



The Alberta  
Teachers' Association

## 2021 Annual Report








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# MISSION STATEMENT

The Alberta Teachers' Association, as the professional organization of teachers, promotes and advances public education, safeguards standards of professional practice and serves as the advocate for its members.







# OBJECTS

As set out in the *Teaching Profession Act*, the objects of the Alberta Teachers' Association are

- 1** to advance and promote the cause of education in Alberta;
- 2** to improve the teaching profession
  - a. by promoting and supporting recruitment and selection practices that ensure capable candidates for teacher education,
  - b. by promoting and supporting adequate programs of preservice preparation, internship and certification,
  - c. by promoting the establishment of working conditions that will make possible the best level of professional service,
  - d. by organizing and supporting groups that tend to improve the knowledge and skill of teachers,
  - e. by meetings, publications, research and other activities designed to maintain and improve the competence of teachers,
  - f. by advising, assisting, protecting and disciplining members in the discharge of their professional duties and relationships, and
  - g. by assessing the professional competence of its members by means of a professional practice review process provided for under the bylaws of the association;
- 3** to arouse and increase public interest in the importance of education and public knowledge of the aims of education, financial support for education, and other education matters;
- 4** to co-operate with other organizations and bodies in Canada and elsewhere having the same or like aims and objects.

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# Message from the President

IT HAS BEEN ALMOST TWO YEARS SINCE WE ENTERED THE COVID-19 pandemic and our first shift to remote emergency teaching. No one could have predicted all that was to come and that the world would still be in the midst of a global pandemic. All those things that seemed so foreign—masking, social distancing and constant hand washing—have become routine as COVID-19 continues to test the resilience of teachers.




As the return to school approached, the Association continued to advocate for increased safety measures, based on emergent research that centred on teachers' and school leaders' experiences in the time of COVID-19. Final provincial school re-entry plans did not reflect advocacy of the Association. Issues that were highlighted during the first year of the pandemic, such as the ongoing issue of class size, improved ventilation and contact tracing, continued to be present in 2021. Ultimately, the additional measures proposed to ensure safety were not implemented.

While many students and teachers returned to the in-person classroom in the fall, class isolations and shifts to online teaching often disrupted schooling throughout the year. Teachers, parents and students were often left with little time to prepare from one mode of teaching and learning to another. Though socially distant, the teaching profession continued to stand together.

The Association continued to advocate on behalf of substitute teachers, as the challenges that they had faced in 2020 continued into the 2021 school year. The pandemic brought into sharp focus income insecurity for substitute teachers. Substitute teachers are valued members of the profession and are essential to our education system. This became even more evident as schools continued through the pandemic and faced teacher shortages.

Even as teachers showed their ability to adapt in unprecedented times, the profession faced other challenges—some new, some old. In 2021, the Association continued to advocate on behalf of teachers in relation to the government's curriculum renewal processes, collective bargaining efforts, prioritization of teachers for vaccinations and safe return to schools.

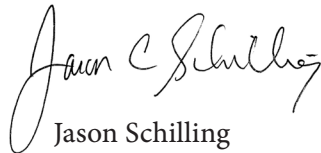




The Association—at both the provincial and local levels—continued to sustain services and support for teachers across the province. Meetings and professional development opportunities on a local and provincial level were held in the online environment to adhere to health guidelines.

This annual report captures the work of the Association—its staff, its governing body and its member volunteers—for Alberta teachers in yet another year that challenged us all to rethink how we work, how we teach.

The second year of this pandemic has proven the resilience and relentless dedication of Alberta teachers to their students. Teachers are the best part of someone's day, the shoulder needed in moments of weakness and a source of inspiration—always with the support of their Association.



Jason Schilling  
President

# Message from the Executive Secretary

IT IS DIFFICULT WHEN ONE IS IN THE MIDDLE OF THINGS TO SEE clearly backward or clearly forward, and as I am writing this in late March 2022, the Association, the profession, public education and the province are very much in the middle of things.

As 2021 began, it seemed that we were seeing if not the end of the global pandemic, at least the beginning of the end. The development and rapid deployment of

new vaccines, some based on new technologies, promised to slow and, eventually, stop the year-long global spread of COVID-19, allowing a return to a more normal life and an end to the measures previously taken to protect the collective health of the community. Yet, by midyear, a new variant of the disease had emerged, causing a “fourth wave” of infection. As schools returned in September, teachers were once more called upon to work with students, for the most part, in person.

In the midst of these recurring waves, the Association was focused on the safety, health and overall well-being of the Association’s members and staff, as well as our communities. As for teachers working in their schools, this task was made more difficult by the intrusion of divisive social, cultural and political narratives into issues more properly informed by public health considerations and medical science. Still, teachers did their jobs. The sacrifices they made to maintain their community schools as safe havens for students in the midst of the COVID storm will be a bright point when the history of the pandemic is written.

Maintaining service to our members in this stressful time has continued to be the Association’s key priority as we collectively navigate COVID-19. To this end, the Association enacted a vaccine mandate for its own staff and continued to deploy staff offsite where operational demands allowed. Further, many of the Association’s programs, meetings and events were held online, with enhancements to the Association’s online professional development offerings in response to changing demands being of particular note. The Annual Representative Assembly was—for the second time—held online, ensuring the democratic principles of the Association were upheld.

The quick pivots made in 2020 resulted in learnings for the Association’s programming and services in 2021 and into the future. The importance of a dynamic and responsive website and online services to support professional development, advocacy efforts and timely communications became all the more evident. In 2021, the Association initiated a digital refresh project to modernize its website, thereby enhancing communications to members and the public. A strengthened online presence will facilitate continued transparency and dissemination of the Association’s messaging.

As ever, safeguarding our members and public education in Alberta occupied much of the Association’s attention this year. However, this year posed several



»»» We will command  
agency and, as  
suggested by  
the Association's  
 motto  
adopted  
in 1918,  
we will be the  
masters of our  
profession and  
servants of none,  
other than of our  
students.

challenges to such matters as teacher and student safety, pensions, curriculum and professional identity.

The Association was consistent in its advocacy for measures to be taken to mitigate the impact of the pandemic for students, staff and the school community. Unfortunately, the government's response was inadequate, inconsistent and contradictory. One qualified success was having teachers designated as a priority group for vaccination, albeit far later than desired.

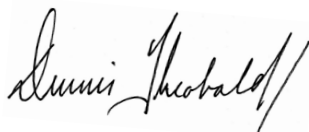
As a result of member pressure and the Association's successful legal action, the Alberta Teachers' Retirement Fund will maintain full control of the investment strategies for teachers' pension investments, even though these will be administered by the Alberta Investment Management Corporation.

The government, which refused to engage in meaningful consultation with teachers and failed to secure support for appropriate piloting and evaluation of its deeply flawed curriculum, has at least delayed implementation of some of the most problematic proposed programs of study for elementary grades. While our advocacy efforts and mobilization of teachers, academics, parents and community have forced some small improvements, the government's commitment to this fundamentally misguided project has not diminished.

Finally, as the calendar year concluded, the government made legislated changes to the teacher professional discipline process. Mostly this was a constructive effort, informed by Association input. But despite these reforms having been passed in the fall session of the legislature, the education minister abruptly announced in mid-December that professional regulatory functions related to discipline would be removed from the Association. The Association takes these functions very seriously and investigates thoroughly and without exception all complaints received concerning the professional conduct of its members. The process is fair and transparent, with hearings open to the public and the decisions of hearing committee available to the public, to protect both the public interest and the integrity of the profession. The minister's announcement and subsequent introduction of legislation in March 2022 amounted to a cynical, disingenuous and shameless attack not only on the Association, but on the teaching profession and the very culture of public education in Alberta.

Looking back on 2021, I am heartened by the perseverance of my colleagues, both those in the Association and those in classrooms and schools across the province. Despite all the challenges and attacks, our commitment to the students we teach and the work we love endures.

As we chart the course ahead for ourselves in 2022, we remain in the face of uncertainty one profession united. We will command agency and, as suggested by the Association's motto adopted in 1918, we will be the masters of our profession and servants of none, other than of our students.



Dennis Theobald  
Executive Secretary

# Provincial Executive Council

## Table officers



Jason C Schilling  
*President*



Greg P Carabine  
*Vice-President*



Jenny L Regal  
*Vice-President*



Greg A Jeffery  
*Past President*



Dennis E Theobald  
*Executive Secretary*

## District representatives

### Calgary City



Kathy A Hoehn

Calgary Public Teachers Local No 38,  
Calgary Separate School Local No 55



Kevin L Kempt



Darren J Moroz

### Calgary District



Karen M Nakaska

Canadian Rockies Local  
No 59, Christ the Redeemer  
Local No 29, Foothills Local  
No 16, Rocky View Local  
No 35

### Central



Brenton J Baum

Greater Black Gold Teachers'  
Local No 8, St Thomas  
Aquinas Teachers' Local  
No 45, Timberline Local  
No 9, l'Association des  
enseignantes et des  
enseignants francophones  
de l'Alberta Local N° 24,  
Wetaskiwin Local N° 18



## Central East



M Murray Lalonde

Aspen View Local No 7, Battle River Local No 32, Greater St Paul Local No 25, Lakeland Catholic Separate Local No 30, Northern Lights Local No 15, Park Plains East Local No 31

## Central North



Rick C Kremp

Evergreen Local No 11, Evergreen Catholic Local No 44, Northern Gateway Local No 43, Parkland Teachers' Local No 10, Pembina Hills Local No 22, Woodland Rivers Local No 40

## Central South



Don M Brookwell

Chinook's Edge Local No 17, Clearview Teachers Local No 33, Red Deer Catholic Local No 80, Red Deer City Local No 60, Wolf Creek Local No 3

## South East



Heather D McCaig

Grasslands Local No 34, Medicine Hat Local No 1, Medicine Hat Catholic Teachers Local No 39, Prairieland Local No 36, Prairie Rose Local No 2, Three Drums of Wheat Local No 20

## South West



Katherine D Pritchard

Holy Spirit Catholic Local No 5, Horizon Local No 4, Lethbridge Public School Local No 41, Livingstone Range Local No 14, Palliser Local No 19, Westwind Local No 12

## Edmonton District



Paul A Froese

Elk Island Local No 28, Elk Island Catholic Teachers Local No 21, Greater St Albert Catholic Local No 23, St Albert Public Teachers Local No 73, Sturgeon Local No 27

## Edmonton McMurray



Nancy L Ball

Edmonton Catholic Teachers Local No 54, Edmonton Public Teachers Local No 37, Fort McMurray Local No 48



Darrin A Bauer



Carmen N Glossop

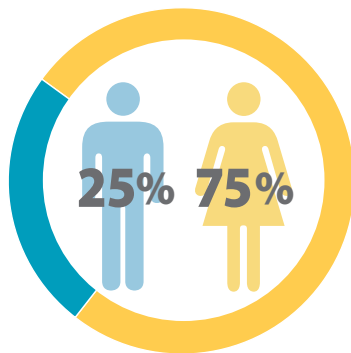


Peter F MacKay

Fort Vermilion Local No 77, Grande Prairie and District Catholic Teachers Local No 42, Greater Peace Local No 13, High Prairie Local No 62, Northern Spirit Local No 6, Northland Local No 69, Trumpeter Local No 26

# Membership

**48,599**  
TOTAL MEMBERSHIP

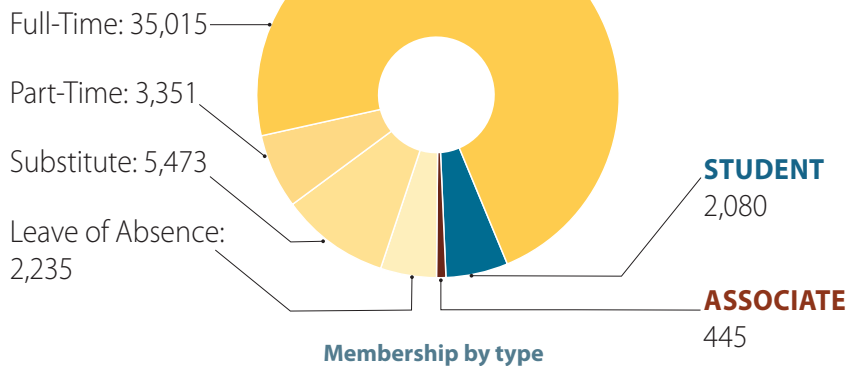


Membership by gender

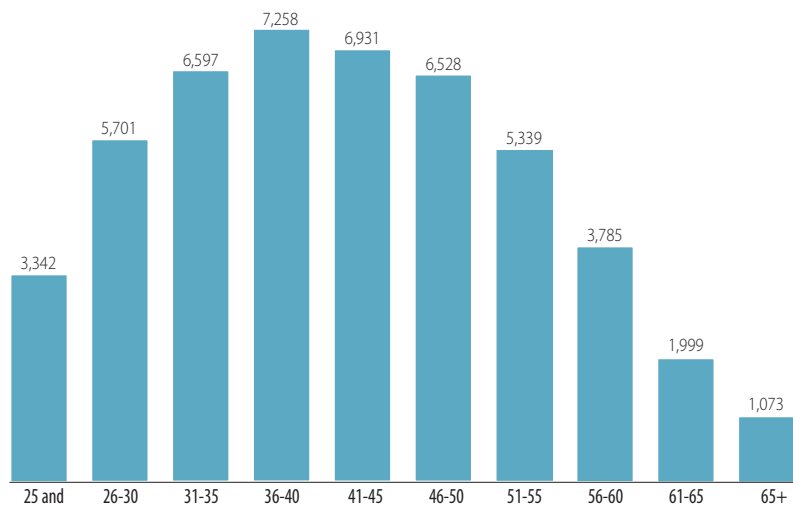
In 2021, the total membership of the Association was 48,599.

The *Teaching Profession Act* gives certain central office teachers the right to elect active membership, associate membership or nonmembership in the Association. At year-end, 67 per cent of the central office teachers eligible to make an election of membership status had elected active membership, 11 per cent had elected associate membership, and 22 per cent had elected nonmembership.

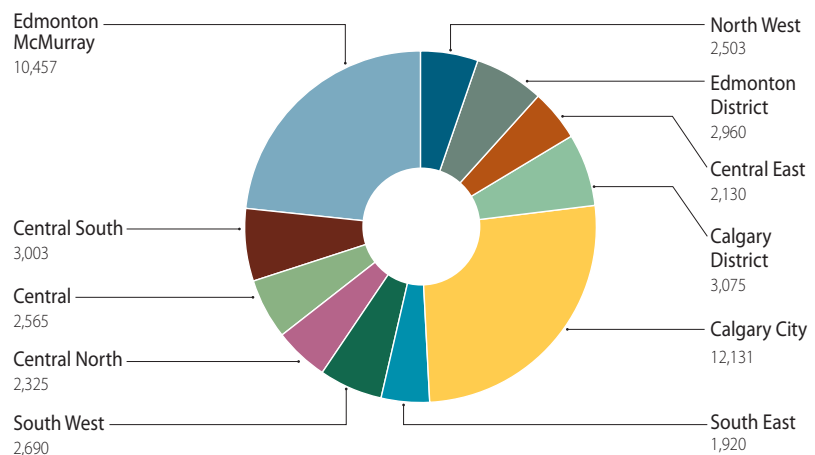
## ACTIVE



Membership by type



Membership by age

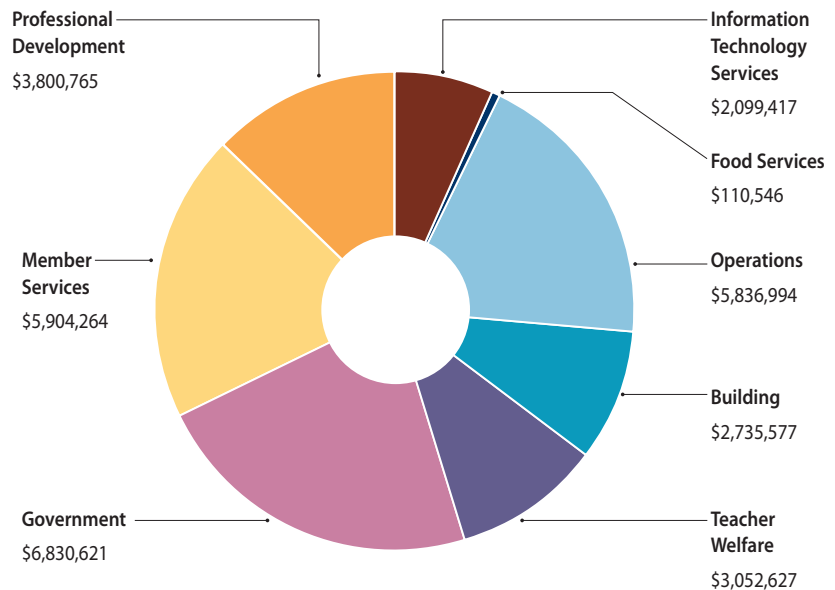


Membership by geographic district

# Operating Expenditures by Program Area

**\$30.37**  
MILLION  
PROGRAM AREA EXPENDITURES

**151** STAFF



Operating expenditures by program area

Note: Nondepartmental and nonrebatable expenses not included in figures shown.



