



TEACHER'S PET

On 4 legs or 8, these pets are great!
See pages 8 and 9.

RED FOR ED

ADVOCACY CAMPAIGN GAINS MOMENTUM.
See page 16.

ATA NEWS

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'Absolutely frustrated'

ATA president Jason Schilling reacts to arbitration ruling.
See page 4.

2020 promises to be a busy year.
See page 5.

YUET CHAN



Debunking myths

When "truthiness" isn't good enough.

Read Jonathan Teghtmeyer's editorial on page 2.



Curious about education vouchers?

The rhetoric and pitfalls of school choice explained.

Read Viewpoints on page 3.

Off Script

Embrace any chance to talk politics.

See page 6.



Due process

ATA discipline is fair and exacting

Read Dennis Theobald's Q&A on page 2.



Pitfalls and Precautions

Stress doesn't justify unprofessionalism

See page 6.



Copyright crunch

Lawsuit generates extra work for teachers.

See story on page 4.

READY... SET... GROW

Conference and convention info at a glance.

See page 7.

Debunking education budget myths



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

than Quebec (\$12,325) and significantly less than Ontario (\$17,077). Of the comparators, only British Columbia (\$9,681) was spending less than Alberta on K-12 education.

But Alberta is a top performer in educational outcomes. The recent 2018 PISA results showed that Alberta was first in the country in reading and science and second only to Quebec in mathematics. If you look at high school completion rates — which Kenney cited in a recent video as the measure Alberta was faltering in — Alberta's 2016 completion rate of 80.4 per cent of students 15 years of age and over was behind only B.C. at 82.0 per cent, and essentially tied with Ontario at 80.5 per cent. Every other province had a lower completion rate.

In education, the facts refute Kenney's narrative: Alberta achieves better outcomes than other provinces at lower costs.

Another myth that needs checking is the notion that the government is maintaining spending in education.

The government points to its Budget 2019 fiscal plan, which freezes total operational spending at \$8.2 billion to 2022-23. The \$8.2 billion figure is the actual operating expense for 2018/19. But school boards claim that their provincial funding

has been cut. So which is it? Has education funding been maintained or cut?

Well, the answer is a little more complicated, and both sides have legitimate claims to the truth on this.

When the government froze expenses at the 2018/19 level, the freeze applied to its fiscal year — April 1, 2018 to March 31, 2019. That fiscal year includes five months of the 2017/18 school fiscal year (September to August) and seven months of the 2018/19 school fiscal year. But school boards received more funding in the latter school year than in the former, primarily as a result of higher enrolments.

Think of it this way. Let's say you give your child an allowance of \$10 per month for the first six months of the year and then increase it to \$12 per month for the next six months. You would have given \$132 over the course of the year. Now let's say you told your child that you would maintain their allowance at last year's level. How much should they expect to get per month?

Your child would likely say \$12 per month. But \$11 per month would maintain the \$132 total that they received last year. From your perspective, the allowance has been maintained at \$132 per year, but from your child's perspective, their

allowance was cut from \$12 per month to \$11 per month.

This is similar to what school boards experienced. Measured across fiscal years, the budget is the same, but compared school year to school year, total funding was cut.

Along these lines, another myth comes from the budget document itself. It says that the budget is "keeping government's commitment to fund enrolment growth while re-allocating the Class Size Funding, Classroom Improvement and School Fee Reduction grants, and introducing a one-time per student transition grant to school authorities."

However, the "re-allocated" grants have a total value of \$428 million, while the replacement grants have a value of only \$153 million. It is not a full reallocation, no matter how you slice it.

This is why we have referred to Budget 2019 as a shell-game budget. Enough of the numbers are obscured by slick mathematics that it is difficult to parse out exactly what the impacts are. I am bracing for more obscurity when Budget 2020 is released in February along with a whole new funding model for schools.

And that is the truth of the matter. ■

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

ATA discipline process is fair and exacting



Q & A

Dennis Theobald
ATA Executive Secretary

certification. First of all, the Association's authority extends only to the membership of a teacher in the ATA. The Association has no power over the certification of a teacher, as this responsibility resides entirely with the minister. The Association can recommend that a teacher's certification be suspended or cancelled, and the minister is free to accept or to reject the recommendation; this is simply part of the process.

The ATA's suspension of membership differs from suspension of certification by the minister. Both will result in the suspended member being unemployable in a public, separate or francophone school in Alberta. A suspension by the minister, however, will preclude a teacher from being employed in accredited private or charter schools where ATA membership is not a condition of employment.

As well, reinstatement of ATA membership following suspension is not automatic; the teacher has to demonstrate to a very high standard of proof that they are worthy of being re-admitted into the ATA. In the history of the Association, we are aware of only two instances where a suspended member has successfully met the criteria for reinstatement. In contrast, when the minister suspends a teacher's certificate, it is typically for a set period of time, after which the certificate is automatically restored.

The difference between Association suspension of membership and ministerial suspension of certificate has resulted

in some teachers who are not eligible to teach in public, separate or francophone schools working in private schools once the minister's suspension has lapsed, regardless of these teachers' ATA memberships remaining under suspension.

Furthermore, the Association's process for prosecuting and sanctioning teachers who have engaged in unprofessional conduct is not subject to political direction by staff or elected leadership of the ATA. Hearings concerning allegations of unprofessional conduct are conducted by a Professional Conduct Committee consisting of three individuals, two of whom are volunteer teachers drawn from the field and a third who is a member of the public appointed by the minister. The Association's role in a discipline case is to prosecute the member, bring forward evidence and propose penalties. The accused member is personally responsible for arranging their own representation, presenting evidence and making arguments. The Association does not assist accused members with respect to the discipline process.

The Professional Conduct Committee determines the teacher's culpability after hearings that may extend for days or even weeks and, if it finds the teacher guilty of unprofessional conduct, it imposes penalties (typically informed by precedents) that may range from verbal reprimands, to fines, to suspension or cancellation of membership. Hearing outcomes are reported to Provincial Executive Council

which, in accordance with provisions of administrative law, must give due deference to the original hearing committee and can justify an appeal only if it determines that the decision of that committee was patently unreasonable. An appeal by Council or by a teacher is heard by a separate and independent committee, whose decision is final.

The ATA enforces its Code of Professional Conduct through an exacting, quasijudicial administrative process that is designed to provide procedural fairness while ensuring that high standards of professional conduct are upheld. It is also very transparent. Unlike the minister's own process for dealing with unprofessional conduct by teachers in private and charter schools, and superintendents and certificated system administrators who are not ATA members, Association hearings are, by default, open to the public. The reports of hearing committees form part of the public record. Association hearing reports are available upon request to any person and to the media — ministry reports are not. Finally, Association processes are not open to political intervention and are subject to formal review processes; the minister the minister is subject to none of these constraints and need not justify her decisions. ■

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

Question: The minister of education recently rejected an ATA recommendation to suspend a teacher's certificate on the grounds of unprofessional conduct, choosing instead to cancel his certificate. Is the Alberta Teachers' Association being soft on teachers who violate the Code of Professional Conduct?

Answer: Not at all. In this instance the Association investigated a complaint based on events that transpired years in the past, successfully prosecuted the teacher responsible for misconduct and ensured that he was removed from his job and would not be eligible to teach in Alberta's public education system.

The management of this case demonstrates how the Association upholds very high standards of professional conduct through a process set out in legislation and bylaws. Understanding how that process works will assist fair-minded people to better understand the context for recent media reports and misleading social-media commentary.

There are fundamental differences between the Association's suspension/cancellation of membership and the minister's suspension/cancellation of



YOUR VIEWS

ON TWITTER

Adriana LaGrange @AdrianaLaGrange

"I want to wish all of our teachers, education staff, students and parents a happy back to school! All the best for a great 2020!"

