currently enjoy. • Using legislation to impose on collective bargaining would destabilize schools and the teaching profession. • Courts, including the Supreme Court of Canada, have ruled that Canadians’ right to freedom of association covers their right to union membership and fair collective bargaining but also extends to the outcomes of that bargaining – the provisions contained in collective agreements. • We would fight legislation with every legal means – and we will win in the courts. The government would be picking a very long and very expensive fight with teachers and other public sector workers.
On fixed budget dates:	
<p>“Recommendation 25: The Panel recommends that Alberta establish a fixed budget date.” (p. 72)</p>	<ul style="list-style-type: none"> • The Association would support this recommendation. Too often school boards are left with insufficient information that do not allow them to properly plan for schools in September. • With funding uncertainty and limited information, it is often classrooms that get pinched.

NOTICES AND EVENTS

Get your students emergency-ready in 20 minutes

In recent years, Alberta students have faced challenging circumstances due to natural disasters, whether wildfires or floods. As educators, we are tasked with supporting our learners through these events, but also empowering them with the knowledge of how to prepare and take action during an emergency or disaster so that they can stay safe. That's why the City of Calgary has developed the Ready Squad, a fun and interactive 20-minute online course targeted to kids ages 7-12.

The Ready Squad course teaches children important emergency preparedness skills and protective actions in a fun way. The free online course is an excellent way to start your lessons on safety in the classroom and is designed to support Alberta Education curriculum outcomes in health, science and social studies.

Visit Calgary.ca/readysquad and click on the link to take the free course and become a Ready Squad member.

Teachers sought for Canadian Armed Forces schools overseas

The Department of National Defence (DND) hires Canadian teachers each year for positions at two Canadian Armed Forces (CAF) overseas schools located in the Netherlands and Belgium.

Selected teachers serve for two years under secondment, remaining employees of their school districts in Canada with salary and benefits paid by the sponsoring school districts and reimbursed by the DND.

The application period is from Sept. 1 to Nov. 1. More information is available at www.cafconnection.ca/CEM/Teacher-Recruitment.



Members of Calgary Separate Local No. 55 celebrate Pride Day on Oct. 1. About 80 members participated in the annual event.

Catering and room rentals at the Alberta Teachers' Association

We have conference rooms for groups ranging in size from 10 to 350 people, with a variety of catering options. Bar service is available.

In-house audiovisual equipment is also available for rent. Complimentary guest parking is available in visitor parking. The facility is smoke-free.

For more information please call 780-447-9400 or e-mail meetingrooms@ata.ab.ca.



The Alberta Teachers' Association

09-00-120-2019 06



Volunteer for Project Overseas with CTF in the summer of 2020

The Canadian Teachers' Federation (CTF) needs Canadian English- and French-speaking teachers to volunteer their services in Africa, Asia and the Caribbean. Teams are formed in January, with inservice projects taking place in July and August.

For more information and to apply, visit www.teachers.ab.ca, under My ATA > Programs and Services > International Cooperation.

Application deadline: November 1, 2019

ATA BY-ELECTION CALGARY DISTRICT

Interested in representing your teacher colleagues from Canadian Rockies, Christ the Redeemer, Foothills and Rocky View school districts?

Want to be one of 20 teachers who make up the Provincial Executive Council of the Alberta Teachers' Association?

Run for the position of District Representative Calgary District

Nomination Deadline: October 3, 2019 | 5 PM

Run. Promote. Vote.

www.teachers.ab.ca

Apply today for the Aspen Foundation's Social Justice Learning Grants



DEADLINE:
OCTOBER 4 2019

Applications available to download online on the Aspen Foundation website www.afle.ca



AR_AF-5a-2019

Are you interested in facilitating Indigenous education workshops?

BECOME AN INDIGENOUS EDUCATION PD FACILITATOR!



The Alberta Teachers' Association is seeking outstanding classroom teachers representing all grade levels and subject areas from across the province. The three-year appointments for these assignments will begin in the 2019/20 school year.

The application process has two parts:

1. Provide a letter of interest, including the following:
 - Areas of interest and expertise in Indigenous education
 - Experience leading professional development
 - Reasons for applying
2. Provide a resumé outlining education, work experience, leadership experience, publications, presentations and volunteer experience.


Successful candidates are expected to deliver 7–10 workshops per year and are required to attend two training sessions per year. The Association covers release time and associated expenses and provides an honorarium for workshops delivered.

As a courtesy, please advise your superintendent and principal that you will be applying prior to doing so. All applicants must be active or associate members of the ATA, have at least five years of teaching experience and hold an Alberta teaching certificate.

APPLICATION DEADLINE IS OCTOBER 18, 2019.