**206** DAYS

on average worked by each executive staff officer



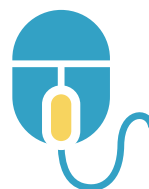
**7,793**

**PARTICIPANTS** attended 194 workshops presented by Association instructors



**1,409** KM

travelled by each staff officer, on average, on Association business



More than

**1,000,000**

**VISITS** to the Association's provincial website



**20,661**

**CONTACTS** with members by Teacher Employment Services staff



**2,540**

**RESEARCH AND INFORMATION QUESTIONS** answered by ATA library staff

# Association Committee Members

## Standing Committees

*Membership as of 2021 12 31*

### Bargaining Advisory Committee

Peter F MacKay (Chair)  
Brian J Andrais  
Darrin A Bauer  
Carmen N Glossop  
Murray Lalonde  
Heather D McCaig  
Michael T J Aldridge  
Jesse B Atkinson  
James D Barfuss  
Heather A Bittner  
Philippe J P Bresee  
Robert W Burzminski  
Nicola M Cahill  
Monica Chung  
Robert Cooper  
Sylvie E Dumont  
Sean M Dupuis  
Dale Erickson  
Elaine M Ernst  
Kyle A Fotty  
Jennifer L Fredeen  
Ronald Gillespie  
Erica M Good  
Mark E Gudim  
Rebecca L Gumpinger  
Anthony P Hamilton-Irving  
Dalyce J Harrison  
Kevin F Haugjord  
Kimberly A Jamieson-Henry  
Debra E Kaplar  
Lyle R Kennedy  
Gilbert A P Kohle  
Meagan J Kuik  
Bradley N Langdale  
Samantha E Leriger De La Plante  
Doug A Lerke  
Michael F Marano  
Charles Marinier  
Patrick R P Martin  
Daniel M Mills  
Marie-France Miron  
Stephen J Mumert  
Kimberley A Nahirniak  
Amber J Nicholson

Trevor M Nickle  
George R O'Brien  
Cherra-Lynne M Olthof  
William G Orr  
Clinton J Pollon  
Wallace L Porter  
Brian G Potts  
Derek Resler  
David R Roach  
Vanda L Ruffi  
Gottfried C Ruge  
Leona J Semenoff  
Ashley E D Slaney  
Kenneth R Smale  
Casey L Brown  
Jennifer Taylor  
Steve L H Leger  
Ian W Terris  
Corey T Borys  
Corey W Van Zandbergen  
Lori A Vigfusson  
Kimberley A Webb  
James A Weller  
David A Whan  
Bryan Williams  
Kerrie J Willis  
Monique S Wilson  
Janel A Winslow-Sherwin  
Marda J E Wright  
Sean D Brown (Secretary)

### Benefits, Insurance and Pension Committee

Katherine D Pritchard (Chair)  
Amelia A Bird  
Mark K Breadner  
Sean D Brown (Observer)  
Marjorie L Charles  
Michael F Doll  
Jennifer L Fredeen  
Anne-Marie E Huizing (Observer)  
Kevin Kempt  
Brad Langdale (Alberta Teachers' Retirement Fund [ATRF] Board Representative)  
Carolyn R Pawelko  
Jeff Sharun  
Myra J Rybotycki (Secretary)  
Sue Beyer (Administrative Secretary)  
TBD (Alberta Retired Teachers' Association [ARTA] Pension Committee Chair)

### Central Table Bargaining Committee

Peter F MacKay (Chair)  
Brian J Andrais  
Darrin A Bauer  
Carmen N Glossop  
Murray Lalonde  
Heather D McCaig  
Sean D Brown (Secretary)  
Debbie McAvoy (Administrative Secretary)

### Communications, Advocacy and Public Education Committee

Don Brookwell (Chair)  
Darrin A Bauer  
Kathy Hoehn  
Melanie D Stevenson  
Jonathan H Teghtmeyer  
Mike Wheeler  
Andrea L Berg (Secretary)  
Jen Janzen (Administrative Secretary)

### CTF Committee

Jason Schilling (Chair)  
Nancy L Ball  
Darrin A Bauer  
Don Brookwell  
Greg Carabine  
Carmen N Glossop  
Kathy Hoehn  
Greg Jeffery  
Murray Lalonde  
Darren J Moroz  
Karen M Nakaska  
Katherine D Pritchard  
Jenny Regal  
Dennis E Theobald  
Elissa D Corsi (Secretary)  
Debbie McAvoy (Administrative Secretary)



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### Curriculum Committee

Paul A Froese (Chair)  
Don Brookwell  
Annie Garneau (French Curriculum Specialist)  
Brandon A Hamilton  
Kathy Hoehn  
Riley S Kostek  
Richelle M Marynowski (Curriculum Specialist)  
Philip A McRae  
Colette M Mondor  
Shirley A Mykituk (Expertise in Indigenous education)  
Jessie L Shirley (Observer, College of Alberta School Superintendents [CASS])  
Mark D Swanson  
Gina Troskot  
Lindsay N Unland  
Lynne V Wiltse (Curriculum Specialist)  
Nancy J Luyckfassel (Secretary)  
Cheryl L O'Brien (Administrative Secretary)  
TBD (Observer, Alberta Education)  
TBD (Observer, Alberta Education)

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### Diversity, Equity and Human Rights Committee

Kathy Hoehn (Chair)  
Phoebe A Arcilla  
Yousra M Badr  
Konni deGoeij  
Christy Haggarty  
Phyllis M Kelly  
Rick Kremp  
Stephanie L MacPhail  
John Williamson  
Jenna R Lowe (University of Lethbridge [U of L], Faculty of Education)  
Kathy Robinson (University of Alberta [U of A], Faculty of Education)  
Andrea L Berg (Secretary)  
Cheryl L O'Brien (Administrative Secretary)  
TBD (Alberta Education)

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### Finance Committee

Jenny Regal (Chair)  
Brenton J Baum  
Greg Jeffery  
Rick Kremp  
Darren J Moroz  
Katherine D Pritchard  
Dennis E Theobald  
Pedro Carriel (Secretary)  
Caroline Inacio (Administrative Secretary)

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### Indigenous Education Committee

Catherine E Brown (Chair)  
Linda M Doyle  
Julia A Mcdougall  
Janis M Weasel Bear-Johnson  
Murray Lalonde  
Karen M Nakaska  
Tracy Zweifel (Alberta Native Friendship Centre)  
Lisa M Cruickshank (Rupertsland Institute)  
Phillip Campiou (Indigenous Advisory Circle)  
Melissa A Purcell (Secretary)  
Jessica Grayson (Administrative Secretary)  
TBD (Alberta Education)

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### Political Engagement Committee

Karen M Nakaska (Chair)  
Michael T Aldridge  
Darrin A Bauer  
Heather D McCaig  
Kristy H Ruaben  
Megan J St Croix  
Jonathan H Teghtmeyer  
Elissa D Corsi (Secretary)  
Kim L Clement (Administrative Secretary)

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### Resolutions Committee

Greg Carabine (Chair)  
Paul A Froese  
Kevin Kempt  
Karen M Nakaska  
Joni A Turville (Secretary)  
Shelley A Svidal (Administrative Secretary)

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### School Leaders Issues and Concerns Committee

Brenton J Baum (Chair)  
Andrea L Craigie  
José da Costa (Observer, U of A, Faculty of Education)  
Allen Davidson (Observer, CASS)  
Dorice D de Champlain  
Bobbie-Jo L Douglas  
Owen D Emblau  
Eve Godin

Corey R Haley (Council for School Leadership [CSL] Representative)  
Kris Hodgins (CSL President)  
David E Hurley  
Katherine D Pritchard  
Brenda Spencer (Observer, Werklund School of Education)  
Tanya T Thiessen  
Chris Gonsalvez (Secretary)  
Nikki Cloutier (Administrative Secretary)  
TBD (Observer, Alberta Education)

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### Strategic Planning Group

Nancy L Ball (Chair)  
Pam Arnason  
Lisa M Everitt  
Andrew D Finlay  
Sandra F Haltiner  
Peter F MacKay  
Jason Schilling  
Dennis E Theobald  
Philip A McRae (Secretary)  
Shelley A Svidal (Administrative Secretary)

---

### Substitute Teachers Committee

Darren J Moroz (Chair)  
Kevin W Forney  
Trish Kolotyluk  
Allison E McCaffrey  
Steven J Navratil  
Jerri A Perrin  
Val Peter  
Shelley Magnusson (Secretary)  
Michelle Caron (Administrative Secretary)

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### Table Officers Committee

Jason Schilling (Chair)  
Greg Carabine  
Greg Jeffery  
Jenny Regal  
Dennis E Theobald  
Brian J Andrais (Secretary)  
Audrey Dutka (Administrative Secretary)

### **Teacher Education and Certification Committee**

Kevin Kempt (Chair)  
Val Browne  
Natalie C Burns  
Ted Wheat  
Rania Eshak (Campus Saint-Jean [CSJ]  
Area Field Experiences Committee  
[AFEC] Chair)  
Kim Frey (Edmonton AFEC Chair)  
Daphne A Sander (Lethbridge AFEC  
Chair)  
Henry Algera (The King's University)  
Blaine Badiuk (U of L Student)  
Amy M Burns (Werklund School of  
Education)  
Martine Cavanagh (U of A, CSJ)  
Maryanne Doherty (U of A, Faculty of  
Education)  
Shannon Kell (Mount Royal University)  
Kouassi Y Kouadio (U of A, CSJ Student)  
Sharon P Pelech (U of L, Faculty of  
Education)  
Crystal M Pelletier (Ambrose University)  
Edgar T Schmidt (Concordia University  
of Edmonton)  
Susan M Wilson (Observer)  
Diane Wishart (Advanced Education)  
Brenton J Baum  
Mark D Swanson  
Monique A Gravel (Secretary)  
Jessica Grayson (Administrative  
Secretary)  
TBD (CAFEC Chair)  
TBD (St Mary's University)  
TBD (Alberta Education)

### **Women in Leadership Committee**

Nancy L Ball (Chair)  
Carmen N Glossop  
Catherine L Currie  
Sonja D Dykslag  
Joanne Harle  
Anne-Marie E Huizing  
Lisa M Everitt (Secretary)  
Mark Milne (Administrative Secretary)

## Professional Conduct and Practice

### **Professional Conduct Appeal Committee**

Trevor J Smith (Chair)  
Wendy M Maltais (Vice-Chair)  
Brenda L Parker  
Wayne M Prokopiw  
Don McLaughlin (Alternate)  
TBD (Public Member)

### **Professional Conduct Committee**

Sharalynn Anderson  
Grant E Barron  
JoAnn M Blachford  
Aliece R Bonnell  
Corey T Borys  
Daniel Ceresa  
Marjorie L Charles  
Stephani E Clements  
Bilyana N Coburn  
Craig P DeJong  
Sonja D Dykslag  
James E Grondin  
Jonathan A Hemphill  
Meagan J Kuik  
Brenna A Liddell  
Greg Meeker  
Erin E Montgomery  
Nelson D Moulton  
Rob O'Brien  
Murray P Outtrim  
Heather J Quinn  
Dick Richards  
Sally R Rudakoff  
Diane M Sellars-Myshchysyn  
Cheryl L Semeniuk  
Fitz Sherman  
Stuart M Shigehiro  
Brice J Unland  
Wade B Westworth  
Daniel L Wyton  
Katrina L Zack  
TBD (Public Member)  
TBD (Public Member)  
TBD (Public Member)

### **Professional Conduct Complainant Appeal Committee**

Lori S Arksey (Chair)  
Valerie A Ling (Vice-Chair)  
Nicole A French-Gillies (Alternate)  
Richard W McAdie (Alternate)  
TBD (Public Member)

### **Professional Practice Appeal Committee**

Murray J Marran  
Allison E McCaffrey  
Noreen C Holt  
Sara N Lambert  
Kristy E Smith  
Maria David-Evans (Public Member)

### **Professional Practice Complainant Appeal Committee**

Steven P Kaplan  
Chris McCullough  
Daryl M Chichak  
Moni Riez  
TBD (Public Member)

### **Professional Practice Review Committee**

Elizabeth R Grill  
Corey R Haley  
Adriana S Klassen  
John C Murphy  
Kelly Thomas  
Norm Dargis  
Chantal S Malette  
Kelly W Aleman  
Sandra L Bessant  
Marla D Bowers  
Chad S Bowie  
Arief Ebrahim  
Andrew D Finlay  
Tabatha F Hart  
Christine Pastega  
TBD (Public Member)  
TBD (Public Member)  
TBD (Public Member)

# Other ATA-Supported Bodies

## Advisory Committee on Teacher Education

Dennis E Theobald (Chair)  
Monique A Gravel (Secretary)  
Jessica Grayson (Administrative Secretary)

## Alberta Advisory Committee for Educational Studies

Jody L Dennis  
Philip A McRae  
Nikki Cloutier (Administrative Secretary)

## ATA Educational Trust, Board of Trustees

Sally R Rudakoff (Chair)  
Maxine M Anderson  
Angelo A Delli Santi  
Raiven Hansen-Downs  
Jeff Johnson  
Laurie A Paddock  
Robert D Stepaniuk  
Neil Hepburn (Administrative Secretary)

## Membership Eligibility Board

Jason Schilling (Chair)  
Nadine P Armbruster  
Richelle M Marynowski (U of L, Faculty of Education)  
Lynn McGarvey (U of A, Faculty of Education)  
Mikkel S Nannan  
Cynthia N Yacey  
Mark D Swanson (Secretary)  
TBD (Werklund School of Education)

## Membership Eligibility Committee

Mark D Swanson (Chair)  
Ken Der  
Linda Laidlaw (U of A, Faculty of Education)  
Susan M Wilson (Secretary)

## Returning Officers

Robert T Mazzotta  
Kyle E McIntosh

## Teacher Qualifications Committee

Mark D Swanson (Chair)  
Daniel W Balderson (U of L, Faculty of Education)  
Amy M Burns (Werklund School of Education)  
Christine Harris  
Joshua T LaFleur (Alternate)  
Lynn McGarvey (U of A, Faculty of Education)  
Natalie K Townshend  
Sonya T Witzman (Alberta Education)  
Susan M Wilson (Secretary)  
Lesley A Smith (Administrative Secretary)

## Teacher Salary Qualifications Board

Jason Schilling (Chair)  
Maryanne Doherty (U of A, Faculty of Education)  
Michelle Draper (Alberta School Boards Association [ASBA])  
Gloria Iatridis (Alberta Education)  
Greg Jeffery  
Theodora Kapoyannis (Werklund School of Education)  
Dan Karas (Alberta Education)  
Craig Loewen (U of L, Faculty of Education)  
Lorraine M Stewart (ASBA)  
Dennis E Theobald (Secretary)  
Nikki Cloutier (Administrative Secretary)

# Awards

## Fellowships and Awards

### Honorary Membership

*The Association's highest award, this category of membership is reserved for members of the Association or other persons who have given meritorious service to the teaching profession or to the advancement of education.*

Jerome (Jere) M Geiger  
Dr Norman W Yanitski

### Public Education Award

*The Public Education Award is occasionally offered to an individual or group not involved in teaching or education that has given outstanding support to public education in Alberta.*

Dr Margaret-Ann Armour (posthumously)

### Educational Research Award

Dr Cathryn van Kessel (University of Alberta)

### Indigenous Education Award

Livingstone Range Local No 14, Julaine Guitton

### Doctoral Fellowship

Kimberly Friesen Wiens

### Nadene M Thomas Graduate Research Bursary

Megan Brain

### John Mazurek Memorial–Morgex Insurance Scholarship

Not awarded

### University of Alberta Milton Ezra LaZerte Gold Medal

Stefanie Hatala

### University of Alberta Campus Saint-Jean Marie-Louise Brugeyroux Gold Medal in Education

Kara Fizzard

### University of Calgary Clarence Sansom Gold Medal in Education

Kyra Brynne Lake

### University of Lethbridge William Aberhart Gold Medal in Education


Sophia Larney





# GOVERNMENT

The work of the Government program area involves the coordination and supervision of all aspects of Association activity. A major function is the advocacy of Association policy to the provincial government and its departments, school trustees, and organizations with educational interests.



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## Governance

The business of the Association is transacted by an executive committee, known as the Provincial Executive Council, that is composed of five table officers and fifteen district representatives. Council oversees the implementation of policy, formulates interim policy, interprets the application of policy, and guides staff and committees in areas in which there is no policy. Council establishes guidelines for the general operation of the Association and directs the process that staff follow in developing and implementing programs. In addition to considering program reports, recommendations from committees, and reports from representatives and staff, Council deals with issues and concerns directed to it by staff and members. Council is responsible for receiving, reviewing and, if necessary, appealing decisions of the Professional Conduct Committee. Developing the annual budget and proposed program prognoses and considering resolutions for the Annual Representative Assembly occupy a significant amount of Council's time.

The president is the official spokesperson and chief representative of the Association and is chair of Council and of other designated committees. The president, two vice-presidents, the past president and the executive secretary form the Table Officers Committee. This committee acts on matters referred to it by Council, takes action in response to emergent issues or when time is of the essence, and deals with administrative matters delegated to it by Council. Administrative matters include authorizing representations and delegations and ratifying, on behalf of Council, local fees and the constitutions of specialist councils, convention associations and locals. The committee oversees Summer Conference and the Local Presidents' Meetings. It reviews new and revised legislation and regulations dealing with education in Alberta.

Table officers represent the Association in formal meetings with the government and other organizations. Table officers are also responsible for ensuring appropriate Association representation on government committees, recommending to Council the terms of reference for and membership on Association committees and task forces, and arranging opportunities to discuss issues relating to public education with representatives of major political parties and interest groups. The table officers also constitute the Steering Committee for the Annual Representative Assembly.

In 2021, the Association started to implement the recommendations of the review of the Association's governance structures and processes, undertaken by Watson, Inc. The review, initiated in 2018 at the direction of Council, was undertaken as part of Council and the secretariat's continuing effort to seek out opportunities to improve service to members. The contents of Watson, Inc's report are being thoughtfully considered by Council and, where appropriate, additional consultations will take place as the Association continues to implement the recommendations.

Also in 2021, the Association continued the budget review initiated at the direction of the 2019 Assembly. With the support of BDO Canada, a detailed analysis of current budget processes was conducted and mapped, stakeholder analysis was completed and a comprehensive benchmarking exercise was carried out with comparable organizations. In the fall of 2021, BDO Canada presented its final Phase 1 report containing a number of key recommendations for Finance Committee and staff to consider.

In March 2021, a Council election was held. In the election, J C Schilling was elected president by acclamation. G P Carabine and J L Regal were elected vice-presidents by ballot. G A Jeffery remained in the position of past president.

District representatives elected by ballot were K A Hoehn (Calgary City), K L Kempt (Calgary City), D J Moroz (Calgary City), D M Brookwell (Central South), P A Froese (Edmonton District), N L Ball (Edmonton McMurray), D A Bauer (Edmonton McMurray) and C N Glossop (Edmonton McMurray).

Acclaimed district representatives were K M Nakaska (Calgary District), B J Baum (Central), M M Lalonde (Central East), R C Kremp (Central North), P F MacKay (North West), H D McCaig (South East) and K D Pritchard (South West). All members of Council were elected for a two-year term commencing 2021 07 01.

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## Annual Representative Assembly

The Annual Representative Assembly (ARA) is the major legislative event in the Association calendar. Each local is represented according to population (with a minimum of two delegates). The Assembly is responsible for establishing the Association's policy, budget and fees.

In 2021, ARA 101 sessions were offered virtually to delegates attending the Assembly. During ARA 101 sessions, staff provided delegates with information on specific aspects on the Assembly before opening a question-and-answer period. The ARA 101 sessions included the following:

- Purpose of the Annual Representative Assembly (offered 2021 04 26)
- Rules of Order and Procedure (offered 2021 05 10)
- Budget/Finance 101 (offered 2021 05 17)

In advance of the Assembly, recordings of these sessions were made available on the Assembly's share site for all delegates to review.

The 104th Assembly was scheduled to be held in Edmonton but due to the pandemic was held virtually on 2021 05 22–24. The virtual Assembly was attended by 415 delegates from 55 locals, 2 representatives from the Alberta Retired Teachers' Association Special Local No 1, 3 specialist council observers, 11 local observers, members of Provincial Executive Council, staff and invited guests.

The Assembly dealt with 226 resolutions, approving 196 and defeating 23. There were no resolutions declared as "action taken", and there were no resolutions referred for study and report.

In addition to debating resolutions, delegates received the annual report of the Association, which included the auditor's report and financial statements for 2020/21, and heard reports from President J C Schilling and Executive Secretary D E Theobald.

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## Summer Conference

Summer Conference, the premier training event for Association leaders, was first held in 1949 in Banff. The 2021 Summer Conference was scheduled to be held in Banff on 2021 08 09–13, but due to the pandemic was held virtually on 2021 08 10–11. General Sessions were also offered to local delegates not attending a specific course/seminar. Summer Conference was attended by 420 delegates, including 77 delegates who attended in the General Sessions. J A Turville served as director of the conference.

Due to the virtual format, the Initiatives in Leadership Course, Local Program Course and Professional Development Facilitators Seminar were not offered. The Local Political Engagement Officers' Seminar was offered outside of its typical rotation, as it was not held in 2020 due to the cancellation of the conference that year. Local presidents were able to invite another member of their executive to attend the Local Presidents' Seminar. The Specialist Council Presidents' Seminar and Specialist Council Conference Directors' Seminar were combined into a single seminar.

Nine programs, outlined below, were offered at the virtual Summer Conference.

»» 420  
delegates  
attended the  
virtual 2021  
Summer  
Conference

## Local Association Programs

Fifty-four of the 55 local associations, as well as one Association bargaining unit from a charter school, were represented at the 2021 local association programs.