- **Dr. Wing Kar Li @karliwithakay**
Our brand new school library will open this month, without a librarian. She was let go in November because of your gov't's funding cuts. So, I don't know what to do with your well wishes, Minister.
- **Jay Guevara @DrJayDrNo**
"I want to wish all remaining 17 teachers in Alberta a happy back to school! Step out of line, and you're getting sent to the oilsands. All pens must be filled with bitumen."
- **Cherra-Lynne Olthof @cherraolthof**
Thanks. Can I have my pension back?

Jen Rinehart @rinehart_jen

Let's keep reminding [the public] why we are one of the top performing education systems in the world! I spent my break working on a term paper and a unit plan. Share your story!

Nicole Felicitas @llivelearnteach

A teacher's job doesn't stop at 3:30 p.m. on a weekday... It's Sunday and I'm marking 47 social studies tests of which are 10 long answer questions. Do the math. I've been marking for over an hour and I'm not even a quarter done.

On the education minister's response to PISA scores

Benjamin Proulx @BP_SherwoodPark
Some of the highest scores in the world,

and LaGrange finds a way to complain that Alberta's education system is on the "decline." This woman is not fit to be education minister.

Joey Oberhoffner @oberhoffner

Every year, Alberta students rank among the world's best. Yet if you listen to the #UCP, we're graduating illiterate Marxists.

FACEBOOK FEEDBACK

On the #MyClassSizels letter writing campaign

Roo Sell

It's the public that needs to be made aware of the degradation of classroom conditions. The public, whose children suffer most, are the only ones with the power to change this.

On the transfer of ATRF assets to AIMCo

Stacey Would

Theft. Breach of trust. Unethical. Greedy. Unwarranted. Possibly illegal. I feel those would be some other words that describe the provincial government's money grab of MY future pension.

Desmond Kleinschroth

I often joked about being on the freedom 95 plan. It might not be a joke!

Charlotte Joan

"Ensure the best use of taxpayer dollars" — you mean our dollars?

Bill Ressler

The government seems to set up a board to study everything, yet here there was NO consultation.

CONDOLENCES

Like so many Canadians, we are deeply saddened by the tragic crash of Ukraine International Flight 752 in Iran. The victims include three Alberta students and a staff member of our sister organization, the Ontario Secondary School Teachers' Federation. Our deepest sympathies are with the friends and families of all the people lost in this event.

– Statement issued by ATA president Jason Schilling



Editor's note: This cartoon was slated to run in December, prior to Christmas, but ended up on the cutting-room floor due to space restrictions. Hope you enjoy it.

What is an education voucher?



VIEWPOINTS

Lisa Everitt
ATA Staff Officer

Education vouchers have been in the news lately because, at the UCP Annual General Meeting in December, the party voted by a slim margin to adopt a policy supporting the use of vouchers in Alberta. The specific language of the resolution calls for the government to "implement a 'voucher system' that will provide equal per-student funding regardless of their school choice, free from caveats or conditions." The UCP's adoption of vouchers as a part of its policy position raises the question, what is a voucher?

Vouchers in their pure form provide families with a set amount of money for their school-aged children to go to school — as many would say, "the funding follows the student." For example, if such a system was implemented in Alberta, every parent or guardian would be given a voucher worth the equivalent of the per student funding block (approximately \$8,000 to \$10,000 per student, depending on which grants are included). The parent would then choose how they want their child to be educated without any restraints, and they would "cash in" that voucher with whichever school they want to send their child to. They could send their child to a public school, a charter school, a private school (accredited or unaccredited), or home school their child.

In some ways, Alberta already has a modified voucher system. Many funds provided to schools from the provincial government are "capitated" grants, distributed based on the actual enrolment

of the school jurisdiction. For most operational grants, students are funded equally whether they attend a public, separate, francophone or charter school. If a student attends an accredited private school, then the school receives 60 to 70 per cent of the base operational funding. There are also a few fully independent, unaccredited private schools that receive no funding at all because they choose not to hire certificated teachers or to follow provincial curriculum. And currently, students that are home schooled must register with a school jurisdiction or a private school that receives a small amount of funding to support the student and the home schooling parent.

A full voucher system would bring equal per-student funding to every school and to all home schoolers, regardless of the type of school being used, including private schools that choose not to use certificated teachers or to follow provincial curriculum. It's a seductive idea, but in practice, vouchers have been very destructive to societies that choose to implement them.

In the 1950s, American economist Milton Friedman wrote about the advantages of implementing a voucher system. Friedman's belief was that the free market could do a better job of offering schooling than the public system, and he advocated that vouchers be implemented to encourage the growth of the private school industry. This antiquated, 1950s thinking has been implemented without success in some countries and some cities across the world.

In fact, the implementation of voucher systems has caused very damaging effects on students, families and communities. For example, under dictator Augusto Pinochet, Chile implemented a national voucher system and today, 30 years later, Chilean people are experiencing the harmful results of that ideological experiment. Research published by the National Education Policy Center in Boulder, Colorado shows

that, in Chile, 30 years of school choice through vouchers and privatization has had detrimental effects.

"Chile has developed a finely stratified and segregated education system that has deepened social fractures based on social class ethnicity, religion and immigration, and that has neutralized integrative mechanisms of citizenship and public trust imbued in public education," states a paper co-authored by researcher Ernesto Trevino.

And because private schools can impose tuition in addition to the vouchers, the poorest families are left in an under-resourced public school system. The class division encouraged and fostered by the voucher system as well as other privatization measures in Chile has contributed to deep social rifts, culminating in massive protests and, at times, violence in the streets.

Voucher systems are generally promoted to encourage so-called "school choice." In fact, they are really just used to advance private school interests. They are intended to provide additional public funds to private schools in order to incentivize greater enrolment and thus drive even more funds to the private system — thereby, in theory, enabling further school choice.

Interestingly, a 2016 study by school choice advocates at edchoice.org found that enrolment in schools of choice did not differ significantly in jurisdictions that introduced voucher funding. The net result, it seems, is that those private schools simply receive a greater share of public funding without attracting more students.

In Alberta, it makes little sense to introduce a voucher system. Alberta's public education system is recognized as an international leader in student learning, and it should be protected from those who wish to privatize education. Privatization benefits those who are already privileged; vibrant public education helps all citizens and families. ■

No pay increases for teachers, arbitrator rules

ATA considers next steps after disappointing decision

Cory Hare

ATA News Managing Editor

Political leaders and staff of the Alberta Teachers' Association are considering next steps after an arbitrator ruled that teachers will not receive a salary increase as part of a central collective agreement reached last year.

"This decision just kicks the can down the road," said ATA president Jason Schilling. "Teachers will seek to correct this situation in the next round of collective bargaining."

News of the arbitration decision surfaced late on the afternoon of Jan. 10. It was the last step in a new agreement covering the term from Sept. 1, 2018 to Aug. 31, 2020. Negotiations for a new agreement will begin in March.

"The stakes are going to be higher than ever," Schilling said.

The ATA had been seeking a three per cent increase whereas the Teachers' Employer Bargaining Association, which comprises government and school board representatives, was seeking to decrease the salary grid by two per cent. Maintaining the status quo means teachers have received no pay increases in seven of the last eight years.

"Frankly, Alberta teachers are tired of having to pay for the continuing failure of successive governments to adequately fund public education," Schilling said.

In his ruling, arbitrator David Jones concluded that there was no justification for adjusting the grid in either direction.

"It would not be in the public interest or acceptable to the general community for teachers to receive a salary increase, given the economic circumstances which currently prevail in the province, including the high unemployment rate, the absence of any comparable collective agreement settlements containing salary increases, and the nonmonetary provisions which the teachers have obtained in the current collective agreement," he wrote.

He added that it's the government's responsibility to find the balance between cost and well-staffed public institutions.

"I note that the parties will very shortly be embarking on negotiating the next collective agreement, during which they can test whether it would be appropriate to put in place any different result."

Fiscal restraint ahead

The arbitrator's decision mirrored the outcome handed down to Alberta's nurses. In a released statement, Finance Minister Travis Toews concluded that the "outcomes reflect the current economic realities in the province."