Send your letter of interest and resumé to Melissa Purcell, ATA Executive Staff Officer, Indigenous education, Alberta Teachers' Association, 11010 142 Street NW, Edmonton AB T5N 2R1, or e-mail information to melissa.purcell@ata.ab.ca.

In making application to become a Indigenous Education PD facilitator for the Alberta Teachers' Association, you are voluntarily providing your personal information to the ATA. Visit the ATA website for more information.

 The Alberta Teachers' Association

Kids helping wish kids. What could be sweeter?

This October, help kids with a critical illness living in your community. Plan a bake sale with your students or staff and donate the proceeds to Make-A-Wish. It's a piece of cake!

For more information or to register your sale, visit www.wishfulbakingweek.com



Peytyn, wish granted 2017 nervous system disorder

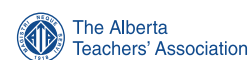
CELEBRATING THE CHALLENGES

COMMON THREADS
OCT 17-19, 2019

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ANNUAL CONFERENCE OF THE ALBERTA TEACHERS ASSOCIATION COUNCIL FOR INCLUSIVE EDUCATION

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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 administrators in Alberta. Visit www.teachers.ab.ca.

Short-term opportunities

Australia | Alberta | Canada | Spain | Germany | Iceland (ADMINISTRATORS ONLY) | South Korea (SPECIAL EDUCATION TEACHERS ONLY)

Year-long opportunities

Australia | Canada | United Kingdom | Germany (FULL GERMAN FLUENCY REQUIRED)

NO LANGUAGE REQUIREMENTS



EEP-T-27b 2019 09

STAY CURIOUS

Visit our website for this **free** poster and curriculum linked resources to spark more **curiosity** in your classroom!



disponible en français



EVERYLIVINGTHING.CA



The ATA Educational Trust

Supporting teachers' professional learning

This year, the ATA Educational Trust will award over \$90,000 for

- **\$600** grants to help teachers with attending a conference, workshop, seminar, institute or symposium.
- **\$500** grants to help teachers attend an ATA specialist council conference or event. The names are chosen in a draw.

Grant application deadline: September 30



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

AR-ETF-25c 2019-09



ATA-CHANGE FOR CHILDREN Teaching Tour

Guatemala | July

Applications are now being accepted

Spend two weeks in Guatemala assisting with the professional development of fellow teachers in the areas of language and communication, mathematics, and technology for learning.

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

Travel and living expenses are covered by the ATA.

Spanish language ability preferred.

To apply, visit teachers.ab.ca > For Members > Programs and Services > International Cooperation > Change for Children

For more information, email lorena@changeformchildren.org.

▶ **Application Deadline: December 15**

 An ATA International Cooperation Program

COOR-61-18a 2019-08

Autos for sale



The Alberta Teachers' Association

<p>2017 GMC Canyon Denali 4WD — Short Bed</p> <p>Features: This truck has only one set of keys. It has leather heated and cooled front seats, backup camera, truck bed cover and heated steering wheel. Comes with a set of winter tires on rims and a new windshield.</p> <p>Colour: Onyx Black Engine: V6 3.6L Transmission: Automatic Kilometres: 46,500</p>	<p>2017 Volvo V60 Cross Country T5 AWD</p> <p>Features: This car is fully loaded with options like heated and cooled leather front seats, heated steering wheel, navigation system, backup camera and parking sensors, and comes with winter tires on steel rims.</p> <p>Colour: Black Solid Stone Engine: 2.0L 4 cylinder Turbo Transmission: Automatic Kilometres: 121,000</p>	<p>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.</p> <p>Bids will be accepted until 5 p.m., October 11, 2019.</p> <p>For more information, contact Tracy Pohl at 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.</p>
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We want to hear about news in your school, district or local.

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Learn to become a more effective math teacher in this 3-day hands-on course.

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- Key concepts in education including assessment and differentiated instruction
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– Jeanne Hodgkins | Primary Learning Enrichment Year 3 & 4, Warwick Academy, Bermuda

For more information contact loren@mathsnoproblem.com
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Gary Smith,
Assistant Principal,
Prince Charles School

"I have left a will intention to ensure a fund is created after I am gone to continue to help children learn."