- **Introduction to Collective Bargaining Course:** Designed to introduce teachers who are members and new to a teacher welfare committee the collective bargaining process, the program consisted of joint sessions with the Advanced Collective Bargaining Course, as well as a course-specific session. Addressed in these sessions were topics on representing subgroups, communications, duty of fair representation and how bargaining is organized with the Association. A E Huizing served as director.
- **Advanced Collective Bargaining Course:** Designed for teachers who are members of a local teacher welfare committee and who have previously bargained with a school jurisdiction, the program consisted of joint sessions with the Introduction to Collective Bargaining Course, as well as a course-specific session. Addressed in these sessions were topics on representing subgroups, communications, duty of fair representation and running effective meetings. J S Gerun served as director.
- **Communications Officers' Seminar:** Designed to offer local communications officers (LCO) professional development opportunities in areas of communications, public relations, publicity and media relations, the program consisted of a joint session with the Local Political Engagement Officers' Seminar, as well as a course-specific session. Participants were provided with an overview of Association communications and political engagement and information on the role of LCOs within the Association. J H Teghtmeyer served as director.
- **Local Political Engagement Officers' Seminar:** Designed to offer local political engagement officers (LPEO) leadership development to enhance political awareness, plan political engagement activities and develop skills for advocacy, the program consisted of a joint session with the Local Communications Officers' Seminar, as well as a course-specific session that allowed participants to prepare for the upcoming school board trustee election. Additionally, participants were provided with an overview of Association communications and political engagement, and information on the role of LPEO within the Association. E D Corsi served as director.
- **Local Presidents' Seminar:** The program allowed local presidents to examine the role of a local president, review issues facing the Association, meet with members of Provincial Executive Council and share information about local initiatives. R T Mazzotta served as director.
- **Professional Development (PD) Course:** To support local PD committee chairs in planning, implementing and evaluating local PD programs, the program offered information on how to advocate for PD, school leadership within the teaching profession, how to run effective meetings, and PD supports and successes. M D Swanson and M A Gravel served as directors.

**Table 1. Participation in Local Association Programs at Summer Conference**

Course	Number of Local Participants	Number of Locals Represented
Advanced Collective Bargaining Course	63	38
Introduction to Collective Bargaining Course	38	28
Local Communications Officers' Seminar	30	29
Local Political Engagement Officers' Seminar	38	12
Local Presidents' Seminar	69	52
Professional Development Course	51	32

## Convention Association and Specialist Council Programs

- Convention Seminar: Designed to provide new members of convention association executive committees and boards with the opportunity to discuss upcoming teachers' conventions, the seminar consisted of course-specific sessions as well as a joint session with the Specialist Council Seminar. Sessions included convention finances, privacy laws and best practices in managing information and working together with PD subgroups. D W Maas served as director.
- Specialist Council Seminars: Providing delegates an opportunity to develop leadership and organizational skills, the seminar consisted of role-specific sessions, as well as a joint session with the Convention Seminar. Sessions attended to meeting formats and meeting tips, specialist council publications, and working collaboratively with PD subgroups. C W Gonsalvez served as director.

**Table 2. Participation in Other Programs and Seminars at Summer Conference**

Course	Number of Participants (not including PEC)
Convention Seminar	24
Specialist Council Seminar	18
Indigenous Education Facilitators Seminar	12

## Association Corps Programs

- Indigenous Education Facilitators Seminar: The seminar allowed participants to examine the roles of an Indigenous education PD facilitator and learn about Indigenous leadership and wellness, as well as numeracy and connections in First Nations, Métis and Inuit traditional games. M A Purcell served as director.

## Local Presidents' Meetings

In 2021, virtual meetings of local presidents were convened on three occasions.

Participants from 54 of the Association's 55 local associations, as well as a representative from the Alberta Retired Teachers' Association (ARTA) Special Local No 1, attended the meeting that was held virtually on 2021 02 06. The meeting included an address from President J C Schilling, a provincial update, a finance and budget presentation, a general session that included an update on the Association's Information Technology Services (ITS), a session on emerging local issues, a question period, the Provincial Table Officers Candidates' Forum and two consecutive roundtable discussion sessions.

Participants from 53 local associations attended a virtual meeting of local presidents on 2021 05 21, in advance of the virtual 2021 Annual Representative Assembly. The meeting allowed for review of new resolutions from Provincial Executive Council, as well as the opportunity to discuss other resolutions, local issues and concerns, and the prevote on resolutions.

Fifty-four of the local associations, as well as the ARTA Special Local No 1, were represented at the meeting of local presidents held virtually on 2021 10 29(eve)–30. The meeting included an address from President Schilling, a provincial update, a session on emerging local issues and a question period. Local presidents attended a general session that included topics on bargaining, the ITS digital refresh and the legality of COVID-19 mandates. Also attended were two roundtable discussion sessions, a presentation on the media campaign presented by Point Blank Creative, and an update on the curriculum. The meeting also allowed local presidents to meet for a geographic district group session with their district representatives.

In addition, from January to June 2021, President Schilling held monthly one-hour virtual question and answer sessions for local presidents. These meetings allowed local presidents to engage in unstructured conversations on emerging local issues.

## Professional Conduct

One hundred sixty-three new requests for investigations of possible unprofessional conduct were received in 2021 (compared to 126 in 2020). One hundred thirty-two investigations were completed and 27 were cancelled when the complainants withdrew the request. Sufficient evidence to warrant hearings was found in 27 cases. An additional 35 cases were deemed suitable for handling by means of the invitation process. One hundred sixty-three investigations were under way at year end.

Twenty-nine hearings were conducted in 2021 by separate hearing committees of three to five persons drawn from the Professional Conduct Committee. Twenty-nine members were found guilty on 68 counts of unprofessional conduct and not guilty on 2 counts of unprofessional conduct. Table 3 shows the nature of the offences, and Table 4 summarizes the penalties imposed. Twenty-four invitations were held in 2021, all of which resolved the matter to the satisfaction of the Association. Sixteen invitation cases were pending resolution at year-end.

Either a member who has been the subject of an investigation or Provincial Executive Council may appeal the outcome of a hearing to the Professional Conduct Appeal Committee, a group composed of four Association members and one public member. One appeal was received in 2021. The appeal had convened but subsequently adjourned to be heard in 2022.

A complainant dissatisfied with a decision that no hearing is warranted may appeal that decision to the Complainant Appeal Committee (made up of two Association members and one public member), which may order a hearing. In 2021, 11 appeals were received and 5 were heard. The committee referred one appeal to a hearing of the Professional Conduct Committee and concurred that a hearing of the Professional Conduct Committee was not warranted for four appeals.

A training session for members involved in the administration of professional discipline was held in August. L M Everitt, C M Gibbon, C W Gonsalvez, D R Grassick, M J Kischuk, S Magnusson and J H Teghtmeyer served as secretaries to the hearing and appeal committees, and D L Ackerman, S Dua and L A Kaun were administrative secretaries. Legal counsel was provided by J T Casey, QC, A Akgungor, K Haymond and J Kully of Field LLP; R W Rand, QC, and A Wood of Rand & Company LLP; and W W Shores, QC, D N Jardine and A Costigan of Shores Jardine LLP

**Table 3. Unprofessional Conduct Convictions in 2021**

Nature of Offence	Frequency*
Conduct Judged Unprofessional	
—in relation to students	27
—in relation to school authorities	3
—in relation to colleagues	17
—in relation to the profession	19
Conviction on an Indictable Offence	3
Conviction on Other Criminal Charges	1
* Some cases involved multiple charges. Twenty-nine members were found guilty of unprofessional conduct.	

**Table 4. Unprofessional Conduct Penalties Imposed in 2021**

Type of Penalty	Frequency*
Reprimand (Oral)	0
Reprimand (Written)	15
Severe Reprimand (Written)	10
Fine	19
Suspension of Certificate	5
Cancellation of Certificate	5
Suspension from the Association	5
Expulsion from the Association	5
* Some cases involved multiple charges, multiple penalties or both. Twenty-nine members were penalized for unprofessional conduct.	



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## Professional Practice Review

The Association assumed responsibility for the practice review process in September 2009. In 2021, no requests for a hearing were received. The usual annual seminar for members of the three committees was not held due to the absence of cases and/or new information. A refresher seminar will be held when needed.

The Professional Practice Review Committee (PPRC) consists of at least seven Association appointees and three members of the public. Each time the executive secretary or the Complainant Appeal Committee directs that a hearing be held into the professional competence of a teacher, five members of the PPRC are selected to constitute a hearing committee. The second committee, the Professional Practice Complainant Appeal Committee (PPCAC), consists of between two and four Association appointees and one member of the public. The purpose of the PPCAC is to hear appeals from complainants in the event that a superintendent, after investigating the competence of a teacher, concludes that a hearing before the PPRC is unwarranted. The third committee, the Professional Practice Appeal Committee (PPAC), consists of between three and five Association appointees and one public member. The purpose of the PPAC is to hear appeals concerning a finding or order of a hearing committee. Appeals may be initiated by the investigated teacher, the superintendent or Provincial Executive Council.

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## Legislation

The following bills with implications for the Association or for public education were passed by the Legislative Assembly of Alberta in 2021.

### **Bill 55—College of Alberta School Superintendents Act, 2021**

Introduced on March 9, 2021 by Minister of Education Adriana LaGrange, Bill 55 makes the College of Alberta School Superintendents (CASS) a legislated organization responsible for the superintendent profession. This includes superintendents and chief deputy superintendents employed in public, separate, francophone or regional school authorities. Bill 55 makes the CASS responsible for governance, leadership excellence and accountability, but not responsible for assuming union functions, engaging in collective bargaining on behalf of its members or assisting in negotiating employment contracts. Bill 55 is to take effect upon proclamation on September 1, 2022.

### **Bill 85—Education Statutes (Students First) Amendment Act, 2021**

Introduced on November 16, 2021 by Minister of Education Adriana LaGrange, Bill 85 amends the *Teaching Profession Act*, *Education Act* and the *College of Alberta School Superintendents Act* to

- create a public online and searchable database of Alberta teacher and teacher leader information, bringing Alberta in line with other provinces;
- require school authorities to conduct criminal record and vulnerable sector checks when hiring a new teacher or teacher leader, and again every five years throughout their employment;
- require the Association to inform the ministry of education about all complaints made against its members, including when a complaint is filed; and
- change the disciplinary processes by simplifying the Association's disciplinary committee structure to align with the structure and processes used by the CASS and by Alberta Education's Registrar.

### **Bill 81—*Election Statutes Amendment Act, 2021***

On November 4, 2021, Minister of Justice and Solicitor General Kaycee Madu tabled Bill 81, which is to

- ban foreign money in provincial politics—only those living in Canada to donate to political advertising— thereby prohibiting political action committees or money from other countries from unduly influencing Alberta elections;
- set an annual \$30,000 contribution limit for donations to third parties (often called political action committees) and prohibit political parties, candidates and constituency associations from contributing to third parties;
- establish a formula for determining election expense limits for parties that reflects the increase in costs for campaign expenses (instead of the current flat limit of \$2 million, the new limit would be \$1.16 per registered voter); and
- establish the last Monday in May as Election Day in Alberta.

Other changes related to the bill include

- increasing the expense limit for nomination contestants from 20 per cent to 25 per cent of a candidate's limit;
- making it so contributions to nomination contestants are capped at \$4,000 in total, not part of a donor's maximum contribution limit and no longer tax deductible;
- allowing voter cards to be sent electronically as well as by mail;
- clarifying that the Election Commissioner cannot start a citizen initiative petition; and
- allowing rules for a citizen initiative vote to be made by regulation.

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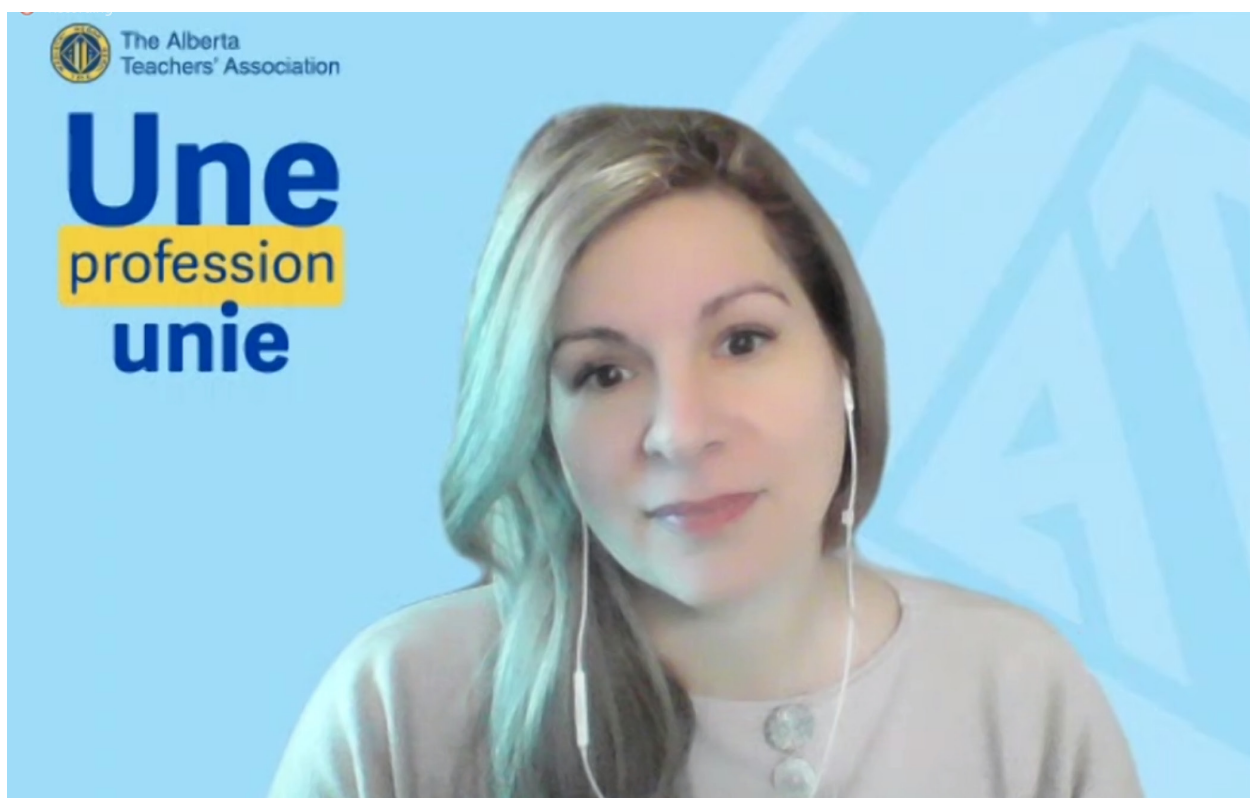
## **Public Assurance**

In 2021, the Association continued to be a member of the Alberta Education's System Excellence Advisory Committee (SEAC), although there were no meetings held of this committee during the year. Chaired by the deputy minister of education, the SEAC is a forum to provide strategic advice to the deputy minister regarding (1) the work of the Teaching and Leadership Excellence in Alberta initiative, (2) the development and implementation of the provincial leadership development program applicable to teachers in roles as principals and superintendents, (3) future direction for providing public assurance in the K–12 education system, and (4) other K–12 system improvement initiatives identified by Alberta Education. Key stakeholder groups from Alberta are represented on the SEAC, as the committee represents a collaborative effort to ensure the quality of Alberta's education system. In 2021, the government and deputy minister of education did not hold a formal SEAC meeting with the education partners.

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## **Representation to the Government of Alberta and Other Political Bodies**

The Association advocated on behalf of teachers and addressed issues of interest to the teaching profession with government officials, including the minister and deputy minister of education and the minister of finance. Matters addressed in 2021 include the pandemic; inconsistent COVID-19 protocols within schools; safety and mental health of teachers, students and staff; Association support of provincial/school district vaccination mandates for teachers; class size; supports for student needs; the Draft K–6



Curriculum and lack of authentic consultation with teachers; the Annual Representative Assembly's vote of nonconfidence in the minister of education and the lack of confidence in the content and design of the Draft K–6 Curriculum; public education funding; bargaining and related matters; the *Education Statutes (Student First) Amendment Act, 2021* (see Legislation, page 25); Association professional conduct processes; and the Association's lawsuit against the Government of Alberta in relation to the Investment Management Agreement between Alberta Teachers' Retirement Fund and Alberta Investment Management Corporation.

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## **Liaison with Alberta Organizations**

Table officers are responsible for maintaining contact with other provincial organizations. They fulfill this obligation by meeting with representatives of these organizations, attending their annual meetings, writing to them about specific issues and meeting with them informally as occasions arise. These organizations include the Alberta School Boards Association, the Public School Boards' Association of Alberta, the Alberta Catholic School Trustees' Association, the College of Alberta School Superintendents, the Council of Catholic School Superintendents of Alberta, the Alberta School Councils' Association, the Alberta Federation of Labour, the Alberta Union of Provincial Employees, the United Nurses of Alberta, the Health Sciences Association of Alberta and the Canadian Union of Public Employees (Alberta Division). In addition, the Association was represented on several provincial bodies, including Alberta Education committees, the Education Society of Edmonton, the Alberta Assessment Consortium, Friends of Medicare, the Parkland Institute and Public Interest Alberta.



The CTF/FCE leads the national vision for quality publicly funded education.

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## Liaison with Canadian Educational Organizations

The Association maintains contact with educational organizations outside of Alberta by sending representatives to their annual conferences, subscribing to their publications and maintaining informal contacts with their leaders. In 2021, Association representatives virtually attended the Canadian Teachers' Federation/Fédération canadienne des enseignants et des enseignantes (CTF/FCE) Annual General Meeting, the CTF/FCE National Staff Meeting, Quebec Provincial Association of Teachers Annual Convention and the Manitoba Teachers' Society Annual General Meeting. Association representatives liaised with Canadian educational organizations whenever virtual opportunities were offered.

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## Canadian Teachers' Federation

The CTF/FCE is the national, bilingual federation of teacher organizations and leads the national vision for quality publicly funded education. The CTF/FCE represents nearly all the teacher organizations operating in Canada's provinces and territories.

The CTF/FCE promotes and supports quality, inclusive publicly funded public education in all its forms. The CTF/FCE upholds teaching as a profession and advocates for (1) ensuring adequate funding and resourcing for public education, (2) strengthening labour rights and unionization and (3) advancing social justice.

Through the CTF/FCE, elected representatives and staff of member organizations share information and learning, and engage in collective problem solving and the sharing of best practices. The CTF/FCE generally coordinates and acts as the agent of the Association and other provincial teacher organizations on matters and programs affecting teachers nationally and globally, including advocacy efforts and collective action on issues of concern to teachers.

In 2021, Alberta teachers represented the Association on two CTF/FCE national committees, the Advisory Committee on Diversity and Human Rights and the Advisory Committee on the Status of Women. Additionally, two Alberta teachers were named to the advisory group on eliminating systemic racism, oppression and discrimination.

This past year, the CTF/FCE continued to advocate for funding for a COVID-19 re-entry plan with the federal government. Additionally, the CTF/FCE launched a federal election advocacy campaign to advocate for a national conversation on the future of publicly funded public education, and to demand a greater federal role in public education.

The CTF/FCE engages in research through data collection, analyses and reports on issues affecting teachers and teacher organizations. The Association has made extensive use of CTF/FCE documentation in support of collective bargaining, diversity, equity, human rights, Indigenous education and the status of women.

The CTF/FCE's 101st annual general meeting was held virtually on July 7, 2021. Twelve delegates from Alberta attended. Additionally, J L Regal, Association vice-President, was re-elected to the position of the vice-president to CTF/FCE.

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## International Cooperation and Partnerships

The Association contributes to international cooperation projects organized by the CTF/FCE and by other international cooperation partners. In 2021, approximately 64 per cent of the Association's international cooperation funds were earmarked for CTF/FCE initiatives, while 36 per cent of funds were allotted to other international cooperation initiatives.