"Correcting wages over time is a critical part of our government's commitment to get our fiscal house in order. Even with these decisions, fiscal restraint and discipline must continue as we enter into new collective bargaining negotiations in 2020," he said.

"As we said at Budget 2019, there is no new money for public sector raises in the fiscal plan.

"We have a great deal of respect and admiration for Alberta's public sector workers. The need for wage restraint does not diminish our recognition for the hard work they do for Albertans."

For his part, Schilling was adamant that "teachers deserved better."

"It is difficult for me to describe how absolutely frustrated and deeply disappointed I am in this decision."



As the government and teachers prepare for the next round of collective bargaining, the government is continuing to preach "fiscal restraint and discipline."

He said the Association advanced a strong argument in arbitration and he was confident that a modest and reasonable salary increase was possible.

"Unfortunately, the arbitrator largely ignored the recent history of salary restraint in teacher collective agreements and chose to focus on the state of the Alberta economy," Schilling said. "I look forward to talking with you more about your reactions and the next steps to ensure that teachers in this province are treated with the dignity and respect they deserve." ■

Recent history of teacher salary increases

2012	0	2016	0
2013	0	2017	0
2014	0	2018	0
2015	2%	2019	0

Copyright battle creates extra work for teachers



Jen Janzen

ATA News Staff

For the last few months, some Alberta teachers and school officials have been spending hours scanning documents because of a legal battle over copyright.

As part of a lawsuit between Access Copyright — the agency that represents thousands of Canadian writers, artists and publishers — and education departments within all provinces and territories except B.C. and Quebec, a court order was sent to 300 schools across Canada requesting that they scan seven years worth of lesson plans into a national database.

"It very much had an impact on our teachers, and on our central learning services," said Sean Haggarty, superintendent of Elk Island Catholic Schools. "We had to pause a number of things to focus on this."

Haggarty found out in September that eight of the 18 schools in his division were selected for the process and that the documentation had to be submitted by mid-January. He said the unplanned project created a staggering amount of work that involved about 70 per cent of the district's teachers, including central office staff.

That work has basically been finished, he said, thanks to the division's technical experts, who wrote scripts that could pull data off of the networks and programmed school scanners to deposit files directly into the litigation file for upload to the national database.

"Our tech department literally saved thousands of hours that would have made it even more onerous for the teachers out there," Haggarty said. ■

Fair dealing guidelines for photocopying in schools

Canada's Copyright Act contains fair dealing guidelines for photocopying in schools. The following guidelines are taken from *Copyright Matters*, an explanatory publication created by the Canadian Teachers' Federation, the Council of Ministers of Education and the Canadian School Boards Association.

- Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
- Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
- A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
 - as a class handout;
 - as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
 - as part of a course pack.
- A short excerpt means:
 - up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - one chapter from a book;
 - a single article from a periodical;
 - an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - an entire newspaper article or page;
 - an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
- Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
- Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
- Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

[FACT]

What is Access Copyright?

Access Copyright is a Toronto-based non-profit organization that licenses the copying of content and distributes the money it gathers to copyright holders.

How did the lawsuit originate?

The lawsuit dates back to February 2018, when education ministries across Canada — save B.C. and Quebec — sued Access Copyright for \$25 million, claiming that they were paying too much to copy published materials.

Access Copyright responded with a \$50 million countersuit, with the argument that Canadian schools make more photocopies of copyrighted material than they pay for.

'We cannot get distracted' urges ATA president

Jason Schilling anticipates a busy year of important issues in education

ATA News Staff

Following the holiday break, ATA president Jason Schilling sat down with the ATA News to share his thoughts on education issues that emerged in 2019 and look ahead to 2020.

For you, what was the biggest education story since you took office last July?

Several stories garnered a lot of attention, the biggest of which was the budget and its implications, specifically the \$275 million shortfall and the transfer of pension funds from ATRF to AIMCo. The resulting advocacy by the ATA, teachers, school leaders and retired teachers was extraordinary. Nearly 34,000 emails were generated by 22,000 individuals around the pension issue (Bill 22), hundreds of teachers met with their MLAs, and yet they were ignored.

We also saw impacts of the shortfall of the budget across the province — teachers lost their jobs, expenditures at schools were frozen and professional development opportunities were limited. Teachers raised their concerns and fears about the budget, but these fell on deaf ears.

As we begin the new year, what do you see as the top emergent issues within public education?

There are several issues that we will continue to work on from last year, such as the pension issue, but there are also several upcoming issues that have the potential to greatly affect teachers and their classrooms. The main ones that I have in mind are arbitration, curriculum, school choice, the provincial budget and our own contract negotiations.

Can you elaborate on each of these?

Arbitration ruling

The arbitration decision that was just handed down is still fresh and is included in a 36-page report. I am working with the ATA's other political leaders and Association staff to conduct a more thorough analysis of the decision, and we will be considering our options for further response. Teachers will hear more from us shortly on this subject. At first glance, what the decision does is increase the pressure on the next round of negotiations, which begins in March.

Curriculum

The Curriculum Advisory Panel report was due to the minister on Dec. 20 but has not been released to the public, nor has the ministry mentioned the report yet. We need to see what the recommendations are, how they will impact the rollout of the K-4 curriculum, and how they will influence the development of the 5-9 and 10-12 curricula. The minister indicated that a new ministerial order would be forthcoming as well. Teachers will recall that the minister dissolved the memorandum of understanding that listed the ATA as



In the coming months, many emergent issues will require diligent attention and advocacy on the part of Alberta teachers, says ATA president Jason Schilling.

YUET CHAN

full partners in curriculum development and created the advisory panel with no active teachers on it — two very troubling developments that happened in August 2019.

School choice

The *Choice in Education Act* solicited survey submissions from the public around choice in education. Nearly 41,000 people completed the survey, which was flawed by design. I am eagerly waiting to see a report come from the data, though government has not indicated that a report will be coming.

In our consultation meeting, I asked "what is the problem you are trying to fix?" The government response was a desire to provide additional support and protection for independent schools and parental rights. I am worried that this endeavour will lead to increased funding for private schools and an increase in charter schools, both of which could erode our public education system.

Provincial budget

Budget 2020 is of major concern. The budget last fall created a \$275 million shortfall to school boards, which for the most part boards were able to cover, but just for this year. Most, if not all, boards indicated that they would not be able to sustain more cuts. I worry that we will see teachers lose jobs, class sizes grow even larger, along with a deterioration of supports for special needs and English language learners.

The government indicated that the education budget would remain flat for the next three years even though 15,000 new students will be added to the system each budget year. Teachers cannot continue to do more with less. Coupled with the budget, the government has indicated that it is working on a new funding formula

but has not indicated what that would look like.

Contract negotiations

Central Table Bargaining will begin later on in the spring as our current contract is set to expire in August 2020. There are many outstanding issues from the last round of bargaining that still need to be addressed.

What work is the Alberta Teachers' Association doing to address its concerns on the issues that you've identified?

The ATA does a lot of work that is quite visible, such as sharing information via our website, the *ATA News*, social media and media commentary, but there is also a significant amount of work done behind the scenes. The ATA continues to do representation work with various panels and committees, such as the curriculum panel, where members of the ATA advocated for teachers, school leaders and students.

Personally, I meet with the minister roughly once a month. We talk about teachers' concerns and present solutions to these (we are not always successful). The ATA also meets regularly with other education stakeholders and with other union leaders to develop a cohesive approach to our advocacy work.

At its meetings, Provincial Executive Council looks at the issues in a strategic manner and Council members, in turn, work with ATA locals. The locals have been developing excellent and creative advocacy plans around the issues that are significant to their context. Addressing the concerns we see in education must involve every teacher in some manner. It is exciting to see ideas on all levels develop as teachers engage in the issues. Everyone is working hard, but we still need to work on engaging our members.

How do you feel this government is doing in terms of consulting with teachers?

I think the government is failing in this regard and that they could do better. Take the Curriculum Advisory Panel, for example. Not having one active teacher on the panel is ridiculous to me. Teachers bring curriculum to life and they deserve to have their voices heard.