Jackie Fuga,
Physical Education Specialist,
Hillcrest School

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The Alberta Teachers' Association

The Alberta Teachers' Association invites applications for the position of

EXECUTIVE STAFF OFFICER, PROFESSIONAL DEVELOPMENT

Competition: ESO3/19
Location: Edmonton
Commencement: To be negotiated

This executive staff member will assist in the work of the Professional Development program area with duties that may include responsibilities in the areas of teacher education, curriculum, student evaluation; technology in education; working with specialist councils; assisting local professional development chairs; training and supervising Association instructors and Association administrator instructors; preparing policy and position papers; assisting with programs for beginning teachers; assisting in the development and revision of workshops; liaising with universities and other institutions; handling field service requests; serving as Association resource person in specific areas of expertise; and special assignments from other areas of Association operation. General information regarding the Professional Development program area and the services it provides is available in the Programs and Services section of the ATA website.

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

Total compensation for this position includes a starting salary of \$136,000, pensionable service under the Teachers' Pension Plan of the Alberta Teachers' Retirement Fund Board and employer-paid benefits as stipulated in a collective agreement. The initial location will be in Edmonton, but future assignments may be to any present or future Association office. Duties will commence at a time mutually agreeable to both the successful candidate and Executive Secretary.

Applicants should quote position ESO3/19 and include the names, phone numbers and e-mail addresses of at least two references who are not Association employees or elected officials of its provincial executive. Applications must be received by 1700 on Friday, September 27, 2019 and should be addressed to

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

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

OP-HR-47b 2019 08



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WORLD TEACHERS' DAY 2019.10.05

Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants

I Teach for a
Better World



Thank you, teachers!

Jason Schilling
ATA President

How we make a difference in our professional and personal lives varies for each of us. I have always stated that I became a teacher so that I could make a difference in the lives of my students and community.

The Canadian Teachers' Federation website says, "World Teachers' Day represents a significant token of the awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development." The theme for World Teachers' Day this Oct. 5 is "I teach for a better world."

However, as my students would say to me, what does that even mean? That is a great question: what does this year's theme mean to me personally as a teacher? It is a nice, reflective, rhetorical question to ponder. How does my teaching make for a better world? Off the top of my head, here are some ways I think my teaching makes for a better world:

- I can be the best part of a student's day by creating a safe and caring space for each of them to learn and grow.
- I teach students to think, be critical of the material they are given, and ask questions when they seek

information, even if their questions at times challenge my own thinking (I should say I have always enjoyed when they do).

- I encourage my drama students to work out of their comfort zones, to take a deep breath and step forward into the light.
- I talk to students about their lives, their passions and what they want to learn, and then help guide them towards those goals.
- I have the ability to connect with my colleagues over teaching, resources, professional development and, more importantly, our lives.
- I've worked hard to make sure the Terry Fox Run became a part of our school's history, raising money for cancer research for the greater community.
- As ATA president, I am using my platform to advocate for public education across the province.

At the end of the day, and upon reflection, I guess my teaching does make for a better world. That world may be small compared to a greater global context, but it takes just one person, one moment at a time to make a difference. As we celebrate World Teachers' Day with our colleagues, I want to thank you for making your world, big or small, a better one. ■

'Tweet'

thoughts from the first week

On Sept. 6, ATA president Jason Schilling issued this tweet:

- Jason Schilling @schill_dawg, Sep 6**
Okay colleagues, I've been missing my students and colleagues this week, tell me something great about your first week back!

Here is a selection of responses:

- Jonathan Sharek @jsharek**
Finally, finally, I have a tuba player in the band! And she is great!
- Lori Szmul @LSzmul**
I taught a wonderful young man last year. He grew seven reading levels last year to hit grade level. His report card was excellent. Last day of school he cried and hugged me so very hard and wouldn't let go — so happy. Met him in the hall first day and repeated the hug.

- Alisha Sims @AlishaTeaches**
As part of an Investigate the Teacher activity, a student concluded I enjoy my job and life. Had to agree, because I hang out with cool kids all day.

- Susan Trechka @SueTrechka**
I "retired" from full-time teaching in June after more than 30 years. I am subbing, because I knew I would miss the kids and my colleagues. Had the opportunity to sub already and was blessed with so many smiles and hugs!

- Jaime Roberts @robertjascience**
Realizing at lunch yesterday that I'd just spent almost two straight hours talking all things chemistry, and it was great! I hope some of my nerdy enthusiasm rubbed off on my students.

- Jelena @JelenaJelenar**
My students started the year by writing pep talks for themselves, which included plans for their futures. I modelled. We shared ideas and then they really wrote. We built trust and I got to know them! First in writing folders and all year. #IamtheATA

- Ms Barrington @MsBarringtonCG**
I moved to Gr. 3 after 8 years in Gr. 5 and LOVE it! A student stuck a sticky note on me on her way out telling me I was "the best teacher."

- Kay Fuller @full_kay**
I teach music in a K-9 school and my junior high band students asked to start a mentorship program with the elementary to promote music appreciation within our school community. Their passion and drive for music is inspiring!