The Project Overseas Program was cancelled for 2021 due to the pandemic. The Association's CTF Committee moved to offer the right of first refusal to the 2021 participants for the 2022 program, provided that the participants continue to meet eligibility requirements, and decided to direct the CTF/FCE to hold the funds that the Association distributed for 2021 programming for application to 2022 programming.

In 2021, the Association also contributed financial support to several international cooperation initiatives. Funding for the 2021 year was increased to both the Canadian Women for Women in Afghanistan organization and the Canadian Organization for Development Through Education (CODE). The organizations supported include:

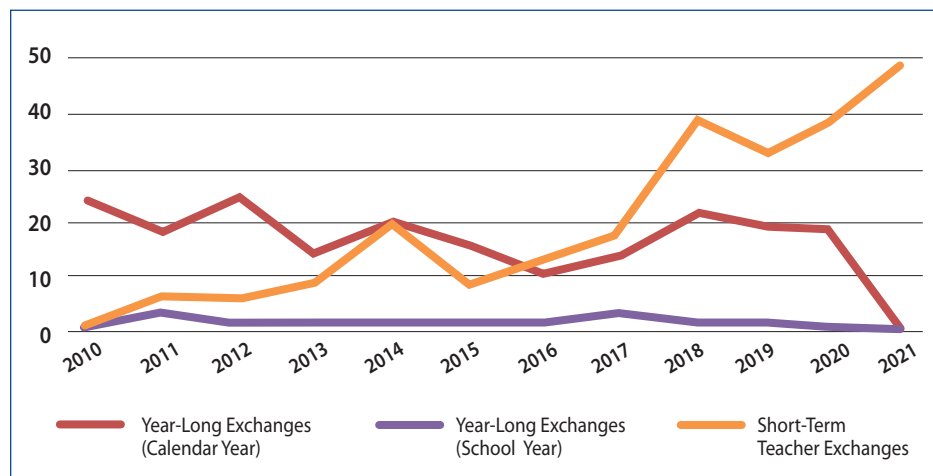
- ATA Dominica IT Project Summer Institute
- Tools for Schools Africa Foundation
- Canadian Women for Women in Afghanistan
- CoDevelopment Canada
- Canadian Organization for Development Through Education (CODE)
- Change for Children

In 2021, the ATA Dominica IT Project Summer Institute supported five Alberta teachers who shared their significant teaching expertise, specifically their knowledge of information technologies, in the Commonwealth of Dominica. Change for Children had planned to send a cohort of Alberta teachers to Guatemala and to Nicaragua in the summer of 2021, but this was not possible due to the pandemic. Rather, should the situation permit, one cohort of Alberta teachers will travel to Guatemala and two cohorts of Alberta teachers will travel to Nicaragua in the summer of 2022. In addition, as part of its global mission to improve access to qualified teachers, CODE launched in early 2020 a three-year program to support 100 women primary teachers in Sierra Leone to attain their teaching certificate through distance learning. Despite the additional challenges presented by the pandemic, 98 of the 100 women continued to participate in the second year of the teaching certificate program in 2021.

Further, Provincial Executive Council approved the disbursement of the 2020/21 budget for periodic international cooperation (\$3,500) to the Education International Solidarity Fund, through the CTF/FCE, to assist trade unionists and teachers affected by the earthquake on August 14, 2021, in Haiti.

## Educator Exchange Programs

In 2021, the Educator Exchange Programs (EEP), funded by Alberta Education and administered by the Association, made 49 placements across Iceland, Germany, Spain and Australia as part of the new e-exchange initiative. E-exchanges, launched in response to the pandemic, offer a co-learning environment for participants to explore a shared focus area for a six-week period.



Educator Exchange Programs placements, 2010–2021

The focus areas of e-exchanges included online learning, student and teacher well-being, instructional leadership, Indigenous education, technology and innovation in the classroom, rural school issues, English language learning, second language pedagogy and programming, student support and practice, inclusive education, and literacy and numeracy.

The virtual format has proven to have many benefits, including enhanced program reach, reduced barriers related to more rural and remote locations, decreased cost and increased ease of participation.

Participants reported the following outcomes: knowledge development, increased professional networks, the creation of shared resources, insights into approaches of different school systems, and growth in the profession.

In-person exchanges remained paused in 2021.

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## Support for External Projects and Initiatives

The Association periodically receives requests to fund or support special projects initiated by other organizations. Such requests are placed before the Table Officers Committee, which, in turn, recommends appropriate action to Provincial Executive Council.

In 2021, the Association provided

- financial contributions to the Friends of Medicare, Canadian Mental Health Association and the Parkland Institute;
- in-kind support to the Alberta Assessment Consortium and the Institute for Sexual Minority Studies and Services; and
- both financial and in-kind support to the Alberta Advisory Committee for Educational Studies, the Alberta School Councils' Association, Public Interest Alberta and the United Way.

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## External Communications

**ATA Magazine**—The Association published two issues of the *ATA Magazine* in 2021, with collegiality and anti-Black racism as the featured topics, respectively, in the winter and the fall issues.

On the advertising front, the Association continued a contract, established in 2019, with Trevor Battye Advertising Sales to book advertisements for the magazine. Revenue from advertisement sales helps offset the cost of design, printing and distribution. The average circulation per issue in 2021 remained approximately 37,100 copies.

As established in the fall of 2020, the magazine's print version continued to be supplemented with a full version of the publication available electronically via the digital platform Digimag.

**ATA News**—The *ATA News* is available to all members and is distributed primarily through schools. It is the journal of record of the Association. Fifteen regular issues were published in 2021, with an average circulation of 37,500 copies per issue.

Issues continued to be published electronically via Digimag and an e-mail notification, the *ATA eNews*, which provides recipients with a sampling of *ATA News* content.

Throughout 2021, the *ATA News* continued its agreement with Trevor Battye Advertising Sales, with paid advertisements helping to offset the cost of production, printing and distribution. Each year, the paper also provides an estimated \$35,000 worth of complimentary advertising for initiatives sponsored by the Association and its community partners.

**The Learning Team**—In 2021, two printed issues of *The Learning Team* were published, with an average circulation of 25,500 copies per issue. In fall 2021, the



In 2021, the  
Association's  
tweets generated

»» 5.4 million

impressions and  
its Facebook posts  
generated

»» 8.2 million  
impressions.

publication transitioned to digital-only distribution, producing one issue that was shared via its website and a newly created e-newsletter. Further, in fall 2021, the Association began a partnership with the Alberta School Councils' Association for the purposes of collaborating on the content and distribution of *The Learning Team*. Aimed mainly at parents, *The Learning Team* strives to strengthen the relationship between parents and teachers as they work together for children's education.

**Association Website**—The website is the Association's primary tool for communicating and engaging with its internal and external stakeholders. In 2021, the website received 1,016,872 visits (998,149 in 2020), with an average of 7,428 page views per day (6,539 in 2020).

**Social Media**—The Association has an active presence on Twitter, Facebook, Instagram, YouTube and LinkedIn. These social media sites are used to reinforce Association campaigns (both ongoing and short-term), to engage communities of interest and to drive traffic to the Association's website. In 2021, the Association's Twitter feed had 33,900 followers, and its tweets had generated 5.4 million impressions (31,200 followers and 4.4 million impressions in 2020). The Association's Facebook page had 19,538 likes, and its posts had generated 8.2 million impressions (17,902 likes and 7.2 million impressions in 2020). The Association's Instagram page, created in 2018, has 6,328 followers.

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## Advocacy, Communications and Public Education

Through its communications and advocacy work, the Association strives to heighten awareness of the benefits of public education. To meet this aim, the Association engaged in the following public relations, advertising and other communications initiatives in 2021.

The Face of Education public relations campaign continued in 2021, featuring a diverse selection of teachers and reminding Albertans that public education exists to serve all children. In fall 2021, a new Stand for Education campaign—created by Point Blank Creative—featured information about the threats facing public education, focusing on the draft curriculum, funding cuts and class size. The Stand for Education campaign garnered more than 23,000 open letter signatures to members of the legislative assembly, with more than 1.4 million views of the videos associated with the campaign.

For World Teachers' Day, which is celebrated every year on October 5, the Association contracted TAG Advertising to create a digital campaign driving traffic to a website that allowed members of the public to thank special teachers. The expressions of gratitude were then broadcast over social media channels.

To acknowledge Canada's first official National Day for Truth and Reconciliation on September 30, the Association produced a video featuring President J C Schilling and Staff Officer M A Purcell for the Association's YouTube channel.

The Association also supported the Can We Talk? campaign, which communicates that teachers, in their unique roles, are often able to act as early intervenors in students' mental health struggles. Can We Talk? is an ongoing promotion that includes advertising and public service announcements under the banner of the Healthy Minds, Bright Futures campaign. In 2021, Can We Talk? public service announcements were carried by Global Edmonton, Global Calgary and Global Lethbridge, as well as 630 CHED and QR77.

In addition, the Association supported advocacy efforts for public education through its Community Relations Grant program, which provides funding to locals to undertake initiatives that profile public education, represent teachers as active and concerned community members, or show teachers and the Association as concerned about the mental health of children and youth. The Association also encourages every school in the province to identify an outstanding volunteer and present that person with a Public Education Volunteer of the Year award certificate and decal.

The Association's communications efforts also include the work of local communications officers (LCOs). In fall 2021, one LCO meeting was hosted by the Association. Throughout the year, LCOs connected and worked together to support communications within their own locals.

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## Political Engagement

The Association's political engagement program continued to focus on enhancing teachers' awareness of and active engagement with the political process, increasing the awareness that members of the legislative assembly (MLAs) have of education, and communicating teachers' concerns about matters affecting student learning. In 2021, the program's activities included a Political Engagement Seminar, meetings of and work undertaken by local political engagement officers (LPEOs), and advocacy at the local level.

The Political Engagement Seminar, held in March, was attended by more than 100 local representatives. The seminar featured a keynote presentation on the state of the economy after the pandemic; an environmental scan; a series of panels featuring experts on politics in Alberta including journalists, academics and partisan strategists; and a presentation on the 2021 provincial budget.

LPEO meetings were held virtually in April, September and October. The April meeting, attended by 25 local representatives, included an environmental scan, a panel of former school board trustees, the presentation of the School Board Elections Plan, updates on key issues, and time for small group work and sharing. The September meeting was a shortened session to solidify plans for local work on the school board elections. The October meeting, attended by 45 local representatives, included an introduction to the role of a LPEO, an environmental scan, a provincial update, a political update,



Teachers and concerned citizens voiced their concerns on government's draft K-6 curriculum at the Alberta legislature grounds on 2021 09 11

and time for small and large group sharing. At year-end, the corps of LPEOs stood at 49 out of a possible 55 members.

In 2021, locals encouraged their members to contact government on such issues as class size, pensions, education funding and inclusion. Four locals (ten in 2020) took advantage of the Political Engagement Grant provided to support such efforts.

At the provincial level, the Association's Political Engagement Committee met five times in 2021. They worked on implementing the 2021 School Board Elections Plan, which included a detailed webpage to help encourage the participation of locals in school board elections and a meet-and-greet event for trustees. The committee also approved a new initiative in place of the Political Engagement Awards to help showcase the work of locals in the areas of political engagement as well as broader, more general member engagement.

The Association also undertook MLA outreach campaigns related to the Alberta Investment Management Corporation (AIMCo) pension takeover, including a social media campaign directed at United Conservative Party MLAs. The campaign was ultimately successful in supporting a legal challenge that resulted in the Alberta Teachers' Retirement Fund maintaining full control of the investment strategies for teacher pensions.

In addition to these activities, routine monitoring of the legislature continued throughout the year. Regular connections were made and consultations were held with opposition education critics and caucus staff.

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## Women in Leadership

The Women in Leadership (WIL) Committee was established to provide supports that enable the advancement of women in educational leadership within school jurisdictions and the Association. The committee accomplishes its mandate primarily through policy recommendations, the organization of an annual summit and research on the career progression of women in educational leadership.

In March 2021, the first fully virtual WIL Summit was held online. Approximately 180 teachers, school leaders and school jurisdiction leaders participated.

In June 2021, the first WIL Sharing Circle was held virtually to provide an opportunity for local WIL committee chairs to connect and share successes and challenges. The success of this meeting led to a second sharing circle, held virtually in December 2021.

The committee's research project, *COVID-19, Caregiving and Careers of Alberta Teachers and School Leaders—A Qualitative Study*, was completed and presented to the committee, with publication expected in early 2022 (see Research, page 34). Through the committee, the Association is a community partner on the University of Alberta's Educational Leadership at Intersections of Gender project, which received funding from the Social Sciences and Humanities Research Council of Canada.

In addition, the WIL Speakers Series continued in 2021, featuring a session on compassion fatigue, emotional labour and educator burnout; a session on a synergistic approach to gender and race equity; a structured debate on the advancements women have made in leadership roles; and a session on nurturing a benevolent leadership culture.

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## Strategic Planning Initiatives

The strategic planning initiatives of the Association include the work of the Strategic Planning Group (SPG), which identifies, studies and advises Provincial Executive Council on emerging issues and opportunities of interest to the Association; a grant program; other support for local sessions on strategic planning and foresight; and public lectures.

As the main channel through which the Association undertakes strategic planning, the SPG engages in strategic planning across short-, medium- and long-term horizons;



proposes policy where appropriate; and undertakes research to develop strategic foresight. The group plans and participates in the annual June and fall planning meetings. At its meetings in 2021, the SPG considered research briefs, reviewed pandemic pulse research studies, and scanned articles and conference reports to identify trends that will continue to shape public education. In addition, the group oversaw the administration of the Association's Member Opinion Survey (see Research, page 34), the results of which are used to help the Association and its subgroups undertake long-range planning.

In 2021, the Association continued with the redevelopment of its strategic plan in consultation with such groups as Council, local presidents and Association subgroups. The SPG guided this redevelopment.

The Association also administers a Strategic Planning Grant program that assists the Association's subgroups in conducting strategic planning activities to examine their long-term goals and activities in the context of the Association's strategic plan. In 2021, two specialist councils and one teacher welfare committee were approved for matching grants of up to \$2,000 each.

Finally, the Association organizes public lectures and other events that highlight the role that public education plays in shaping the future of the province. Given the pandemic and public health orders in place throughout 2021, in person public lectures were temporarily suspended.

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## Research

Association research is coordinated in the Government program area, though all program areas may participate in Association research projects. Many of the projects are carried out with the assistance of university based researchers and global experts, and with the support of Alberta's teachers through the Association's locals and other subgroups. During 2021, the following major research projects were completed or under way.

### COVID-19 Pandemic Research Activities

The Association has been committed to monitoring and openly reporting on COVID-19 developments throughout the pandemic in support of students, their families, and Alberta teachers and school leaders, and in the broader interests of public education.

In 2021, the Association completed two rapid research surveys at the height of the third (April 23–30, 2021) and fourth (November 12–19, 2021) acute waves of COVID-19. With thousands of Alberta teachers and school leaders participating, the randomly stratified and longitudinal research covered the effects of the pandemic on various facets of the public education system, including student learning and conditions of professional practice, and the efficacy of the COVID-19 public health measures in school.

The data gathered in these surveys were presented in infographics and full reports, disseminated via social media, and discussed with education partners and the department of education. They were also reported widely in the media as the only systematic research insight into Alberta's K–12 schools during the pandemic.

### Curriculum Analysis

The Association published *Professional Curriculum Analysis and Critique of Alberta Education's 2021 Draft K-6 Curriculum*, a detailed analysis and assessment of the K–6 Draft Curriculum by expert teachers, including elementary generalists, subject specialists, diversity specialists, and school and system leaders from across Alberta. The study was based on three data points: an online survey, specialist council written submissions and a virtual focus group (Curriculum Circle) meeting with 120 teacher participants. In total, more than 6,500 teachers and school leaders participated in these three data collection activities. The vision, guidelines and considerations for curriculum development as outlined in Alberta Education's *Guiding Framework for the Design and Development of*

More than  
»» 6,500  
teachers and  
school leaders  
participated in the  
data collection  
activities for the  
study *Professional  
Curriculum  
Analysis and  
Critique of Alberta  
Education's  
2021 Draft K-6  
Curriculum*.

*K-12 Provincial Curriculum* were used as a basis for this research activity. This study's findings were widely reported to the public in the provincial press, to the Association's membership and to Alberta Education officials through direct discussions.

### **Beginning Teachers**

Along with other Association longitudinal research on beginning teachers, this on-going research initiative underscores the need to assess the support for teachers in the early years of practice and is used within the faculties of education across Alberta as an informative data set. This research represents the only data collected specifically on beginning teachers' experiences during the pandemic across North America.

This research activity tracks baseline data each year on beginning teachers' experiences with a research survey at the Beginning Teachers' Conference, and further explores the province's continued growth and increasingly complex student population. Supporting and mentoring new teachers constitutes a cornerstone commitment of the Association. In 2021, the findings from the latest survey of the Beginning Teachers' Conference were integrated into professional development activities and virtual presentations related to supporting mentorship of teachers in their early years of practice.

### **Substitute Teachers**

In 2021, the report *Substitute Teaching in Alberta: Voices from the Field* was published. An environmental scan and research study, the report follows up on two prior studies on the lived experiences of Alberta substitute teachers. The report was mobilized through virtual presentations, an infographic and publications.

### **Compassion Fatigue, Emotional Labour and Educator Burnout**

The Association partnered with the Alberta School Employee Benefit Plan (ASEBP) to study the phenomena of emotional labour, burnout and compassion fatigue in education workers. This partnership started as part of a two-year research project designed and guided with expert assistance from a group of researchers from the University of Calgary and a research advisory group. In 2021, the three reports and HEARTcare planning templates stemming from the results of the 2020 and 2021 surveys and semi-structured interviews were disseminated through virtual presentations at a variety of Association and education partner events.

### **Women in Educational Leadership: COVID-19, Caregiving and Careers**

Work was completed on the report *COVID-19, Caregiving and Careers of Alberta Teachers and School Leaders—A Qualitative Study*, with publication set for 2022. The study explores the lived experiences during the COVID-19 pandemic of teachers and school leaders who identify as female. The research, which includes focus groups and semi-structured interviews, provides a rich description of the lives of women teachers and school leaders during COVID-19, identifies meaningful supports for recovery from the COVID-19 pandemic, and provides recommendations for dealing with the current pandemic and those to come.

### **Artificial Intelligence and K-12 Education: Potential Scenarios and the Impact on Teaching**

In 2021, the Association finalized a scoping project with the University of Alberta and the Kule Institute for Advanced Study on how to apply general ethical principles for the deployment of artificial intelligence (AI) to particular domains, such as the teaching profession. This project yielded a report and several presentations on the expected impact of AI on the field of education and the key ethical, bias and policy issues that will most likely need strategic attention.

### Teacher Action Initiatives

The Association continued to support and disseminate the work of the Alberta schools involved in the international action research projects between the Association and Finland (FINAL) and Iceland (ALICE). In particular, virtual sessions were held at various times over the year with several hundred students and teachers from Alberta, Finland and Iceland. Activities included discussion about life in different regions during the pandemic and strategies to support student and teacher engagement during public health emergencies around the world. Given the global pandemic, the projects were extended for two years, with collaboration at half the time as originally planned.

The participating Alberta schools and jurisdictions in these international collaborations—selected through an open expression of interest—are five Alberta high schools partnering with schools from five cities in Finland, and three small/rural Alberta schools collaborating with three rural and remote Icelandic schools. The Finland and Iceland partnerships involve principals, teachers and students working in an action research model to engage in activities focused on what they believe makes a great school for all.