I would also note the government's failure to listen to teachers' concerns around Bill 22 (pension).

The ATA is world-renowned for its work in professional development, inclusive policy and research. The government could benefit greatly from listening to teachers and their professional organization.

I am grateful that the minister meets regularly with me, but there needs to be more authentic consultation with teachers by the government. Recently we have seen evidence of the government trying to drive a wedge between teachers and the ATA. We cannot get distracted from the major issues that concern teachers no matter how hard others try to spin issues.

Overall, how would you describe the mood of teachers in Alberta?

For very good reasons, teachers and school leaders are angry and frustrated. They have many legitimate concerns about policies that are eroding our classrooms and education as a whole. As frustrated, angry and worried as teachers are, they continue to do amazing work with their students. Teachers are respected professionals and continue to show their professionalism even when they are continually asked to do more with less. ■



Embrace any chance to talk politics

Reflecting on the winter holiday break that recently passed, I'm reminded that this time of year is an excellent way to catch up with people beyond their social media posts while also requiring a fair amount of running around.

While I was grocery shopping, I ran into several colleagues who had lots to say about developments in public education in the last six months. At first, they were a bit apprehensive to ask me about it since they figured I might want a break from talking politics. Nope.

At the gym, I encountered a former student who had questions about some things he had heard. "Do you mind?" he asked. If you knew my Grade 7 language arts teacher, she would have told you that I never stop talking, so nope, I did not mind at all.

One evening during the break, I had my neighbours over for supper and the conversation inevitably turned to politics. My neighbour broached the conversation by saying, "I am sure you are tired of talking about this right now, but..." I had to laugh, for two reasons,

the first being, that talking politics is sort of my job right now, and second, I will never tire of talking about topics that I am passionate about.

When talking politics with people, I preface my comments with the idea that I do not really care about the initials of the party in power. What I do care about is policy that supports our students and their classrooms and that doesn't erode public education.

As we start the new year, it is important that we embrace conversations about politics and education issues, especially when there are misrepresentations swirling about. There are people who are hoping teachers will be too busy or too shy to talk about issues that affect education, but it is important that we discuss the impacts of government decisions on our classrooms with our colleagues, friends, family and neighbours. Although it may take a little time out of our day, it is essential for teachers and the ATA to hold the government accountable for its educational decisions, one conversation at a time. ■

Council advances women in leadership efforts

PEC POINTS

Audrey Dutka
ATA News Staff

Highlights of the Provincial Executive Council meeting held Dec. 5–6, 2019, at Barnett House in Edmonton

1. Authorized a \$5 million withdrawal from the Special Emergency Fund to address current and anticipated liquidity challenges and included in the 2020/21 proposed budget a scheduled annual repayment of at least 1/15 of the total withdrawal until the full amount is returned to the Special Emergency Fund.
2. Urged program areas to seek internal economics across all budget areas within the current fiscal year.
3. In accordance with section 31(2) of the *Teaching Profession Act*, extended the deadline for the commencement of three hearings of the Professional Conduct Committee.
4. Authorized the removal of the initial evening session from the Beginning Teachers' Conference, which will instead run for two full days.
5. Approved the names of five teachers for addition to the Association Indigenous Education Professional Development Facilitator name bank.

6. Approved the 2019/20 Political Engagement and Public Education Advocacy Action Plan for implementation.

7. Authorized a change of date for the Political Engagement Seminar to be held on March 6 and 7, 2020, and authorized an overexpenditure of \$15,000 to invite parents to this seminar.

8. Approved in principle and referred to Resolutions Committee for processing a resolution encouraging locals to establish women in (education) leadership committees.

9. Authorized the Women in Leadership Committee to sponsor an environmental scan of how systems of quotas for women are enacted in organizations and political structures and their effectiveness.

10. Amended the Administrative Guidelines to provide an additional allowance of \$800 for each delegate in excess of four who attend Summer Conference. The change applies to locals with fewer than 300 members.

11. Removed outdated items related to entitlements for Council members from the Administrative Guidelines.

12. Appointed Council members to serve on the Indigenous Education Committee, Finance Committee and Teacher Welfare Services Committee. ■

Stress doesn't justify unprofessionalism



PITFALLS AND PRECAUTIONS

Chris Gibbon
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.

As government underfunds education, teachers continue to face larger and more diverse classrooms with many inclusion issues. This causes more work for already busy teachers and teacher principals as they do their best to provide the highest quality learning environment for all their students. With more demands and declining supports, teachers find themselves pushed to their limits.

Teachers, like any other profession, face daily challenges due to underfunding and lack of support from the government. Most teachers work through each busy day to complete their teaching assignments and go

home to an evening or weekend full of marking and preparation for the next busy day.

A very small percentage find themselves fighting the negativity of the daily grind and will vent to their colleagues, friends or family about their students and colleagues. Even with many stressors in their lives, teachers must rise above this level of conduct and do their best to honour the Code of Professional Conduct.

In a case that occurred a few years ago, a teacher was found guilty on four charges of unprofessional conduct regarding both students and teacher colleagues. The committee heard evidence that the teacher spoke negatively of multiple colleagues in the school, thus violating Section 13 of the code. These repeated criticisms of the teacher's colleagues were shared widely in both the school and the community, thus causing harm to their reputations.

No good comes to the profession or individuals when teachers speak of their colleagues in such a manner. Teachers who have an issue with a colleague need to speak only directly to that colleague before speaking to the proper officials.

Section 13 of the Code of Professional Conduct states, "The teacher criticizes

the professional competence or professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism, subject only to section 24 of the *Teaching Profession Act*."

This same teacher also failed to treat students with dignity in that he repeatedly made derogatory comments about many of his students' intellect. The comments were disrespectful and stated on a regular basis within hearing range of many staff and parents. Society expects that teachers will treat students respectfully and in a manner that preserves their dignity at all times. Section 4 of the Code of Professional Conduct states

"The teacher treats pupils with dignity and respect and is considerate of their circumstances."

Teachers, even under the stress of today's difficult classroom conditions, must always avoid speaking negatively about their colleagues or students. If a teacher has an issue with a colleague, they must speak to that colleague in a respectful manner. Likewise, a teacher who may have an issue with a student needs to speak to them respectfully and with consideration of each student's circumstances. ■

“ Teachers, even under the stress of today's difficult classroom conditions, must always avoid speaking negatively about their colleagues or their students. ”

READY... SET... GROW

TEACHERS' CONVENTIONS

A meaningful plan enhances a teacher's professional practice. A key component of such a plan are the teachers' conventions, which enhance professional practice by providing teachers and school leaders with opportunities to share innovative practices, learn about innovative pedagogical practices and theories from top-notch speakers, and meet their self-directed learning goals as they relate to their professional standard.

North Central Teachers' Convention

Date: February 6–7, 2020
Location: Edmonton Conference Centre
Contact: Carryl Bennett-Brown, president:
president@nctca.ab.ca
Website: www.mynctca.com

Endless Skies Teachers' Convention

Date: February 13–14, 2020
Location: Edmonton Convention Centre
Contact: Adrienne Sprecker, president:
adrienne.sprecker@icloud.com
Website: estca.teachers.ab.ca

The North East and Central East convention associations have amalgamated to form Endless Skies.