### Member Opinion Survey

The Association administers the Member Opinion Survey (MOS) on an annual basis. In 2021, the survey was conducted online, resulting in valid and highly reliable data set that is used for strategic considerations and planning. The MOS survey seeks feedback from a large random stratified sample of full-time and part-time members on a range of topics. The responses allow the Association to track trends and issues to ensure its programs and services meet the needs of members and advance the profession of teaching. Among the topics broached in the 2021 survey were impacts and experiences of teachers during the pandemic, including hope/hopelessness, and strategies for enhancing professional practices during the various acute waves of COVID-19.

### Collaborations and Knowledge Mobilization

The Association continued to collaborate with scholars, policymakers, nongovernmental organizations and youth on the eQuality Project. The Association also continued its partnership with Boston Children's Hospital and Harvard Medical School on the Growing Up Digital (GUD) Project in Alberta. In 2021, Sesame Workshop—the nonprofit responsible for the production of Sesame Street—supported the development of the Global GUD project as a research partner interested in expanding the activities into early learning research in Alberta and in New South Wales, Australia.

The Association also produces publications and engages in other activities to ensure that the results of its research connect with as wide an audience as possible. In 2021, the Association's research was highlighted in multiple Alberta newspapers, international media and teacher federation publications. The Association also disseminates its research findings by presenting papers at provincial, national and international meetings and conferences, including the 2021 virtual American Educational Research Association Conference, the New South Wales School Leadership Conference, the virtual International Congress of School Effectiveness and Improvement, Education International's Geneva Global Virtual Salon, and the Canadian Teachers' Federation's National Teacher Research Network.

Finally, the Association also supports research activities undertaken by other organizations, including the Alberta Advisory Committee on Education Studies and the Kule Institute for Advanced Study Signature Collaborations Grant Programme. The Association held virtual meetings with several associate deans of research of Alberta postsecondary institutions in 2021 to identify common areas of research and identify potential opportunities for the Association and universities to collaborate.





## Library Services

The ATA library's web guides have served as an important channel for members to access high-quality online resources since the start of the pandemic. In 2021, the guides were viewed 236,805 times. During the year, the library built the following new guides, including six French guides: *Carrière et vie*, *École en forêt*, *Éducation environnementale*, *Francophone Perspectives*, *Indigenous Education Resources for Students*, *Notes visuelles*, *Perspectives francophones*, *Religions du monde*, and *Sensibilisation au traumatisme*.

**Table 5. Library Service Statistics**

	2021
Circulation Services	
—physical materials loaned	2,845
—e-books loaned	49
Information and Research Questions	2,540
Online Reservations	2,457
Searches in Journal Databases	3,447
Searches in E-Book Database	750

Throughout the year, library staff provided presentations to foster teachers' information fluency skills at the Beginning Teachers' Conferences, Substitute Teachers' Conference and UNESCO Teachers' Workshop, and to professional development facilitators.

In 2021, the library began its third weed of the collection, removing older and obsolete library materials to improve patron engagement and increase the circulation of library materials. The library also added 977 new titles to the collection in 2021.

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## French Services

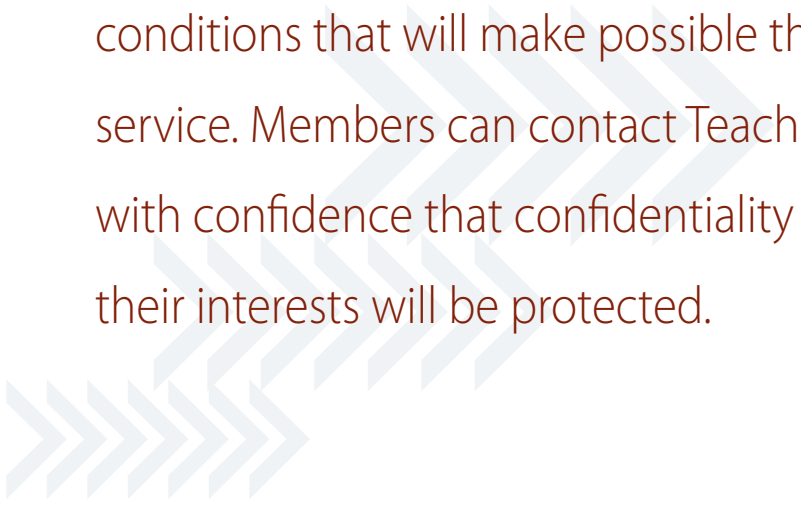
Staff in French Services provide translation and terminology services to staff and all Association subgroups. Staff translate into French such documents as handbooks, posters, brochures, correspondence and PowerPoint presentations. In 2021, 22 French publications were updated or reprinted, and 25 new documents were published in French. New substantial publications or considerably revised publications available in French are listed in Publications (see page 65).

French Services provides ongoing support to the library and works with Information Technology Services to ensure that the French Services webpages are updated and accurate. In particular, French Services staff were instrumental in assisting the library with preparing six new French library guides for publication and maintaining existing French guides (see Library, page 37). Further, in partnership with the CTF/FCE, French Services provides an annual report for member organizations.



# TEACHER EMPLOYMENT SERVICES

This program area is designed to assist teachers, both individually and collectively, with professional problems and school division or local issues. Teacher Employment Services staff also work to raise the status of the teaching profession by promoting and advancing the interests of teachers to secure conditions that will make possible the best levels of professional service. Members can contact Teacher Employment Services with confidence that confidentiality will be maintained and their interests will be protected.



## Employment Services Contact with Members

2019: 14,505

2020: 13,444

»» 2021: 12,634

**Table 6. Summary of Teacher Employment Services—  
Employment Services Contact with Members**

Issue	2021	
	Number	Percentage of Total
Criminal/Assault	147	1
Interpersonal Relations	1,902	15
Employment Information	3,083	25
Issues with Parent/Student	840	7
Employer Action	2,608	21
Professional Competence	472	4
Medical	1,337	11
Liability Matters	152	1
Legal Issues	458	4
Professional Conduct	670	5
Other	802	6
<b>SUBTOTAL</b>	<b>12,471</b>	<b>99</b>
No Category Assigned*	163	1
<b>TOTALS</b>	<b>12,634</b>	<b>100</b>



## EMPLOYMENT SERVICES

### Local Associations

The Teacher Employment Services program area is responsible for assisting locals with their ongoing operations and provides advice, as requested, on such topics as local annual reports and changes to constitutions. During the year, the Table Officers Committee ratified amendments to eight local constitutions, including two student local constitutions. Provincial Executive Council also ratified changes to all 55 local constitutions to incorporate language regarding contract of employment, collective agreements or contracts for the provision of personal services.

The 2021 Local Treasurers' Seminar was held virtually on 2021 05 28–29, with 39 local treasurers representing 36 locals in attendance. Topics addressed at the seminar included training related to local governance review, QuickBooks, grant-in-aid, the collaboration site and its resources, calculation of the 2021/22 annual membership fee and local rebate, honoraria, reimbursement for Annual Representative Assembly delegates, local president release time, and possible ways to address an accumulated surplus. In addition, new local treasurers were provided resources and support, and updates to the *Local Treasurers' Handbook* were reviewed.

The Local Secretaries' Seminar was held virtually on 2021 06 03, with 25 local secretaries in attendance. The seminar reviewed the *Local Secretaries' Handbook*, the duties of a local secretary, privacy issues and records services for locals. In addition, secretaries heard an overview of the role and functions of the Association. Attendees were given the opportunity to discuss issues in small groups and engage in a question-and-answer session with Association staff.

The Association held an inaugural student local spring wrap-up event on 2021 04 30 to (1) provide a refresher on the processes student locals needed to complete at year-end, (2) collect information and feedback on how student members gain Association membership, (3) allow student local executives to share their successes and challenges, and (4) gather feedback on how the Association delivers programming and supports student locals. Student locals noted challenges related to primarily communicating and interacting with their membership virtually, but also highlighted successes with creative use of social media. Additionally, many student locals expressed that they were able to offer significantly more professional development opportunities than they had previously because of their ability to host sessions virtually.

The annual 2021 Student Local Conference was held virtually on 2020 10 01(eve)–02 and included representation from Concordia University of Edmonton, Grande Prairie Regional College, Keyano College, Medicine Hat College, Mount Royal University, Red Deer College, St Mary's University, The King's University, and the universities of Alberta, Calgary and Lethbridge. The conference included a keynote session on compassion fatigue, emotional labour and educator burnout; a general presentation detailing student local processes and updates resulting from a change to the Administrative Guidelines and changes to the membership processes; information on financial processes, privacy legislation, and effective meeting processes; and a presentation entitled "A Year in the Life of a Student Local President", with a past student local president providing insight into being a student local executive member. Further, sessions were offered on communications processes and how to incorporate social media into a communications strategy, the Association's professional development offerings, and library resources. Additionally, attendees heard an overview of the role of substitute teachers in the province.



The Association also offered two virtual learning opportunities for local, specialist council and convention association web managers on 2021 03 20 and 2021 12 04 (introductory and intermediate sessions). Thirteen participants attended both sessions. The sessions included an overview of the *Personal Information Protection Act* and antispyam legislation, including its application to subgroup websites. Demonstrations of website permissions and structure allowed participants the opportunity to work on website structures, create and edit webpages, and display YouTube videos and Twitter feeds on their websites.

In 2021, staff from Teacher Employment Services—Employment Services presented 23 preservice and other information sessions to a total of 721 education students at schools, divisions, universities and colleges across the province. The sessions included information on the Association's programs, services, teacher liability and the Code of Professional Conduct.

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## Member Assistance

Teacher Employment Services staff help teachers with problems arising from their professional practice and advise members on issues related to their employment status and professional relations. Statistics on the number of contacts that Teacher Employment Services had with members in 2021 and the issues involved are reported in Table 6 (see page 40).

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## Staff Relations Service

The Staff Relations Service (SRS) is a mediation/facilitation service that provides active members of the Association with a mechanism for resolving problems in staff relations that are negatively affecting the working environment and have not been successfully resolved through informal approaches. The SRS program uses a certified mediator to facilitate a conflict resolution process with up to six staff members in conflict at a school. In 2021, there were 19 requests for the SRS.

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## Teacher Growth, Supervision and Evaluation

Alberta Education's Teacher Growth, Supervision and Evaluation (TGSE) Policy deals with accountability and continuous professional growth, and ensures that a teacher's professional practice is under ongoing supervision. The policy defines the process, and the Teaching Quality Standard (TQS) defines the competencies for professional practice.

In 2021, a virtual two-day workshop focused on TGSE Policy was held multiple times with school and district office leaders. The virtual version of the two-day TGSE workshop has allowed many more school leaders to access the workshop without needing to travel. The French version of the two day workshop is being developed and is expected to launch in mid-2022.

Condensed versions of the workshop were also offered on a number of occasions when individual schools and/or district offices requested that the presenters focus on a specific aspect of the TGSE workshop. The Association also offers an advanced supervision one-day workshop that extends the conversation on quality supervision with school leaders who have already completed the standard two-day workshop.

Reflecting the revised TQS and the new Leadership Quality Standard for the teaching profession, which came into effect September 2019, the workshop reviews the critical role





of leaders in the growth, supervision and evaluation process and the duties that leaders must perform as outlined in the *Education Act* and provincial policy. The workshop also refers to current literature regarding TGSE, including a recent report by researchers from the universities of Calgary, Lethbridge and Alberta that will inform the new provincial policy that is expected to become effective in the near future.

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## Legal Issues for System Leaders Seminar

Legal Issues for System Leaders (LISL) is a seminar intended for system leaders—though it is also relevant for school-based leaders—to explore a particular subject of study.

The biennial, two-day LISL seminar was held virtually on 2021 10 27–28. Forty-one people, mostly principals and assistant principals, were in attendance. Other attendees included directors, associate superintendents, managers, superintendents and counsellors. The seminar was provided free of charge to Association members holding the highest level of membership available to them.

The LISL seminar focused on administrative actions or strategies dealing with trauma in the workplace/school; investigations and fact-finding; and a comprehensive review of recent case law in the areas of labour and employment, human rights and professional regulation.

The agenda included presentations by key experts in trauma and the law, as well as an opportunity for participants to ask questions on the topic. This seminar was structured to allow time for thoughtful conversations, individual reflections, and facilitated focused conversations to help draw out the collective wisdom of participants.

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## Program for Substitute Teachers

The Association's program for substitute teachers is primarily connected to the work of the Substitute Teachers Committee, which studies the problems, concerns and needs of substitute teachers. In 2021, the committee reviewed the action plan for encouraging locals to involve substitute teachers more fully and continued to advocate for substitute teachers in the province. The committee also planned and hosted the annual Substitute Teachers' Conference.

Further, in the 2019/20 school year, an external researcher was contracted to conduct research on the lived experiences of substitute teachers in Alberta. The final research report, *Substitute Teaching in Alberta: Voices from the Field*, was published in 2021 (see Research, page 34).

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## Field Service

Throughout the year, Teacher Employment Services—Employment Services staff made 38 presentations to a total of 1,509 teachers at professional development days, teachers' conventions, school staff meetings and, upon request, to university students and student locals. These presentations addressed such topics as school leaders and the law (including dealing with unsatisfactory teaching performance); the Code of Professional Conduct; confidentiality issues related to student records (including counselling records); occupational health and safety; issues for school leaders; liabilities associated with the use of technology; teacher growth, supervision and evaluation; teachers' rights and responsibilities; the law and the teaching profession; the respective role of teachers and educational assistants; the Association's work; dealing with difficult people; and ways to address parent concerns.

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## COLLECTIVE BARGAINING

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### Collective Bargaining

Collective bargaining for teachers whose employer is one of the 61 public, Catholic, or francophone school divisions occurs within the framework established by the *Public Education Collective Bargaining Act* (PECBA) and takes place at a central table, as well as between the Association and the respective employer school divisions. The Association also bargains for six charter/private schools (Almadina School Society, Aurora Academic Charter School, Boyle Street Education Centre, Clear Water Academy, New Horizons Charter School and Valhalla School Foundation).

### Central Table Bargaining

The Teachers' Employer Bargaining Association (TEBA) and the Association met in 2020 to bargain the List of All Matters (LAM). They were unable to reach agreement on all aspects of what constitutes the LAM. As a result, on 2021 01 28, TEBA and the Association applied, pursuant to s 8(6) of PECBA, to refer the dispute to an arbitration board to determine whether the remaining matters were central or local.

The arbitration decision on the LAM was received on 2021 08 25. Central table matters bargaining commenced on 2021 09 29 and will continue into 2022. TEBA and the Association met four times for bargaining in 2021.

## Local Collective Bargaining

During the year, the Association continued work on attaining agreements at local tables for 2018–20. In 2021, Conseil scolaire Centre-Nord and the Wetaskiwin School Division both had strike mandates in place. Conseil scolaire Centre-Nord returned to the table but maintained their position and were able to achieve a memorandum of agreement. Wetaskiwin School Division teachers were divided on advocating for a strike and, despite the bargaining committee's recommendation to not accept, a memorandum of agreement was ratified following a close vote.

At year-end, all local agreements for 2018–20 had been ratified. Averages of collective agreements in effect 2021 08 31 are reported in Table 7.

**Table 7. Averages of Collective Agreements in Effect 2021 08 31**

Years of Teacher Education	Minimum	Maximum
Four	59,781	94,255
Five	63,139	97,677
Six	66,870	101,442

## Grievances

Violations of the collective agreement occur regularly, prompting, on average, the filing of at least one grievance each week of the year. When local efforts to resolve a dispute are unsuccessful, grievances are filed against that school division. Some school divisions more quickly rectify issues once the Association brings alleged violations to the attention of division staff. Many of these issues do not require further action.

As collective agreements for the 2018–20 round of bargaining experienced minor changes to grievance procedure at both the central and local levels, grievances are filed at both levels dependent upon the item being grieved.

Forty-five grievances arising from alleged violations of collective agreements were initiated in 2021. Of these, 35 remained outstanding at year-end. Ten were resolved at the local/central initial stage, 15 were in the early stages of the process and 20 had proceeded to arbitration. In addition, 95 grievances remained outstanding from previous years and were in various stages of arbitration or abeyance at year-end. A summary of the status of grievances and arbitrations in progress at year-end is presented in Table 8.

Seven grievances remained outstanding from 2015 and 2016 under the *Assurance for Students Act*. In two of these grievances, conflicting arbitration decisions were received and a judicial review was held in late 2020. The Justice assigned to the review concluded that the application for judicial review was to be dismissed, so the Association advanced the issue to the Court of Appeal, which met on 2021 11 02. A decision from the Court of Appeal should be available in early 2022.

**Table 8. Status of Grievances and Arbitrations**

	Grievances			Arbitrations			
	Ongoing	In Abeyance	Resolved Initial Stage 2021	Ongoing	Decision Received	Agreement Reached	In Abeyance
Previous Years	0	23	4	39	8	12	13
2021 Local	0	5	3	5	0	0	0
2021 Central	0	10	7	7	0	0	8

## Appeals to Alberta School Employee Benefit Plan and Other Insurance Matters

The Association assists and advises members with various benefits issues, including extended disability benefits (EDB) with the Alberta School Employee Benefit Plan (ASEBP) and long-term disability with other carriers such as Canada Life, Manulife and Morneau Shepell. The Association also assists with policy appeals regarding insurance plan document issues. In 2021, the Association received 672 teacher calls and e-mails raising concerns in one or more of these areas. This included several teachers who were provided with advice and assistance with regard to their employer benefit plan carriers.

In early 2021, 11 school divisions took part in the ASEBP's Short-Term Disability Management pilot project. During 2021, the Association met with ASEBP on several occasions to share concerns about the pilot itself and its implementation. Beginning 2022 01 01, changes will be made to the program, which would be renamed the Sick Leave Support (SLS) pilot. Teacher participation in the pilot is voluntary. The Association continues to monitor the implementation of the SLS pilot and support members who have questions or concerns about their participation.

The Association represents teachers to various appeal bodies. In 2021, one teacher was represented to the ASEBP Board of Trustees through an EDB appeal hearing.

Other matters often brought to the Association for assistance relate to Employment Insurance (EI), Canada Pension Plan Disability or occupational health and safety issues, and human rights issues. In 2021, one teacher who was over the age of 65 had filed a claim through the Alberta Human Rights Commission. After significant efforts to settle the matter informally, a Judicial Disputes Review was launched and provided a settlement satisfactory to the teacher.

The number of contacts to Teacher Employment Services–Collective Bargaining concerning pandemic issues was high in 2021. Calls increased during times when an acute wave of COVID-19 and associated government restrictions caused teachers concern. More than 440 calls and e-mails concerning this issue or some variation of this issue were received.

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## Teacher Welfare Education and Communication

### Education Program

The Teacher Welfare Education Program (TWEP) aims to foster Teacher Welfare Committee (TWC) leadership capacity through a formalized education process and to ensure that an adequate number of TWC members are trained in collective bargaining issues. The program offers two levels of certification in leadership and negotiation skills. In 2021, 13 Level 1 and 8 Level 2 certificates were issued. Since the program's inception, 208 Level 1 certificates and 105 Level 2 certificates have been issued.

The certificate process aims to ensure that members have access to a variety of courses and programs that will assist them in developing the skills and capacity necessary to serve as leaders on a TWC or a Negotiating Subcommittee. To achieve each level of the certificate, a member must complete all core courses and a number of options. Courses are usually offered at Summer Conference (see page 21) and Collective Bargaining Conferences. Often courses are also offered at meetings of the bargaining unit, local, school staff and the TWC.