Calgary City Teachers' Convention

Date: February 13–14, 2020
Location: Telus Convention Centre, Calgary
Contact: Lisa Fulton and Shae Frisby,
co-presidents: cctcapresident@gmail.com
Website: www.cctca.com

Palliser District Teachers' Convention

Date: February 20–21, 2020
Location: Telus Convention Centre and Hyatt Hotel, Calgary
Contact: Jennifer Munton, president:
president@pdtca.org
Website: www.pdtca.org

Central Alberta Teachers' Convention

Date: February 20–21, 2020
Location: Red Deer College, Red Deer
Contact: Brenda Lewis, president:
brenda.lewis@wrsd.ca
Website: www.mycatca.com

South Western Alberta Teachers' Convention

Date: February 20–21, 2020
Location: University of Lethbridge
Contact: Jennifer Giles, president:
president@swatca.ca
Website: www.swatca.ca

Southeastern Alberta Teachers' Convention

Date: February 20–21, 2020
Location: Medicine Hat College
Contact: Cameron Bernhard, president:
cam.bernhard@grasslands.ab.ca
Website: www.seatca.ca

Greater Edmonton Teachers' Convention

Date: February 27–28, 2020
Location: Edmonton Convention Centre
Contact: Lloyd Bloomfield, president:
president@getca.com
Website: www.getca.com

Mighty Peace Teachers' Convention

Date: March 5–6, 2020
Location: Grande Prairie Composite High School and Peace Wapiti Academy
Contact: Jodie Dell, president:
mptcpresident@gmail.com
Website: mptca.teachers.ab.ca

SPECIALIST COUNCIL CONFERENCES

Membership in a specialist council is another potentially integral component of a teacher's professional growth plan. Your association has 21 specialist councils, and every active member is entitled to join one at no cost. Specialist councils organize annual conferences, produce publications, maintain websites and offer regional workshops and seminars, thus providing professional development opportunities and promoting teachers' expertise in curriculum and specialty areas.

Council for School Leadership

Date: April 5–7, 2020
Location: Banff
Contact: Jeff Johnson
Website: ulead.ca

Council of School Counsellors and Health and Physical Education Council (joint conference)

Date: April 30–May 3, 2020
Location: Lethbridge College
Theme: 20/20 Vision Towards Wellness
Contact: Nadeen Halls
Email: ndhalls@cbe.ab.ca
Website: www.hpec.ab.ca

Early Childhood Education Council

Date: April 23–25, 2020
Location: Fairmont Banff Springs Hotel, Banff
Theme: Connecting to our Roots
Contact 1: Joy de Nance
Email: jdenance@telusplanet.net
Contact 2: Katarina Rivard
Email: rivardkatarina@gmail.com
Website: www.ecec-ata.com

English as a Second Language Council

Date: April 3–5, 2020
Location: Fairmont Jasper Park Lodge, Jasper
Theme: A Clear Vision to a Brighter Future
Contact: Diane Pham
Email: ataeslcpastpresident@gmail.com
Website: www.eslcata.com/conference

English Language Arts Council

Date: May 1–2, 2020
Location: Banff Park Lodge, Banff
Theme: Disrupt, Engage, Empower
Contact 1: Chandra Hildebrand
Email: chandrahildebrand@gmail.com
Contact 2: Tannis Niziol
Email: tniziol@shaw.ca
Website: elacata.ca

Middle Years Council

Date: April 23–25, 2020
Location: Banff
Theme: Mental Health in the Middle Years
Contact: Chris McCullough
Email: chris.mccullough.teacher@gmail.com
Website: www.ata-myc.com

CONVENTION THEMES

- Responding to changes in the educational landscape
- Teaching in inclusive classrooms
- Educating for reconciliation
- The critical use of technology and digital citizenship
- Leading complex learning communities

FOR MORE INFORMATION

➤ TEACHERS' CONVENTIONS

A more comprehensive listing of programs and sessions being offered can be found on each convention website.

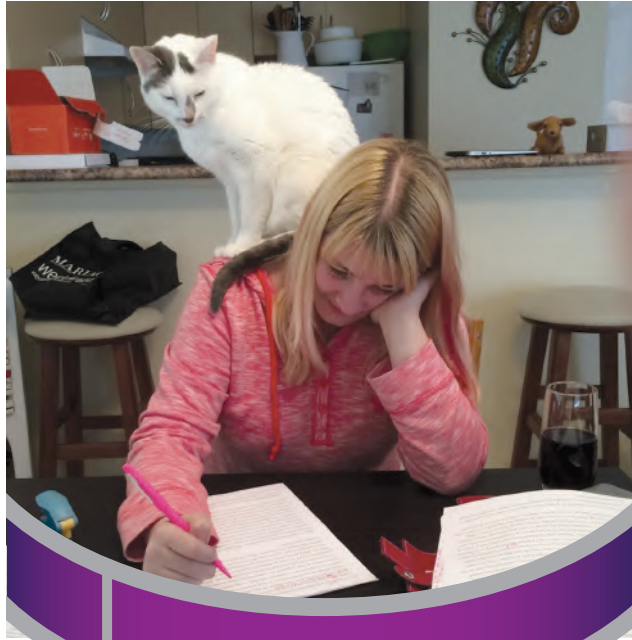
➤ SPECIALIST COUNCILS

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

TEACHER'S



We asked teachers to send in pictures of their pets along with an explanation of how the animal helps them in their profession.



MINTY

Minty helps me remember that work-life balance is important. On the days that the marking must be done, she makes a great supervisor.

Alethea Power
Central Memorial High School,
Calgary



PETER PARKER

Parker comes to the school in April for my class's Jolly Old England day (we celebrate all things English for the Queen's birthday). He also helps me every day when I get home to get out and get active FIRST... and then to sit down and relax (while petting him).

Shannon Fulton
Dr. Hamman Elementary
School, Taber



ASPEN

Not only is Aspen an amazing member of my family, she is also a registered therapy dog. At Wheatland Elementary, where I teach, Aspen has become a familiar face. I take her on walkabouts through the school, where students and staff continually stop to say hello. She also attends the occasional assembly.

Aspen's role has included supporting the Grade 6 students during their recent immunizations and working with Wheatland students one on one to provide emotional support. Currently, my Montessori 2-3 class is involved in a video project featuring Aspen in her therapy role. My class wants to teach others what a therapy dog is and how they help others.

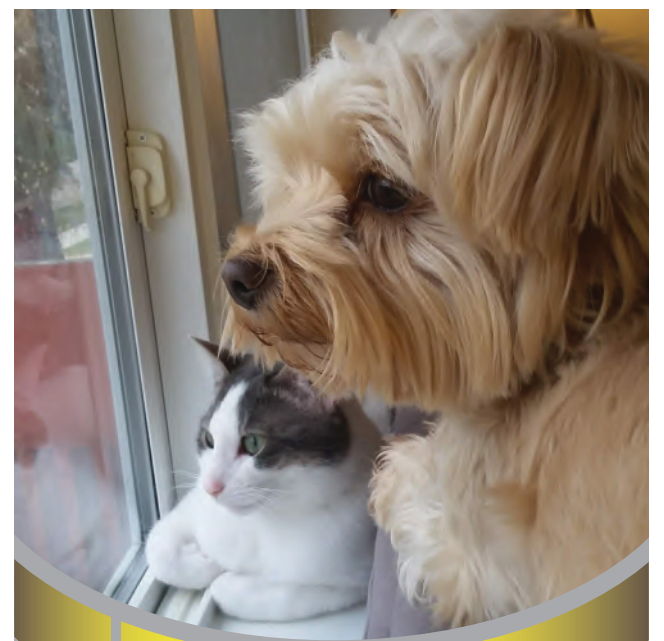
Vicky Smith
Wheatland Elementary School,
Strathmore



COTTON

Cotton is our class pet, but I welcome his company before and after school when working long hours by myself. The students connect with him during the day, and taking care of him helps them develop empathy.

Teresa Andersson
Donalda School, Donalda



YUKI & YATTA

Yuki (dog) and Yatta (cat) try to help me in my profession in many ways. They've offered to complete my daily marking and have taken an interest in lesson planning. Yuki would like to think that her focus area is innovative ideas, whereas Yatta is much more involved with problem solving. After a few failed attempts at these tasks, we've agreed their role is greeting me after school. I'm more than willing to share the events of my day with them, and they're fantastic listeners.

Brenda Knull
Jack Stuart School, Camrose

Let's socialize

Check out the ATA's Facebook page for a photo gallery containing more Teacher's Pet submissions. www.facebook.com/ABteachers

PET *Comfort comes with four legs (or eight)*

AMIGA

Amiga is one of my two pups. They both like to join outdoor school events like the Turkey Trot, Terry Fox Run, Hike Day and the Halloween parade. Students who otherwise wouldn't participate are eager to walk with a dog. My dogs have become the unofficial school mascots! More importantly, they help me find a work-life balance by not staying at school too late and breathing fresh, mountain air every day on our forest walks.

Catherine Dafoe
Banff Community High School, Banff



LUCI

This is a picture of Luci. She has been coming to school off and on for over six years. She does amazing work with the students. As a school counsellor, I'm lucky to have such a sweet, sensitive, empathetic co-worker who really knows how to help children when they are having a tough day!

Terri Smith
Our Lady Queen of Peace School, Airdrie



JAX

Jax helps me in many ways. He's always down for a good cuddle after work, no matter what kind of day I've had! And I have some great stories about him that I can share with my students to create stronger relationships.

Krista Hoogenboom
Michael A. Kostek School, Edmonton



CASEY

My classroom pets are three hermit crabs named after the characters from Mr. Dressup: Casey, Finnigan and Ernie Coombs. They help me make connections with the shyer kids in class and with teaching care and respect. They also help with volume control as the kids will see them move around if the classroom noise is not too high.

Leonard Oliver
Kinuso Community School, Kinuso

REPRESENT YOUR COLLEAGUES ON THE Alberta Advisory Committee on Educational Studies.

What is the committee?

This position is an opportunity to represent your colleagues and the Alberta Teachers' Association (ATA) on the Alberta Advisory Committee for Educational Studies (AACES), an external committee that encourages and financially supports educational studies.

Who is eligible to apply?

All ATA members holding the highest level of membership available to them are eligible for the position. The successful candidate for the position will possess experience and expertise in academia related to educational studies. A graduate degree in education is considered an asset. In addition, consideration shall be given to those who have evidenced commitment to the Association through attendance at the Annual Representative Assembly or the Summer Conference, and/or the holding of office in a local, specialist council, bargaining unit or convention association.



How do I apply?

To apply for this position, please complete the online application form, available in the Members Only section of the website, by the closing date for the position. All applicants are encouraged to reach out to their district representative(s) to better understand the work that ATA representatives to external committees undertake.

If you have any questions, please contact Lindsay Yakimyshyn at lindsay.yakimyshyn@ata.ab.ca, 780-447-9425 or 1-800-232-7208.

Application
Deadline:
JAN 30

CHANGES TO TEACHER SALARY QUALIFICATIONS PRINCIPLES

Deadline for no-cost re-evaluations: January 31, 2020

Please note the following changes to the Teacher Salary Qualifications Board Principles for the Evaluation of Years of Teacher Education for Salary Purposes effective July 1, 2019:

Subsections c) and d) of Principle 2.01, which deals with recognized institutions, have been amended to read

c) recognized by the Ministry of Education in the home country or is listed in the Association of Commonwealth Universities publications, or

d) recognized by the Ministry of Education in the home country or is listed in the International Association of Universities publications, or

If you have been previously denied credit under Principle 2.01.c) d), you may submit a TQS application for re-evaluation at **no cost until January 31, 2020**. Please make sure to indicate the reason for re-evaluation in section J. Review of the TQS Application Form. Applications for re-evaluation after January 31, 2020, will be accepted subject to the regular fee, as outlined in section F. Application Fee of the TQS Application Guide Book.

It is the responsibility of the teacher to ascertain if changes of principles and their application may affect the evaluation of qualifications for salary purposes.

For more information, please contact TQS at 1-800-232-7208.



TW-145 2019.08



SLIP US A TIP!

We want to hear about news in your school, district or local.

Please email managing editor Cory Hare at cory.hare@ata.ab.ca.

Supporting your students in your schools

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

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

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



Contact our Partner Support Team

info@adlc.ca

1-866-774-5333

adlc.ca

ADLC

Alberta Distance
Learning Centre

"Excellent books, with engaging lesson plans. The program is really well done, especially with the links to [the] Program of Studies"

-Grade 4 teacher, Onoway, Alberta

ELEMENTARY TEACHERS!

Looking to foster empathy for animals, people and the environment in your classroom?

AnimalTales is a **FREE cross-curricular book lending** program that builds compassion for all.

Request your kit by visiting: everylivingthing.ca/AnimalTales



EVERYLIVINGTHING.CA

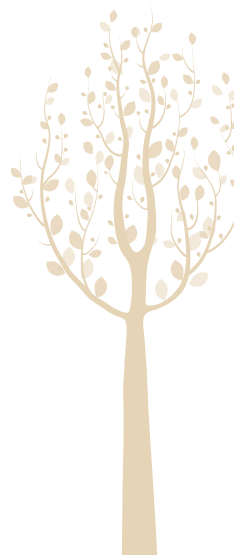


The ATA Educational Trust

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, 2020



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

AR-ETF 30a 2019-09

Teacher Growth, Supervision, Evaluation and Practice Review Workshop

for Administrators

January 30–31, 2020
Best Western Premier Calgary Plaza Hotel and Conference Centre

To register and for more information go to <https://event-wizard.com/events/TGSE0120>. Register online by **January 24**.

MS-BS-9 2019-09



Like us on Facebook:
www.facebook.com/ABteachers



project AGRICULTURE

ELEMENTARY resources NOW AVAILABLE

project AGRICULTURE elementary project-based resources ask students to explore the impact and importance of agriculture as they craft a timeline, design an amazing race, create an infographic, envision a job of the future and demonstrate the chemistry of everyday foods. Find and download these cross-curricular resources at <https://albertamilk.com/for-teachers/project-agriculture>.

A new AND expanded program, WITH FREE resources FOR elementary AND junior/senior high school teachers AND students!

COMING NOVEMBER 12, 2019 TO A COMPUTER NEAR YOU!

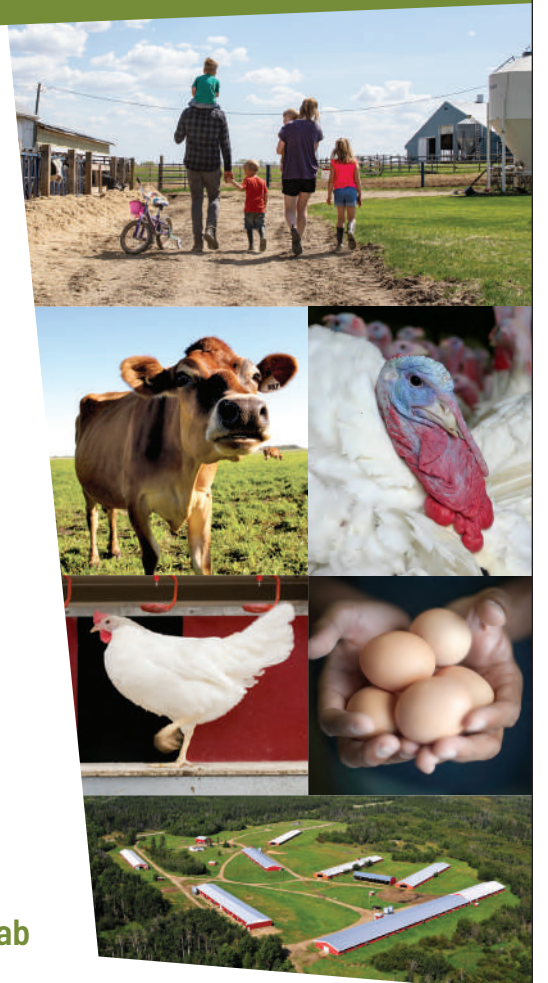
Take the **project AGRICULTURE** challenge! Lace up your sneakers, charge your phones and plan to participate in the **project AGRICULTURE** virtual scavenger hunt event to kick off the launch of our engaging, new junior and senior high program.

WATCH for the launch of these **project AGRICULTURE** resources on www.projectagriculture.ca. ACCESS project-based and activity-centred resources that support Alberta Social Studies and Science curriculum.