The spring Collective Bargaining Conference was held virtually on 2021 04 17 with 269 attendees. The conference agenda included updates on collective bargaining, the Alberta School Employee Benefit Plan (ASEBP) and pertinent legislation. The following TWEP courses were presented: How Bargaining is Organized in the Association, Financial (How Teachers are Paid), Sick Leave, Introduction to Maternity Parental Leave, Pension Basics, and Communication with the Employer and the Public.

The fall Collective Bargaining Conference was held virtually on 2021 11 26, with 247 attendees. The agenda included a collective bargaining update and a financial update. The following TWEP courses were presented: Legislation and Collective Agreements, Duty of Fair Representation, Administrators and Collective Agreements, Counting Time, Sick Leave and Education Finance.

### Communications

*Worth Talking About*, a series of information articles, was launched in December 2019. In 2021, this series continued with articles offering information on and insight into current issues important to teachers. Topics broached include hazard assessments, travelling during a pandemic, rights and responsibilities, mental health supports, and instructional and assignable time.

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## Pensions and Retirement

Educating teachers on their pensions and their retirement remains a large part of the Association's mandate. The Alberta Teachers' Retirement Fund (ATRF) provides much of this education through its website and member consultations (both over the telephone and in person); however, planning for retirement is complex. To address issues and questions that may surface, staff produce explanatory information that is disseminated through the Association's website, brochures and the *ATA News*. The Benefits, Insurance and Pension Committee continues to assist in the development of communications related to pensions.

Pre-retirement workshops are conducted virtually for members nearing retirement. In addition, other pension information sessions and financial wellness workshops are offered virtually for teachers in the field.



Collective  
Bargaining  
contacts with  
members in 2021:

»» 8,027

### Pension Plan Asset Transfer

The introduction of Bill 22, *Reform of Agencies, Boards and Commissions and Government Enterprises Act*, in 2019 directs that all Teacher Pension Plan assets be moved from the ATRF to the Crown corporation Alberta Investment Management Corporation (AIMCo) by no later than 2021 12 31. An Investment Management Agreement (IMA), which identifies the ATRF as the pension plan and AIMCo as the investor, was signed in 2021.

While investing with AIMCo remains a concern for Alberta teachers, many former ATRF staff members (investors) were hired by AIMCo, the IMA provided for the private market assets held by the ATRF (real estate, infrastructure and private equity) to be held in segregated accounts, and several AIMCo staff members are stewards solely for the plan for the entire life of these private market investments. The ATRF Board's setting of investment strategy remains intact and will continue to be preserved.

### Retiree Benefits Plans

In 2021, the Alberta School Employee Benefit Plan (ASEBP) also introduced a retirement benefits plan similar to that of the Alberta Retired Teachers' Association (ARTA). Teachers now have a choice to remain with the ASEBP throughout their retirement, purchase benefits through ARTA or locate a plan outside the education sector.

### Field Service

Teacher Employment Services—Collective Bargaining staff continued to meet with local Teacher Welfare committees in 2021. The 2018–20 bargaining round of local bargaining extended into 2021, with meetings to approve a move to mediation and meetings to ratify the local agreements continuing until the end of June 2021. Staff also met with bargaining units on nonbargaining matters, presenting workshops on such topics as maternity leave, understanding collective agreements, pension basics for local officials and the calculation of instructional time.

**Table 9. Summary of Teacher Employment Services—Collective Bargaining Staff Contact with Members**

Issue	2021
Extended Disability/Sick Leaves	2,306
Maternity/Parental Leaves	1,347
Other Leaves	630
Collective Agreement Issues	1,419
Bargaining	320
Pension/Retirement	282
Other	1,723
<b>TOTAL</b>	<b>8,027</b>






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# PROFESSIONAL DEVELOPMENT

The primary goal of the Professional Development program area is to establish and maintain high standards with respect not only to the practice of individual teachers but also to teaching as a profession.



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## Professional Practice Standards

In 2021, the Association continued to support the Professional Practice Standards for the teaching profession. In particular, the Association supported its nine convention boards as they continued to ensure their program offerings aligned with the Teaching Quality Standard and/or Leadership Quality Standard, and that each of the convention programs identified the competency or competencies that each session was intended to address.

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## Curriculum

The Association was not engaged by Alberta Education in any curriculum-related work in 2021. Nonetheless, the Association stressed that teachers need to play a central role in all facets of curriculum development, field testing and implementation.

On 2021 03 29, the minister of education released the draft K–6 curriculum to the public. In response, and with the support of the Association’s Curriculum Committee, an extensive study to collect, gather and analyze feedback from teachers related to the draft curriculum was undertaken. This extensive engagement resulted in the production of a report entitled *Professional Curriculum Analysis and Critique of Alberta Education’s 2021 Draft K–6 Curriculum* (see Research, page 34). The study concluded that the draft curriculum does not meet Alberta Education’s overall vision, guidelines and considerations for curriculum development. Among other concerns, the study found that the curriculum is not logically sequenced, is developmentally inappropriate and contains twice as many learning outcomes as the current curriculum while lacking in Indigenous and francophone perspectives.

After receiving a preliminary draft of the study, Provincial Executive Council passed a motion to provide the minister of education with a copy of *A Professional Curriculum Analysis and Critique of Alberta Education’s 2021 Draft K–6 Curriculum* and insist that

1. a moratorium be placed on piloting the K–6 draft curriculum and further development of the Grades 7–9 and 10–12 curriculum;
2. a provincial curriculum committee be established, including representatives from the Alberta Education stakeholder groups, including Indigenous representatives and Alberta francophone representatives, with the mandate to
  - a) develop a new framework for K–12 curriculum development,
  - b) oversee the development and piloting of a new K–12 curriculum,
  - c) oversee the development and/or selection of teaching and learning resources for the new K–12 curriculum, and
  - d) design and facilitate the implementation of the provincial curriculum;
3. the development of the curriculum be led by curriculum working groups, including practising teachers identified by the profession, representatives of the Alberta teacher preparation institutions, experts in subject disciplines, human rights scholars, members of the Indigenous communities and members of the Alberta francophone community, as appropriate;
4. the curriculum working groups review and revise the K–6 draft curriculum, considering all the input received, and draft the curriculum consistent with the well-established standards of an Alberta program of studies; and
5. the development of the curriculum be open and transparent and include authentic opportunities for public consultation prior to piloting.

In April 2021, a one-page insert was printed in both the major daily papers and the weekly rural newspapers calling for a moratorium on the piloting and implementation of the Draft K–6 Curriculum until a full and open review and rewrite occurred. The insert outlined the Association’s commitment and willingness to work constructively and in partnership with the Government of Alberta toward that end.

On 2021 05 17, the Association hosted The Curriculum and Our Kids, an evening forum for parents and the public on curriculum and curriculum development. Presentations were made by J C Schilling, president, Alberta Teachers’ Association (ATA); B Rai, president, Alberta School Councils’ Association; M D Swanson, coordinator of Professional Development, ATA; and Dr Richelle Marynowski, associate professor of education, University of Lethbridge. The presentations were followed by an opportunity for the audience to ask questions of the panel members.

In 2021, presentations were available upon request for teachers, parents and the public regarding the K–6 Draft Curriculum and the findings of the Association’s *Professional Curriculum Analysis and Critique of Alberta Education’s 2021 Draft K–6 Curriculum*.

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## Inclusive Education

Programs and supports continued to be developed and implemented to support teachers and school leaders with establishing inclusive learning environments. In 2021, the Association, in collaboration with researchers from the University of Alberta and the Council for Inclusive Education, conducted a study to better understand the state of inclusive education in Alberta classrooms and schools. Data collected from teachers and schools—providing an update to the data collected in 2014—will be used to help guide and inform Association supports, services and resources required for implementation and sustainability of inclusive education.

In addition, the Association undertook the following activities regarding inclusive education:

- Launched the new resource series Common Threads for Inclusive Education and the resource guide entitled *Establishing Inclusive Learning Environments*
- Participated in Alberta Education’s engagement session on the newly developed Standards for an Inclusive Education System
- Developed a new resource on immigrant and refugee students, part of the Common Threads for Inclusive Education resource series

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## Indigenous Education

Gaining proficiency related to the Indigenous-focused competencies and indicators in the Teaching Quality Standard (TQS) and Leadership Quality Standard (LQS) continues to be a priority for many teachers and school leaders across the province. The Association is committed to providing authentic supports, resources and information to teachers to assist them with their acquisition of foundational knowledge of First Nations, Métis and Inuit.

In 2021, the Indigenous Advisory Circle, consisting of 11 First Nations, Métis and Inuit Elders and Knowledge Keepers from across the province, continued to provide guidance and feedback on Indigenous education and the advancement of reconciliation. The Indigenous Advisory Circle is a direct way to learn, listen and engage with Elders and Knowledge Keepers within Alberta Indigenous communities. The Indigenous Advisory Circle gathered four times throughout the year to provide feedback and guidance on newly developed Indigenous education workshops, resources and publications, and to provide advice on Association policies and administrative regulations. Each of the Elders



and Knowledge Keepers was invited to facilitate a professional development session for members through monthly webinars or conference opportunities.

In addition, a report entitled *Walking Together: Education for Reconciliation, 2021* was published, outlining key findings, highlights and recommendations from research undertaken to evaluate and better understand the impacts of the Walking Together: Education for Reconciliation professional learning project. Research was conducted by the Association in collaboration with researchers from the Community–University Partnership for the Study of Children, Youth and Families at the University of Alberta. Data was collected from teachers and school leaders to provide an update on the implementation of the Indigenous-focused competencies and indicators in the TQS and LQS, as supported by the Walking Together project.

Further, a newly developed mentorship program, *wícihtotân* (nêhiyawêwin—let's help each other), for Indigenous teachers and school leaders was implemented. More than 70 participants joined the first of four online *wícihtotân* gatherings scheduled for 2021/22. The *wícihtotân* gatherings are an opportunity to connect with colleagues across the province, share learnings and experiences, and support each other.

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## Diversity, Equity and Human Rights

The Association's Diversity, Equity and Human Rights (DEHR) programming focuses on the development of resources and supports to assist teachers and school leaders with responding to a wide range of issues, including addressing discrimination, racism and oppression; advocating for the inclusion of students and teachers who are ethnoculturally, physically, cognitively and gender diverse; promoting cultural responsiveness and inclusivity; and safeguarding the well-being of children and youth.

Grants totalling  
»» \$20,000  
were provided to  
15 projects related  
to diversity,  
equity and human  
rights completed  
by individual  
schools and local  
associations  
across the  
province.

Highlights of the Association's DEHR work in 2021 include the following:

- Providing ongoing assistance to help local associations establish and develop local DEHR committees and student-and-teacher Gay-Straight Alliances (GSAs)/Queer-Straight Alliances (QSAs)
- Providing \$20,000 in grants to support 15 DEHR-related projects completed by individual schools and local associations across the province
- Demonstrating continued allyship and support for Alberta's 2SLGBTQ+ community by updating the Association's Safe Spaces posters and launching new pronoun, Pride and Ally materials in both English and French
- Delivering workshops to internationally educated teachers about the steps required for teacher certification and the supports available to assist them through this process
- Offering a gender-inclusive Valentine's Day performance by transgender author and poet Ivan Coyote

Throughout the year, an online antiracism and antioppression speaker series was offered to provide teachers and school leaders with the knowledge they need to help them address individual, institutional and systemic racism in their contexts. Eight presentations, which were accessed live and asynchronously by hundreds of teachers, were included in the series.

The annual DEHR Conference was held in conjunction with the spring Professional Development Area Conference (see Professional Development, Field Service, page 62). Keynote and breakout sessions provided delegates with the opportunity to challenge their perceptions about diversity by recognizing their unconscious bias; unpack ideas about identity, power and privilege; and consider strategies they could use in their schools and Association work to promote more inclusive teaching and learning environments.

The Association continued to collaborate with education partners, including the UNESCO Associated Schools Project Network and the SOGI 123 Educator Network, although activities for these groups were significantly reduced due to the ongoing pandemic.

In 2021, the provincial DEHR Committee suspended its annual award and was conceptualizing a new program to highlight outstanding diversity, equity and inclusion work by teachers and students across the province.

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## Teacher Education and Certification

The Association undertook the following activities regarding teacher education and certification in 2021:

- Maintained the online program of delivery for preservice teacher education programs at various phases of the program
- Ensured that students in their final practicum at the time of teachers' convention who were members of their student local or student members of the Association were provided with no-cost opportunities to attend virtual convention
- Recommended to Provincial Executive Council the names of fellowship and award recipients

In August, the Association launched the Taking Flight website, a comprehensive online tool that responds to the diverse needs of cooperating teachers, student teachers, school leaders, university facilitators and preservice teacher education preparation program partners.

In 2021, the Association offered services to the universities of Alberta, Calgary, Lethbridge and Campus Saint Jean, as well as to Ambrose University, Concordia University of Edmonton, Grande Prairie Regional College, Keyano College, Medicine Hat College, Mount Royal University, Red Deer Polytechnic, St Mary's University and The King's University.



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## Teacher Qualifications

The Teacher Qualifications Service (TQS), the agency responsible for assessing teacher qualifications for salary purposes, has been operating since March 1967 under an agreement between Alberta Education, the Alberta School Boards Association (ASBA) and the Association. Comparative statistics on qualifications issued are shown in Table 10.

In 2021, TQS began developing an online application tool to modernize processes and member experience. The initiative was piloted to select members in 2021, with full deployment expected for early 2022.

**Table 10. Statements of Qualifications Issued**

	2021
Based on in-province documents	1,816
Based on out-of-province documents	1,269
Duplicate	185
<b>TOTALS</b>	<b>3,270</b>
Fees received	\$341,835

The Teacher Qualifications Committee, to which a teacher can appeal if dissatisfied with an assessment, considered four requests for reassessment in 2021.

The Teacher Salary Qualifications Board establishes the principles under which the TQS evaluates teacher preparation for salary purposes and hears appeals of the decisions of the committee. The principles adopted by the board are printed in the *Members' Handbook*, posted on the Association's website and published in pamphlet form. The board is made up of appointees from the Association, the ASBA, Alberta Education, the University of Alberta, the University of Calgary and the University of Lethbridge.

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## University Liaison

One aspect of the Association's liaison with universities is representation on a variety of committees and boards. In 2021, staff represented the Association on each faculty of education council: Campus Saint-Jean, Concordia University of Edmonton, The King's University, the University of Alberta, Mount Royal University, the University of Lethbridge, the University of Calgary, Ambrose University and St Mary's University. In turn, universities named representatives to several standing committees of the Association.

Another aspect of the Association's liaison with universities is assisting instructors responsible for presenting information about the Association to university classes. Such assistance includes meeting with instructors at each university, making presentations to education classes and producing such publications as *Teaching in Alberta—A Teacher Education Learning Resource*. Among the topics covered in university presentations are ethics; certification and the Teaching Quality Standard; collective bargaining; diversity in the classroom; professionalism; public education; relationships with parents; social media, technology and professionalism; student assessment; teacher contracts; teacher governance; teacher growth, supervision and evaluation; teacher liability; teachers and the law; and the organization of the Association.

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## Inductions

Induction ceremonies are formal events at which new teachers are officially welcomed into the profession. Every year hundreds of new teachers are officially inducted into the Association at locally hosted induction ceremonies. Each new member receives an induction package, which contains an induction certificate and various resources to help them experience success in their first years of teaching. Induction packages are available in both English and French.

In 2021, a total of 724 new members were welcomed into the profession at 29 locally hosted induction ceremonies. In the face of the ongoing pandemic and constantly changing gathering restrictions, Association locals employed many thoughtful and meaningful approaches to ensure their new colleagues were welcomed into the teaching profession.



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## Program for Beginning Teachers

In 2021, the in-person Beginning Teachers' Conferences, normally held in Edmonton and Calgary, were cancelled due to the pandemic. In their place, a two-day virtual conference was held in September 2021 to support teachers new to the profession.

Like the in-person Beginning Teachers' Conferences, this virtual conference aimed to

- orient beginning teachers to the teaching profession and to the role of the Association,
- ease beginning teachers' transition into the profession,
- provide beginning teachers with the skills and information they need to succeed in their first years,
- acquaint beginning teachers with the services the Association provides to teachers, and
- help beginning teachers to develop a network of supportive colleagues.

Four hundred sixty-nine beginning teachers registered for the virtual conference, which offered 78 sessions.

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## Mentorship Program

The Association continued to provide a number of locals and jurisdictions with advice on how to establish mentorship programs for beginning teachers. The Association's primary role in this regard is to ensure that both mentors and beginning teachers receive adequate preparation and support. Mentorship programs vary considerably among schools and school jurisdictions, reflecting such factors as fiscal restraints, availability of substitute coverage, availability of time for mentors and proteges to meet during the school day, travel requirements due to geographical challenges, the number of experienced teachers able to serve as mentors, and competing district-run mentoring program offerings that may not reflect the Association mentoring program model.

In relation to mentorship programs, Association staff tailor support to respond to local circumstances. In some cases, staff encourage locals and districts to implement mentoring partnerships, while in others, staff work within existing jurisdiction-led or local-led mentoring programs. The Association monitors and evaluates these programs on an ongoing basis.

In 2021, the Association continued to maintain formal mentoring partnerships with the following districts and locals: The Peace Wapiti School Division and Northern Spirit Local No 6, The Grande Prairie Roman Catholic Separate School Division and Grande Prairie and District Catholic Teachers Local No 42, The Grande Prairie School Division and Trumpeter Local No 26, The Greater St Albert Roman Catholic Separate School Division and Greater St Albert Catholic Local No 23, The Medicine Hat School Division and Medicine Hat Local No 1, and The Buffalo Trail School Division and Park Plains East Local No 31.

The Association also provided a continuum of mentoring assistance over the past year in Calgary Public Teachers Local No 38 and Calgary Separate School Local No 55.

Each formal partnership is monitored by a steering committee consisting of local representatives, jurisdiction representatives and Association staff. The steering committees develop a frame of reference and guiding principles; coordinate activities for mentors, beginning teachers, school leaders and district staff; and monitor and evaluate the program. Formal collaborative mentoring programs provide quality professional development and a support system that attracts new teachers to the profession and contributes to their retention.

To support beginning teachers working in francophone schools and in French immersion programs, the Association also publishes its mentoring resources in French, and bilingual staff work with individual locals/jurisdictions to offer the mentorship program.

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## School Leadership Programs

The purpose of this program is to develop materials for, and provide professional development to, school leaders on a variety of topics. Due to the pandemic, professional development for school leaders was offered in a virtual format.

In 2021, the Association held a virtual school leader speaker series that featured leadership experts. Each session had between 100 and 150 participants.

The Association, in collaboration with the Council for School Leadership (CSL), held the annual Educational Leadership Academy (ELA) in an online format in 2021. The ELA—a “deep-dive” event for current and aspiring school leaders—was held over three days in August with the theme “Leadership for learning in a post-COVID world: What matters for students and how would we know?” Three hundred seventy-three current and aspiring Alberta school leaders registered for the event, which offered participants professional learning from education leaders from around the world, and focused on moving from crisis to hope and renewal. Other discussion topics ranged from the perils of large-scale digital assessments to best practices for leadership around assessment and curriculum.

In November, the Association hosted the annual Leadership Essentials for School Leaders Conference, with 237 registrants. The conference aimed to provide relevant and diverse sessions to support and enhance leadership practice. The two-day online conference included keynote speakers, as well as 20 different breakout sessions. Most sessions were recorded and made available to participants for two weeks following the event.

In addition, the Association produced *Leadership Update*, a newsletter intended to provide school leaders with information on issues that they face and to introduce them to services available from the Association.