EXPLORE the concepts of food democracy, smart agriculture and find out why sustainability matters. FIND supports for student-led projects and opportunities to share learning on the **project AGRICULTURE** website.

www.projectagriculture.ca

#projectagricultureab



International CHILDREN'S FESTIVAL of the ARTS

THE BEST FIELD TRIP OF THE YEAR!

MAY 26 – 31, 2020 • St. Albert, AB
CHILDFEST.COM

FESTIVAL FEATURE

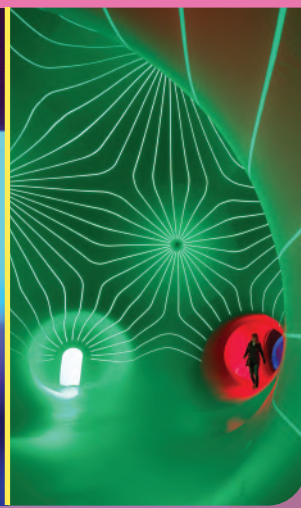
Dodecalis

An immersive sculpture of light, colour and air

LUMINARIUM

WWW.ARCHITECTS-OF-AIR.COM

Architects of Air
By Alan Parkinson



GRADES: K-6

Experience a day of arts and cultural learning for through diverse Feature Performances and interactive Workshops from around the world!

Value Packages

starting at \$12

Important Dates

January 7 – brochures mailed to schools

February 10 – school & group tickets on sale

FEATURE PERFORMANCES



DANCE/MUSIC

OTÂCIMOW ▷CŕJ° STORYTELLER



THEATRE

LOOK AT THE TOWN!



MUSIC

LE GROUPE SWING



MUSICAL THEATRE

DISNEY'S MY SON PINOCCHIO JR.



THEATRE/PUPPETRY

THE MAGIC CITY



MUSIC

KOO KOO KANGA ROO

WORKSHOPS

- Beyond Bollywood (Dance)
- Butterflies, Bees & Other Bugs! Presented by Musée Héritage Museum
- Fizzlewit's Fairy Finding Tours (Theatre)
- Indigenous Peoples' Experience Presented by Fort Edmonton Park
- Landwatch Presented by Art Gallery of St. Albert
- Printmaking a Great Impression
- Shaz-ama-doo! (Magic)
- Trad'badour (Music)



Vous aimeriez animer des ateliers portant sur l'éducation autochtone?

DEVENEZ ANIMATEUR FRANCOPHONE D'ATELIERS DE PP SUR L'ÉDUCATION AUTOCHTONE!

L'Alberta Teachers' Association recrute des enseignants titulaires de talent exceptionnel représentant tous les niveaux scolaires, toutes les matières enseignées et toutes les régions de la province. Les enseignants retenus amorceront un mandat de trois ans dès l'année scolaire 2019-2020.

Votre dossier de candidature doit comporter les deux documents suivants rédigés en anglais :

1. Une lettre de motivation soulignant
 - vos domaines d'intérêt et d'expertise en matière d'éducation autochtone,
 - votre expérience en animation d'activités de perfectionnement professionnel,
 - les raisons pour lesquelles vous présentez votre candidature;
2. Un curriculum vitae présentant votre formation, votre expérience de travail, votre expérience du leadership, vos publications, vos présentations et votre expérience à titre de bénévole.

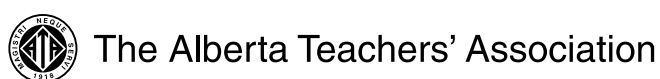
On s'attendra à ce que les candidats retenus animent de 7 à 10 ateliers par année et qu'ils participent à deux séances de formation par année. L'ATA couvre le coût associé aux congés pour activités professionnelles ainsi que les dépenses connexes en plus de verser des honoraires pour chaque atelier offert.

Par mesure de courtoisie, veuillez informer votre direction générale et votre direction d'école que vous comptez présenter votre candidature avant d'aller de l'avant. Les candidats doivent être membres actifs ou associés de l'ATA, compter au moins cinq années d'expérience dans l'enseignement et détenir un brevet d'enseignement de l'Alberta.

DATE LIMITE POUR PRÉSENTER SA CANDIDATURE : 14 FÉVRIER 2020.

Envoyez votre lettre de motivation et votre CV par la poste à Melissa Purcell, ATA Executive Staff Officer, Indigenous education, Alberta Teachers' Association, 11010 142 Street NW, Edmonton AB T5N 2R1, ou par courriel à melissa.purcell@ata.ab.ca.

Lorsque vous présentez votre candidature au rôle d'animateur d'ateliers de PP sur l'éducation autochtone, vous fournissez volontairement vos renseignements personnels à l'ATA. Consultez le site Web de l'ATA pour plus de renseignements.



PD-WT-38F-2019-2



EXECUTIVE DIRECTOR POSITION

The Alberta Assessment Consortium (AAC) is an independent educational organization that is committed to advocating for and improving student learning through effective classroom assessment practices.

With the upcoming retirement of its Executive Director, the AAC Board of Directors is seeking applications for this position.

Applications received by the deadline of 4:30pm, **Friday, January 24, 2020** will be given priority, however, the competition will remain open until a suitable candidate is identified.

For all the details, please visit the AAC website.

www.aac.ab.ca

To Advertise

For advertising information, contact Trevor Battye
Clevers Media
1-778-773-9397
trevor@cleversmedia.com

Next deadline
Thursday, Jan 31, 2020, 4 p.m.
(Publication date Feb. 4, 2020)
Advertisers are encouraged to book early — space is limited.

Circulation: 38,000
We accept Visa, Mastercard, cash or cheque.

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

ATTENTION, TEACHERS

ATA News advertisements of institution programs

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

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



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CONTINUING EDUCATION

Planning to get your Leadership Quality Standard Certification?

Earn your Leadership Quality Standard certification with University of Calgary Continuing Education coursework. Our 80-hour program may be taken online or in class over one week in summer or fall. First course starts March 3, 2020. **Register today.**

conted.ucalgary.ca/lqs



DIGITAL NEWS

The *ATA News* is available in a new digital format.

For the latest issue, visit teachers.ab.ca > News and Info > ATA News. Subscribe to receive an email when a new issue is available. bit.ly/2Subscribe_Now

READY TO LEAD?

- PRINCIPAL LEADERSHIP COURSES
- MEd IN EDUCATIONAL LEADERSHIP



CONCORDIA
UNIVERSITY
OF EDMONTON | Faculty
of Education

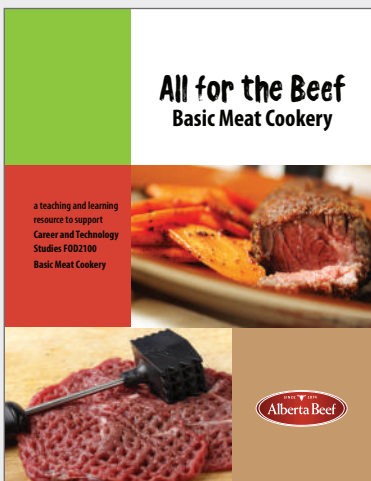
Contact edu.coord@concordia.ab.ca for details.

All for the Beef

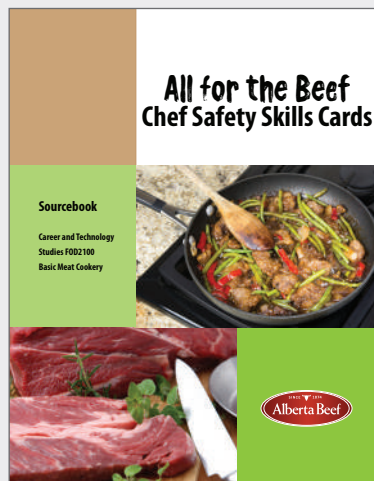
Alberta Beef provides **FREE RESOURCES** for CTS FOD2100 and a new, updated elementary program for K to Grade 5.