Finally, in 2021, the Association published a webpage dedicated solely to providing school leaders and aspiring school leaders information about events that promote their professional growth.

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## Specialist Councils

In 2021, the Association had 21 active specialist councils serving the teachers of Alberta. In 2021, grants to these councils totalled \$862,000. Membership data for specialist councils are presented in Table 11.

Due to the impact of COVID-19, no in-person specialist council conferences were held in 2021. Throughout the year, the councils hosted numerous online professional development opportunities for teachers across all grade levels. These events spanned the province, working to support teachers in every region, and offered targeted professional development to meet the needs of Alberta’s diverse teaching population.

Beyond addressing teacher needs through professional development sessions, specialist councils also sought to provide research-supported professional reading for their members. This was accomplished through the development of book lists, newsletters (11 were produced across the councils) and academic journals (13 were produced across the councils).

**Table 11. Regular and Student Memberships in Specialist Councils**

<b>Council (Inaugural Year)</b>	<b>2021</b>
Alberta School Learning Commons (1975)	129
Career and Technology Education Council (1997)	712
Council for Inclusive Education (1970)	1,730
Council for School Leadership (1961)	2,693
Council of School Counsellors (1961)	421
Early Childhood Education Council (1966)	2,727
Educational Technology Council (1982)	432
English as a Second Language Council (1992)	764
English Language Arts Council (1961)	1,438
Fine Arts Council (1963)	886
Global, Environmental & Outdoor Education Council (1976)	394
Health and Physical Education Council (1962)	1,741
Indigenous Education Council (2008)	414
Le Conseil français (1970)	579
Mathematics Council (1961)	1,433
Middle Years Council (2005)	680
Outreach Education Council (2002)	159
Religious and Moral Education Council (1974)	278
Science Council (1961)	1,402
Second Languages and Intercultural Council (1998)	682
Social Studies Council (1961)	892
<b>TOTALS</b>	<b>20,586</b>

Specialist councils also worked to represent the needs and views of Alberta teachers. During 2021, specialist councils advocated for the inclusion of several policies in the Association's policy bank and established or maintained formal liaisons with representatives of postsecondary institutions and Alberta Education.

The First Nations, Métis and Inuit Education Council underwent a name change to the Indigenous Education Council to reflect a shift in language in the province, in research and on the international stage.

The Association works to ensure executive teams from each specialist council are supported to provide the best possible service to teachers in Alberta. To this end, training is provided annually in January to presidents, editors, webmasters, secretaries and treasurers of the councils.

**Table 12. 2021 Convention Attendance**

Convention	Attendance	
Calgary City	10,790	(from 2 locals)
Central Alberta	2,173	(from 5 locals)
Endless Skies	2,276	(from 9 locals)
Greater Edmonton	9,131	(from 3 locals)
Mighty Peace	1,539	(from 5 locals)
North Central	6,240	(from 18 locals)
Palliser District	3,877	(from 9 locals)
South Western Alberta*	1,958	(from 6 locals)
Southeastern Alberta*	1,080	(from 4 locals)
* Held jointly		

## Teachers' Conventions

Eight teachers' conventions were held in 2021, with all conventions taking place fully online due to the pandemic. All conventions offered a mix of online live sessions and on-demand, pre-recorded sessions.

The approximate attendance of each convention is shown in Table 12.

Convention sessions attended to curricular subjects, pedagogical topics and leadership strategies in alignment with the Teaching Quality Standard (TQS) and the Leadership Quality Standard (LQS). Further, convention programs focused on a number of common themes, including Indigenous education and education for reconciliation, trauma-informed practices, mental health and wellness for students and staff, teaching and learning strategies for online and blended learning, and the TQS and the LQS.

## Convention Associations

Throughout the year, the Association held a number of online meetings for convention association executives to develop new ideas for meeting members' professional development needs through convention programs, to increase professional development capacity, and to receive role-specific training to improve their individual and collective efficacy. Further, the Association led several online planning sessions to support convention boards in their planning and in their technical infrastructure for the online conventions.

The South Western Alberta Teachers' Convention Association (SWATCA) and the Southeastern Alberta Teachers' Convention Association (SEATCA) jointly planned their 2021 teachers' conventions, naming the event the Southern Alberta Teachers' Convention. SWATCA and SEATCA decided to jointly plan their 2022 teachers' convention for one additional year.

With the continued uncertainty due to the pandemic, Provincial Executive Council decided on 2021 06 10–11 that all 2022 teachers' conventions would take place fully online.

## Convention Review

Recommendations from the 2019 report of the Committee on Convention Review implemented in 2021 include the following:



- Ensuring Council election activities were limited to structured times before and after convention program times
- Developing a centralized process to administer all convention attendance requests (including alternate professional development requests), thereby allowing convention boards to focus more on program development
- Amending the bylaws to allow Elders, Knowledge Keepers and Cultural Advisors, and educators at First Nations schools to be eligible for associate membership
- Developing a centralized process to streamline convention registration for associate members and out-of-province teachers

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## Professional Development Facilitators

The Association's professional development (PD) facilitator corps, consisting of 14 teachers, helps staff deliver programs to school-based and local professional development committees by

- providing a bimonthly professional development newsletter to school-based and local professional development committees,
- providing service on a short-term basis to locals and local professional development committees that require specific field service,
- facilitating and/or delivering professional development updates and presentations at Association-sponsored events,



In 2021, 96  
Indigenous  
education  
workshops were  
facilitated by  
17 Indigenous  
education PD  
facilitators  
through online  
platforms,  
with a total of

»» 3,891  
participants  
attending.

- helping individual schools and school-based professional development committees assess their needs and plan and evaluate programs,
- participating in Association task forces and other bodies that are established from time-to-time, and
- reporting to staff on a regular basis.

In addition, in 2021, PD facilitators supported such activities as Association mentorship programs and undertook formal assignments that included workshops, presentations and meetings in the province, and ongoing, more informal work in support of individual PD chairs and locals. Finally, the PD facilitators struck a subcommittee to continue to respond to the current needs of beginning teachers throughout the province.

PD facilitators participated in the Professional Development Course and the Professional Development Area Conferences (see Professional Development, Field Service, page 62), which were held virtually. At their monthly meetings, PD facilitators provided updates on their regional professional development activities and explored new Association resources, publications and events for their regional newsletters.

## Indigenous Education Professional Development Facilitators

A subgroup of the professional development (PD) facilitator corps, the Indigenous education PD facilitator corps has been active since 2019 09 01. Members continue to identify the Indigenous-focused competencies and indicators within the Teaching Quality Standard and Leadership Quality Standard as areas in which they require professional development and support. Indigenous education PD facilitators facilitate Indigenous education workshops and provide support for teachers and school leaders to contextualize the content based on the local area. In addition, the Indigenous education PD facilitators are available to assist in developing and maintaining relationships with First Nations, Métis and Inuit Elders, Knowledge Keepers and Cultural Advisors.

In 2021, 96 Indigenous education workshops were facilitated by 17 Indigenous education PD facilitators through online platforms, with a total of 3,891 participants attending. The most requested Indigenous education workshops were Finding Our Way in Indigenous Education—Connecting Hearts and Minds,  $\text{C}\sqrt{\Delta}^2$  tapwewin: Dismantling Anti-Indigenous Racism, Our Shared History, Our Shared Future—A Brief Introduction to Treaties, Indigenous Content in the Teaching Quality Standard—Moving from Inspiring to Requiring, and Indigenous Education Resources—Where Do I Start?

Further, Indigenous education PD facilitators contributed to the development of a new resource entitled *Truth and Reconciliation Books for the Classroom* to deepen awareness of Indigenous texts from kindergarten to Grade 12.

Indigenous education PD facilitators attended the Professional Development Area Conferences (see Professional Development, Field Service, page 62), Summer Conference (see Summer Conference, page 21) and Indigenous education PD facilitator meetings, all of which were held virtually.

## Association Instructors and Association Administrator Instructors

### Association Instructors

Association instructors—48 teachers and school administrators—deliver Association workshops at schools, locals, conventions and conferences. Seven members of the corps offer workshops in French.

Association  
Instructors  
presented  
»» 194  
workshops to  
7,793 participants.

Over the course of the year, two new workshops were developed: Generational Diversity in the Workplace, and Care and Connect: Social Emotional Tools Learning and Practices to Support Students and Adults. Further, the Here Comes Everyone workshop was revised and renamed Culturally Diverse Teaching. Two workshops, Mental Health 101 and Making the Most of a Teaching life—How to Be Well and Stay Well, were translated into French.

In 2021, Association instructors presented 194 workshops to 7,793 participants at schools, local professional development days, teachers' conventions and specialist council events.

### Association Administrator Instructors

Association administrator instructor—11 school administrators—deliver Association workshops at schools, local professional development days, teachers' conventions and specialist council events and to groups of administrators. In 2021, Association administrator instructors delivered 50 workshops to 1,796 participants.

In November 2021, Association instructors and Association administrator instructors met virtually as a group and were trained in facilitating workshops, planning and preparing workshops for delivery, and delivering newly developed workshops.

Instructors facilitated workshops to support teachers in meeting the Teaching Quality Standard competencies, with workshops promoted through the Association's website and social media.

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### Agile Schools Network

The Association's Agile Schools Network is a collaborative initiative that seeks to improve the quality and equity of Alberta's education system and increase teachers' and school leaders' ability to create a learning environment where all students can demonstrate their skills at a level that reflects their potential. The initiative provides a network of teacher-led hubs to foster innovation, professional capacity and collegial practices. The program offers a teacher-driven change process that incorporates classroom teachers, school leaders and district-level leaders working together collaboratively.

In 2021, the Association's Agile Schools Network completed its fifth full year of implementation. In spring 2021, 144 Alberta teachers participated in a three-month in depth learning experience where they learned to

- embrace and model agile mindsets during complex educational change work,
- apply agile leadership frameworks and skills within their own roles,
- refine their improvement priorities and plans, and clarify their precise intended pathways for impact,
- develop a clear process for leading an iterative improvement journey that can adjust for the human dynamics of change in schools,
- adopt and embed the plans, routines and norms of highly effective responsive teams,
- harness formative evaluation to monitor the progress, successes, failures and road-blocks in the improvement journey as it unfolds, and
- continuously refine and sharpen their strategies and plans for improvement based on their own "learning by doing" within their own context.

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### Online Professional Development

The Association expanded its reach in online professional development (PD) to include a YouTube channel, Twitter account and Facebook account focused on PD. In 2021, the ATAPD YouTube channel had 7,404 views and 338 subscribers, the Twitter account

had more than 274,000 Tweet impressions and 1,037 followers, and the Facebook page reached more than 53,000 people, with 2,300 page likes and 2,541 followers.

The Association also offered numerous live online workshops and presentations to members (see Professional Development, Field Service, page 62).

## Special Projects

### Reflection on My Professional Practice Tool

The Association continued to offer to members a digital resource for developing annual professional growth plans. The comprehensive digital, interactive Reflection on My Professional Practice tool is available to assist teachers and school leaders in reflecting on the competencies associated with the Teaching Quality Standard (English and French) and/or the Leadership Quality Standard. This interactive tool allows certificated staff to reflect on their practice and respond to a questionnaire. Personal results of the self-reflection appear in bar graph summary format, providing a profile of strengths and considerations for growth plan goals. The self-reflection tool also includes suggested resources to support implementation of the competency indicators.

### Field Service

Demand for professional development (PD) workshops and presentations provided by staff remained high in 2021. Statistics on the workshops and presentations provided by staff are shown in Table 13. Workshops were also delivered by Association instructors and Association administrator instructors (see page 60).

Throughout 2021, the PD program delivery was online due to restrictions connected to the pandemic. Two hundred eighty-six webinars were offered to 28,084 members. In addition, the Association continued to develop online web based service for professional growth planning and continued to use the Communities PD collaborative website, which is primarily intended to support PD leaders involved in locals, specialist councils and teachers' convention associations. The website also aims to deliver materials and information to members of the Association's two instructor corps.

The Association held two Professional Development Area Conferences (PDAC) in 2021. The PDACs each included a keynote speaker, provincial update, regional meetings and breakout sessions. The virtual spring PDAC was held jointly with the Diversity, Equity, and Human Rights (DEHR) Conference in April (see Diversity, Equity and Human Rights, page 52) and hosted 215 attendees from across the province. Given the success of the collaboration, these events will continue to be held jointly on occasion. The virtual fall PDAC, held in November, hosted 137 attendees from across the province. Delegates to the PDACs included local PD chairs, local presidents, convention association presidents and program chairs, specialist council presidents, PD facilitators, Indigenous education PD facilitators, and members of Provincial Executive Council. The spring PDAC/DEHR Conference also included DEHR Committee members and members of local DEHR committees.

**Table 13. Field Service Delivered by Professional Development Staff**

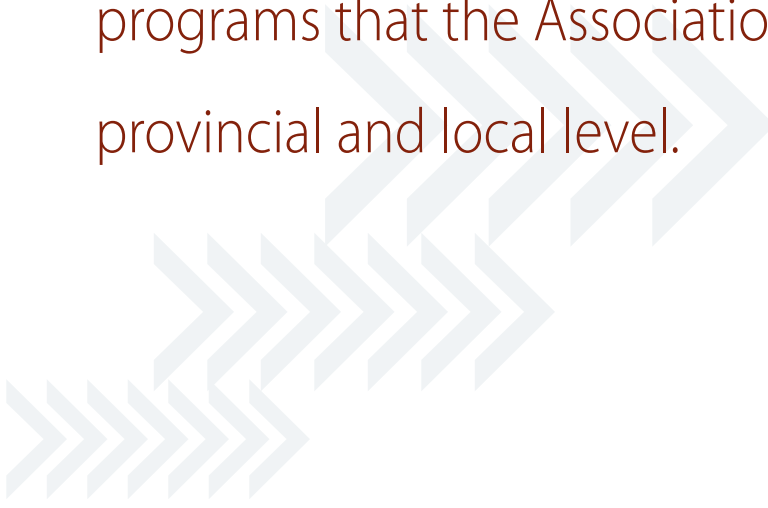
	2019	2020	2021
Workshops and presentations	264	349	286
Participants	17,910	20,873	28,084

More than  
 »» 286  
 webinars  
 were offered to  
 28,084 members.



# OPERATIONS

Operations encompasses Finance, Document Production, Human Resources, Central Records and Archives, Building, and Information Technology Services, all of which support and enable the programs that the Association carries out on a provincial and local level.



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## Human Resources

Human Resources (HR) supports the Association's service to members by providing specialized knowledge and consultation to leadership and staff in support of a high-performance workforce. This includes developing programs and policies that engage, develop, assess and align workforce strategies in support of the Association's mission and objectives. Traditional supports include maintaining appropriate staffing levels, handling matters related to employee and labour relations, ensuring health and safety compliance, facilitating and coordinating staff training and development, and assisting the coordination of the organization's administrative functions. In 2021, HR staff also worked with locals to manage staffing matters and policy development.

Key initiatives undertaken in 2021 included the following:

- In collaboration with the Association's re-entry advisory team and senior leadership, continuing to support and administer the Association's pandemic response, including developing, implementing and administering a vaccine policy for all staff and visitors entering Association worksites
- Developing and implementing a diversity program to promote equality and inclusion awareness within the workplace
- In consultation with the Engagement Committee, administering periodic pulse surveys to monitor, respond and carry out activities and initiatives in support of staff engagement and well-being
- In collaboration with Norquest College, managing the implementation of the Association's first leadership development program in support of staff learning and career development

At year-end, the Association had 151 employees, encompassed in the following staff groups: 38 executive staff, 46 professional staff and 67 support staff.

In 2021, 15 recruitment competitions were conducted. Other changes included five promotions and eight retirements.

Taking into account leaves, on average, executive staff officers worked 206 days and travelled 1,409 kms in 2021.

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## Document Production and Distribution

Document Production (DP) is a diverse department, specializing in editing, design, photography, digital printing, distribution, stationery and mailing. DP staff work in partnership with Association staff across program areas, specialist councils and locals to create, develop and distribute professional communication solutions.

Throughout 2021, editorial and graphic design work focused on specialist council newsletters and journals, research monographs, the *ATA News* and the *ATA Magazine*. Other work undertaken in 2021 comprised the editing, creative design and development of internal and external publications, banners, brochures, postcards and communications to support the activities of the Association, including the Taking Flight Field Experiences web resource. In particular, DP staff provided editorial, graphic design, printing and/or distribution services for the Walking Together: Education for Reconciliation Professional Learning Project; Common Threads for Inclusive Education; public relations campaigns; research initiatives; Diversity, Equity and Human Rights programming; World Teachers' Day; Substitute Teachers' Appreciation Week; Education Week; and Stand for Education.

The distribution of school mailings resumed in 2021. All items included in school mailings are also posted to the local collaboration website and school representative collaboration website. Items distributed through nine scheduled school mailings



included promotional materials for specialist council activities; information for Beginning Teachers' Conferences; Walking Together resources; issues of *The Learning Team*; *Leadership Update*; information from Ever Active Schools; PRECIS; materials related to Education Week, Hats On! for Mental Health Day, I Love Public Education, Substitute Teachers' Appreciation Week, Safe Spaces, Pride and Pronoun, and Stand for Education campaigns; Association library bookmarks; materials advertising the Leadership Speaker Series, School Leader Professional Development Opportunities and Educator Exchange Programs.

## Publications

The Association produces many types of documents, ranging from monographs to brochures to workshop materials. New substantial publications produced in 2021, or those which were considerably revised, are captured in the list below.

### ATA Membership and Services

*Members Handbook 2021; Healthy Interactions: Resolving Interpersonal Conflict; The Advantage of Having the Alberta Teachers Association as your Bargaining Agent; Membership Matters.*

### Professional Development

*Professional Development Program and Services Guide; Common Threads for Inclusive Education Professional Growth Resources No 2; Common Threads for Inclusive Education – High Ability and Gifted Students No 8; Common Threads for Inclusive Education – Immigrant and Refugees No 9; Walking Together Stepping Stones No 17, Assimilation : concepts et politique*

### Benefits and Working Conditions

*Everything You Need to Know about Maternity Leave*

### School Leaders

*Alternatives to Suspension in Welcoming, Caring, Respectful and Safe Learning Environments Resource*

### Research

*Compassion Fatigue, Emotional Labour and Educator Burnout: Executive Summary; Benefits of International Teacher and Student Exchanges for Participant Outcomes, School Communities and K–12 Education Systems—A Review of the Literature; Walking Together: Education for Reconciliation; Professional Curriculum Analysis and Critique of Alberta Education's 2021 Draft K–6 Curriculum; Substitute Teaching in Alberta: Voices from the Field; Inclusive Education in Alberta Classrooms and Schools: Getting it Right; Compassion Fatigue, Emotional Labour and Educator Burnout: Research Study Phase 2 Report: Analysis of the Interview Data*

### French Publications

*Guide du Programme d'échanges en éducation : échanges de courte durée; Livret et formulaire de demande du programme de subventions du comité Diversité, équité et droits de la personne; Feuillet d'information du Programme d'échanges en éducation : échanges virtuels; Fils conducteurs en éducation inclusive—Collaboration avec les parents no 3; Fils conducteurs en éducation inclusive—Troubles du spectre de l'autisme no 9; Fils conducteurs en éducation inclusive—Santé émotionnelle et mentale no 5; Fils conducteurs en éducation inclusive—Élèves à haut potentiel et doués no 8; Fils conducteurs en éducation inclusive—Évaluation des élèves dans une classe inclusive no 4; Fils conducteurs en éducation inclusive—Comprendre les comportements difficiles no 6; Trousse des représentants d'école 2021-2022 (mise à jour) (updated twice in 2021); Livret Pierres d'assise no 17—Assimilation : concepts et politiques; Livret Pierres d'assise no 7—Protocole relatif aux Aînés (mise à jour); Livret Pierres d'assise no 5—Réinstallation forcée des peuples autochtones au Canada; Livret Pierres d'assise no 11—Ressources pour l'éducation autochtone (mise à jour); Politiques administratives et éducatives de l'ATA; Atelier Profiter au maximum de sa vie d'enseignant : comment atteindre un bien-être durable; Atelier Perfectionnement, supervision et évaluation des enseignants; Atelier Santé mentale 101; Petit guide L'adhésion est importante; Petit guide Enseignants et conseillers scolaires en éducation - Collaborer pour l'éducation publique; Livret Services en français de l'ATA*



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## Information Technology Services

The Association's Information Technology Services (ITS) saw significant growth and transformation in 2021, with new leadership, new service- and user-experience focused perspectives, and the implementation of new, modern technologies that will support current and future technology needs of the organization.