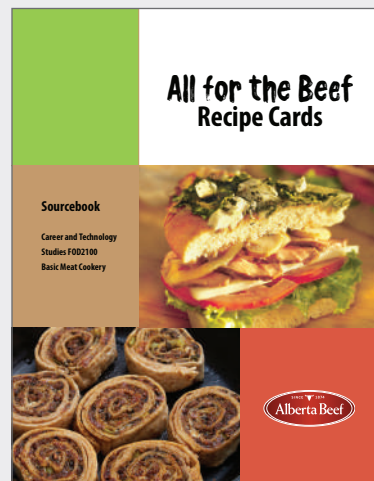
"All for the Beef" Sourcebooks



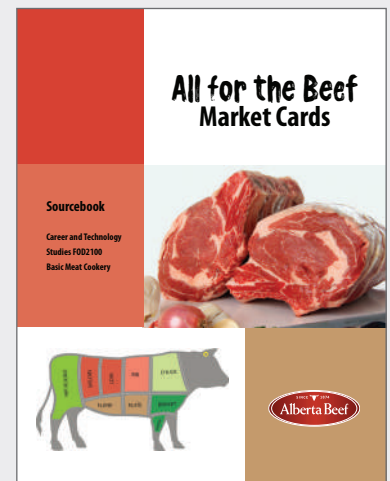
Basic Meat Cookery



Chef Safety Skills Cards

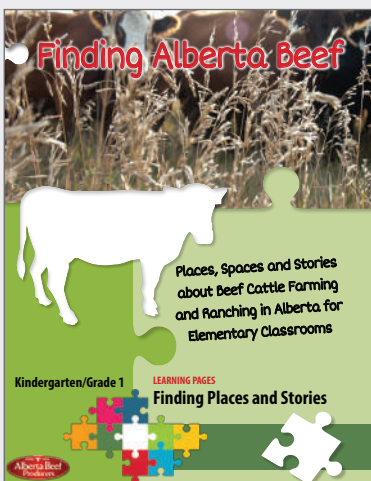


Recipe Skills

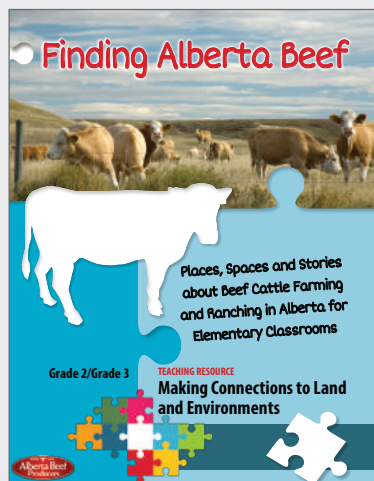


Market Cards

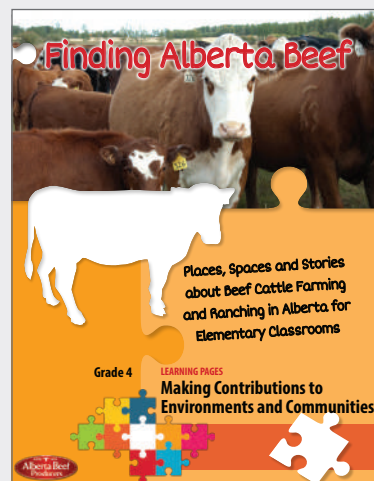
"Finding Alberta Beef" Teaching Resources & Student Learning Pages



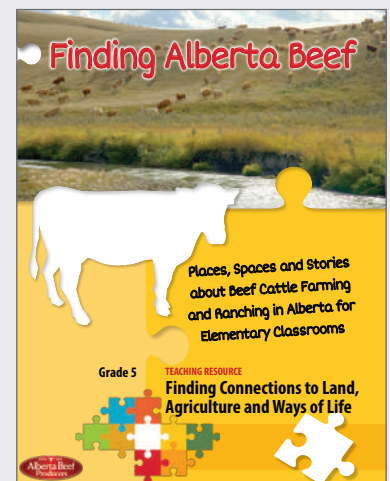
Kindergarten/Grade 1



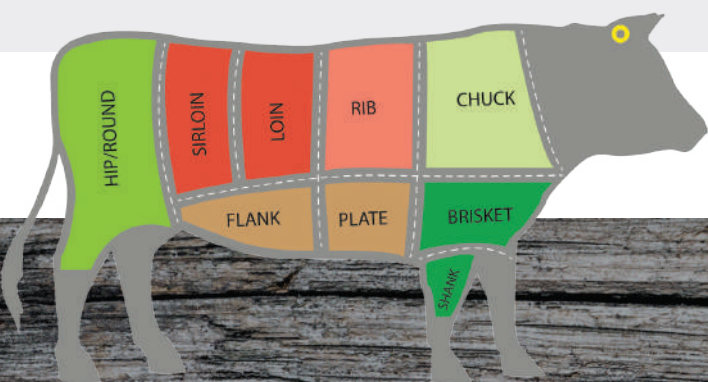
Grade 2/Grade 3



Grade 4



Grade 5



These and other resources available at AlbertaBeef.org/education



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You could win 100,000 AIR MILES® Reward Miles
for travel, attractions, merchandise and more*!

Morgex is giving away 100,000 AIR MILES® Reward Miles to one lucky member of the ATA. Plus, we have special discounted rates, customized coverage and more for all Alberta teachers.

Stop by our booth at your local ATA convention or call and get a quote to enter!

Call to get a home
or car quote today.
1-888-262-9522



Committed to Teachers in Alberta

*NO PURCHASE NECESSARY. Open January 1, 2020 – April 30, 2020 to legal residents of Canada (excluding QC and NU) who: (i) have reached the age of majority in their jurisdiction of residence; and (ii) are a member of the Alberta Teachers' Association at the time of entry. One (1) prize available to be won, consisting of: 100,000 AIR MILES® Reward Miles. The approximate value of AIR MILES Reward Miles prize depends on the chosen method of use and available Reward options at the time of use. Odds of winning depend on the number of eligible entries received. Math skill test required. Rules: www.morgex.com/airmiles

TALENT

January 14, 2020 | Volume 54, Number 7



Members of Rocky View Local No. 35.

SUPPLIED



Members of the Elementary Teachers' Federation of Ontario.

SUPPLIED

GRASSROOTS CAMPAIGN GAINS MOMENTUM ACROSS CANADA

RED FOR ED

ATA News Staff

The “Red for Ed” campaign is a grassroots movement advocating for the proper funding of public education, smaller class sizes and equitable salary increases for teachers. The campaign originated in 2018 and gained momentum during a series of contentious labour actions by U.S. education workers and the National Education Association (NEA). The strikes were based on pay and deteriorating working conditions, and teachers would often wear red shirts to demonstrate their solidarity. Many

believe the colour choice represents school budgets being “in the red.”

The wearing of red soon became a symbol of advocacy for all teachers and education workers facing these challenges. Supporters were urged to wear red every Wednesday.

The campaign soon crossed the border into Canada when Ontario’s Ford government began pushing through changes that would negatively impact classrooms. The Elementary Teachers’ Federation of Ontario (ETFO) embraced the movement and asked supporters to wear red on Fridays. B.C. teachers soon joined the battle after their provincial government balanced the books at the

cost of public education. A 2019 B.C. provincial budget shortfall of \$84.17 million spawned their “Red for BC Ed” movement.

This fall, after the provincial government released a budget that included a \$275 million shortfall in education, Alberta teachers started joining the crusade with the #Red4EdAB campaign.

The campaign, which involves wearing red on Fridays, aims to send a message to the UCP government that Albertans deserve a fully funded public education system, smaller class sizes and equitable salary increases for teachers. ■

Originating in the United States in 2018, Red for Ed is a grassroots movement in support of public education that is gaining momentum throughout Canada, including Alberta.



SUPPLIED

L-R: Edmonton McMurray district reps Carmen Glossop and Greg Carabine and Edmonton Public Teachers Local president Heather Quinn.



SUPPLIED

An Edmonton teacher who asked not to be identified.



SUPPLIED

Prairie Rose Local president Stuart Shigehiro.



SUPPLIED

Carmen Glossop, district representative for Edmonton McMurray, shows that footwear is fair game in the Red for Ed campaign.