At the core of the Association's technology transformation was the decision to move to the cloud. In 2021, the Association adopted Microsoft 365 (M365), which will help resolve security and compliance issues that many modern organizations face while providing important foundational infrastructure to drive digital collaboration and engagement. E-mail is now hosted by Microsoft in Canadian data centres; online files can be accessed with OneDrive, allowing the Association to securely share documents internally, with external stakeholders and with members; and Microsoft Teams provides the foundation for file collaboration, video conferencing and communications. Combined, these new collaboration tools will improve the Association's ability to interface and support our members. ITS also upgraded the Association's overall security requirements by implementing Multi-Factor Authentication—an important security measure to better protect organizational and members' information and privacy.

In 2021, the Association's provincial website served more than one million visitors. To improve the experience of visitors and members alike, a digital refresh project was initiated to update the Association's web presence. This initiative seeks to modernize the website and better integrate the Association's service offerings and advocacy work. Membership was engaged to identify shortcomings and areas of focus for a future development phase. The data collected identified numerous areas of improvement to ensure a more effective and engaging digital experience for our membership. A digital refresh strategy and roadmap were developed with the goal of having a refreshed provincial site in 2022.

In 2021, the  
Association's  
provincial website  
served more than  
 one million  
visitors.

Throughout the year, ITS collaborated with program areas to understand business needs and provide solutions that support our membership, including the following:

- A new streamlined workflow for Teacher Qualifications Services (TQS) was developed, eliminating the need for paper letters and enabling more efficient applications processing
- An enhanced online payment functionality that allows members to pay their fees for specialist council membership, TQS applications and leaves online
- A new student member management process that expands outreach and allows members to self-select to attend student conferences
- Workflow improvements for the *ATA News* and *ATA Magazine* that introduced new efficiencies, where collaboration and coordination are greatly improved with internal and external stakeholders
- Data reliability improvements with the modernization of member data uploads from the Alberta Teachers' Retirement Fund

In addition, in 2021 ITS supported five online votes, including the general Provincial Executive Council election, and modernized its Help Desk into a true Service Desk.

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## Records Management

During the calendar year 2021, Records Management continued all services to staff and members despite the closure of Barnett House during COVID-19. Life cycle management of records continued; however, secure onsite shredding was suspended. Records eligible for destruction were held in the secure records warehouse at Barnett House. Training presentations were made to Association subgroup executives at the online meetings and events.

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## Archives

The archives completed 332 new accessions in both print and electronic format. A new archives descriptive database was developed and implemented based on RAD (Rules of Archival Descriptions) for use in identifying and retrieving records requested by staff and members. These accessions represent records of permanent value to the Association, including corporate records. Historical research services were provided to Association staff and subgroups. Archives staff corresponded and cooperated with other archival institutions. Further, digitization of archival materials continued.

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## Regulation Compliance/Privacy and Canada's Anti-Spam Legislation

In 2021, the Association continued to provide training to all incoming staff respecting compliance with the *Personal Information Protection Act* (PIPA). The Association received and processed requests for access under the act. Training sessions were provided to Association staff and subgroup executives regarding the collection, use, and disclosure of personal information at various Association virtual events and meetings. The Association also represented members in matters before the Office of the Information and Privacy Commission with respect to PIPA and the *Freedom of Information and Protection of Privacy Act* (FOIP). In 2021, the Association continued to provide training to members respecting Canada's anti-spam legislation, and developed training materials and planned additional sessions to be delivered in 2022.

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## Buildings

Major repairs and upgrades to Barnett House undertaken in 2021 include the following: replaced the main sewer line under the cafeteria, replaced the sign on building rooftop, replaced worn carpet in a meeting room and hall, replaced the remaining sump pump in the boiler room, purchased and installed a public address system to assist in emergency notification, and repaired the staff entrance concrete and floor in the dish room. In addition, a Capital Reserve Report was completed on the building and grounds to help inform future planning.

The Association continued to lease space at Barnett House to the Alberta Teachers' Retirement Fund (ATRF), the Alberta Colleges and Institutions Faculties Association, the Alberta Assessment Consortium, the Alberta School Councils' Association, Edmonton Public Teachers Local No 37 and Edmonton Catholic Teachers Local No 54. In 2021, the ATRF completed renovations to its space.

At year-end, food services and event rentals had not recommenced due to COVID-19 restrictions.

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## Funds and Expenditures

In 2021, \$82,148 was charged to the Special Emergency Fund (SEF). Investment earnings from the fund totalled \$1,537,002 (not inclusive of unrealized gains or loss), with a budget allocation of \$333,300 approved for the year. In addition, on the authority of Provincial Executive Council, \$1,000,000 was redirected back into the SEF. The market value of the SEF at 2021 08 31 was \$31,159,925 (2020—\$25,845,031).

The Capital Fund was established to fund the costs of furniture, equipment and major renovations. As budgeted, \$850,000 was allocated to the fund, plus investment earnings of \$97,864 (not inclusive of unrealized gains or loss). During the year, the fund was charged \$168,468 to reflect annual furniture and fixtures purchases. The market value of the fund at 2021 08 31 was \$2,093,071 (2020—\$1,825,246).

The Southern Alberta Regional Office (SARO) Lease Fund was created to provide investment income to offset the costs of leasing space for the Association's Calgary office. Income from the fund in excess of the leasing costs is available for general operations. If the investment income is not sufficient to cover the leasing costs, the difference is paid from general revenues. The market value of the fund at 2021 08 31 was \$3,132,726 (2020—\$2,719,363).



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# FINANCIAL STATEMENTS

Year ended August 31, 2021







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Suite 900, 103 Street Centre  
10130 103 Street NW  
Edmonton AB T5J 3N9 Canada

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## Independent Auditor's Report

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### To the Members of The Alberta Teachers' Association

#### *Opinion*

We have audited the financial statements of The Alberta Teachers' Association (the "Association"), which comprise the statement of financial position as at August 31, 2021, and the statements of operations, changes in members' equity and cash flow for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Association as at August 31, 2021, and its results of operations and its cash flow for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

#### *Basis for Opinion*

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Association in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### *Responsibilities of Management and Those Charged with Governance for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Association or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Association's financial reporting process.

#### *Auditor's Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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## Independent Auditor's Report (continued)

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As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

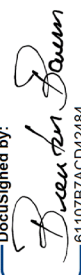
**BDO Canada LLP**  
Chartered Professional Accountants

Edmonton, Alberta  
November 10, 2021

**THE ALBERTA TEACHERS' ASSOCIATION**  
**Statement of Financial Position**  
Year ended August 31, 2021

	<u>Special Emergency</u>	<u>Capital</u>	<u>SARO Lease</u>	<u>Property and Equipment</u>	<u>Unappropriated</u>	<u>TOTAL</u>
<b>ASSETS</b>						
<b>CURRENT</b>						
Cash and Cash Equivalents	\$ -	\$ -	\$ -	\$ -	\$ 11,855,845	\$ 11,855,845
Fees Receivable	-	-	-	-	2,266,962	2,266,962
Other Receivables	-	-	-	-	236,447	236,447
Prepaid Expenses	-	-	-	-	645,772	645,772
Due from (to) Other Funds	(11,065,095)	3,524,214	(988,495)	-	8,529,376	-
	(11,065,095)	3,524,214	(988,495)	-	23,534,402	15,005,026
ACCRUED PENSION ASSET (Note 9)	-	-	-	-	15,952,000	15,952,000
INVESTMENTS (Note 3)	31,159,925	2,093,071	3,132,726	-	-	36,385,722
PROPERTY AND EQUIPMENT (Note 4)	-	-	-	33,666,585	-	33,666,585
	\$ 20,094,830	\$ 5,617,285	\$ 2,144,231	\$ 33,666,585	\$ 39,486,402	\$ 101,009,333
						\$ 80,010,514
<b>LIABILITIES</b>						
<b>CURRENT</b>						
Accounts Payable and Accrued Liabilities	\$ -	\$ -	\$ -	\$ -	\$ 3,131,013	\$ 3,131,013
Fees Payable to Locals	-	-	-	-	2,561,179	2,561,179
Current Portion Capital Lease Obligations (Note 5)	-	-	-	149,522	-	149,522
Current Portion Mortgages Payable (Note 6)	-	-	-	1,514,952	-	1,514,952
Deferred Grant Revenue	-	-	-	-	190,848	190,848
	-	-	-	1,664,474	5,883,040	7,547,514
POST RETIREMENT BENEFITS (Note 9)	-	-	-	-	7,782,000	7,782,000
MORTGAGES PAYABLE (Note 6)	-	-	-	14,603,550	-	14,603,550
CAPITAL LEASE OBLIGATIONS (Note 5)	-	-	-	569,212	-	569,212
	-	-	-	16,837,236	13,665,040	30,502,276
						30,875,808
COMMITMENTS (Note 7)						
CONTINGENCIES (Note 8)						
<b>MEMBERS' EQUITY</b>						
Appropriated	20,094,830	5,617,285	2,144,231	16,829,349	-	44,685,695
Unappropriated	-	-	-	-	25,821,362	25,821,362
	20,094,830	5,617,285	2,144,231	16,829,349	25,821,362	70,507,057
	\$ 20,094,830	\$ 5,617,285	\$ 2,144,231	\$ 33,666,585	\$ 39,486,402	\$ 101,009,333
						\$ 80,010,514

are an integral part of these financial statements.

DocuSigned by:  
  
61107B7ACD42484..., Director

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**THE ALBERTA TEACHERS' ASSOCIATION**  
**Statement of Operations**  
**Year ended August 31, 2021**

	Special Emergency		Capital		SARO Lease		Property and Equipment		Unappropriated		TOTAL	
	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020
<b>REVENUE</b>												
ATA Membership Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 41,980,437	\$ 39,387,313	\$ 41,980,437	\$ 39,387,313
Advertising	-	-	-	-	-	-	-	-	123,035	137,326	123,035	137,326
TQS Evaluations	-	-	-	-	-	-	-	-	366,765	263,086	366,765	263,086
Registration Fees	-	-	-	-	-	-	-	-	52,200	91,302	52,200	91,302
Rentals	-	-	-	-	-	-	-	-	1,186,358	1,329,441	1,186,358	1,329,441
Printing	-	-	-	-	-	-	-	-	42,823	37,856	42,823	37,856
Publications	-	-	-	-	-	-	-	-	4,183	9,441	4,183	9,441
Food Services	-	-	-	-	-	-	-	-	17,819	542,049	17,819	542,049
Public Education Action Sales	-	-	-	-	-	-	-	-	16,837	28,487	16,837	28,487
Gain on Disposal of Equipment	-	-	-	-	-	-	3,800	7,090	-	-	3,800	7,090
Grants	-	-	-	-	-	-	-	-	162,462	359,043	162,462	359,043
Miscellaneous	-	-	180,000	180,000	-	-	-	-	86,738	70,949	266,738	250,949
Realized Investment Earnings	1,537,002	2,579,654	97,864	164,795	165,637	277,886	-	-	53,669	63,218	1,854,172	3,085,553
Unrealized Gain (Loss) on Investments	2,324,402	(1,175,195)	161,121	(95,309)	235,408	(133,773)	-	-	-	-	2,720,931	(1,404,277)
<b>TOTAL REVENUE</b>	<b>3,861,404</b>	<b>1,404,459</b>	<b>438,985</b>	<b>249,486</b>	<b>401,045</b>	<b>144,113</b>	<b>3,800</b>	<b>7,090</b>	<b>44,087,326</b>	<b>42,319,511</b>	<b>48,792,560</b>	<b>44,124,659</b>
<b>EXPENDITURES - Schedule 1</b>												
Government	-	-	-	-	-	-	-	-	6,830,621	7,557,936	6,830,621	7,557,936
Member Services	-	-	-	-	-	-	-	-	5,904,264	4,896,626	5,904,264	4,896,626
Professional Development	-	-	-	-	-	-	-	-	3,800,765	4,453,084	3,800,765	4,453,084
Teacher Welfare	-	-	-	-	-	-	-	-	3,052,627	3,105,507	3,052,627	3,105,507
Building	-	-	-	-	-	-	-	-	2,735,577	2,996,974	2,735,577	2,996,974
Operations	-	-	-	-	-	-	-	-	5,836,994	6,041,109	5,836,994	6,041,109
Food Services	-	-	-	-	-	-	-	-	110,546	690,955	110,546	690,955
Information and Technology	-	-	-	-	-	-	-	-	2,099,417	2,292,111	2,099,417	2,292,111
Non-departmental	-	-	-	-	-	-	-	-	3,608,686	3,791,962	3,608,686	3,791,962
Other (Non-schedule)	82,148	82,618	-	-	-	-	2,072,201	3,488,676	3,447,363	3,700,370	3,529,511	3,782,988
<b>TOTAL EXPENDITURES</b>	<b>82,148</b>	<b>82,618</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,072,201</b>	<b>3,488,676</b>	<b>37,426,860</b>	<b>39,526,634</b>	<b>39,581,209</b>	<b>43,097,928</b>
<b>Excess (Deficiency) of Revenue Over Expenditures</b>	<b>\$ 3,779,256</b>	<b>\$ 1,321,841</b>	<b>\$ 438,985</b>	<b>\$ 249,486</b>	<b>\$ 401,045</b>	<b>\$ 144,113</b>	<b>\$ (2,068,401)</b>	<b>\$ (3,481,586)</b>	<b>\$ 6,660,466</b>	<b>\$ 2,792,877</b>	<b>\$ 9,211,351</b>	<b>\$ 1,026,731</b>

The accompanying notes and schedules are an integral part of these financial statements.

**THE ALBERTA TEACHERS' ASSOCIATION**  
**Statement of Changes in Members' Equity**  
Year ended August 31, 2021

	Special Emergency		Capital		SARO Lease		Property and Equipment		Unappropriated		TOTAL	
	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020
MEMBERS' EQUITY, BEGINNING OF YEAR	\$ 17,519,576	\$ 18,777,389	\$ 4,325,608	\$ 3,155,979	\$ 1,785,645	\$ 1,694,169	\$ 16,769,147	\$ 16,886,024	\$ 8,734,730	\$ 3,513,412	\$ 49,134,706	\$ 44,026,975
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	3,779,256	1,321,841	438,985	249,486	401,045	144,113	(2,068,401)	(3,481,586)	6,660,466	2,792,877	9,211,351	1,026,731
INTERFUND TRANSFERS (NOTE 10)	(1,204,002)	(2,579,654)	852,692	920,143	(42,459)	(52,637)	2,128,603	3,364,709	(1,734,834)	(1,652,559)	-	-
PENSION REMEASUREMENTS AND OTHER ITEMS (NOTE 9)	-	-	-	-	-	-	-	-	12,161,000	4,081,000	12,161,000	4,081,000
MEMBERS' EQUITY, END OF YEAR	\$ 20,094,830	\$ 17,519,576	\$ 5,617,285	\$ 4,325,608	\$ 2,144,231	\$ 1,785,645	\$ 16,829,349	\$ 16,769,147	\$ 25,821,362	\$ 8,734,730	\$ 70,507,057	\$ 49,134,706

The accompanying notes and schedules are an integral part of these financial statements.



**THE ALBERTA TEACHERS' ASSOCIATION**  
**Statement of Cash Flow**  
**Year ended August 31, 2021**

	Special Emergency	Capital	SARO Lease	Property and Equipment	Unappropriated	2021	2020
Net Inflow (Outflow) of Cash Related to the Following Activities							
<b>OPERATING</b>							
Excess (Deficiency) of Revenue Over Expenditures	\$ 3,779,256	\$ 438,985	\$ 401,045	\$ (2,068,401)	\$ 6,660,466	\$ 9,211,351	\$ 1,026,731
Items Not Affecting Cash							
Depreciation	-	-	-	2,072,201	-	2,072,201	3,488,676
Unrealized (Gain) Loss on Investments	(2,324,402)	(161,121)	(235,408)	-	-	(2,720,931)	1,404,277
Gain on Disposal of Equipment	-	-	-	(3,800)	-	(3,800)	(7,090)
Net Change in Employee Future Benefits	-	-	-	-	1,600,000	1,600,000	1,346,001
Interfund Transfer	1,535,638	(171,159)	12,317	2,128,604	(3,505,400)	-	-
	2,990,492	106,705	177,954	2,128,604	4,755,066	10,158,821	7,258,595
<b>Changes in Non-Cash Operating Working Capital Items</b>							
Fees Receivable	-	-	-	-	(617,795)	(617,795)	630,520
Other Receivables	-	-	-	-	119,120	119,120	83,557
Prepaid Expenses	-	-	-	-	40,985	40,985	(179,531)
Accounts Payable and Accrued Liabilities	-	-	-	-	645,042	645,042	(618,203)
Fees Payable to Locals	-	-	-	-	(23,247)	(23,247)	330,087
Deferred Grant Revenue	-	-	-	-	(162,463)	(162,463)	(209,043)
	2,990,492	106,705	177,954	2,128,604	4,756,708	10,160,463	7,295,982
<b>INVESTING</b>							
Additions to Property and Equipment	-	-	-	(513,947)	-	(513,947)	(1,845,661)
Proceeds on Disposal of Equipment	-	-	-	32,459	-	32,459	151,406
Proceeds on Sale of Investments	-	-	-	-	-	-	5,000,000
Purchase of Investments, net	(2,990,492)	(106,705)	(177,954)	-	-	(3,275,151)	(3,054,449)
	(2,990,492)	(106,705)	(177,954)	(481,488)	-	(3,756,639)	251,296
<b>FINANCING</b>							
Mortgage Payments	-	-	-	(1,514,955)	-	(1,514,955)	(1,514,949)
Capital Lease Payments	-	-	-	(132,161)	-	(132,161)	(155,505)
	-	-	-	(1,647,116)	-	(1,647,116)	(1,670,454)
<b>NET CASH INFLOW</b>	-	-	-	-	4,756,708	4,756,708	5,876,824
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	-	-	-	-	7,099,137	7,099,137	1,222,313
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 11,855,845</b>	<b>\$ 11,855,845</b>	<b>\$ 7,099,137</b>

The accompanying notes and schedules are an integral part of these financial statements.

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2021

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### 1. BACKGROUND

The Alberta Teachers' Association (the "Association"), as the professional organization of teachers, promotes and advances public education, safeguards standards of professional practice and serves as the advocate for its members. It is incorporated under the Teaching Profession Act of the Province of Alberta. The Association is exempt from income tax in accordance with Section 149(1) of the Canadian Income Tax Act.

### 2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES

These financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations using the restricted fund method of accounting for contributions and reflect the following accounting policies:

#### *Controlled entities*

The Association controls 86 entities that have been established to provide a front line service resource to members and professional development opportunities for members. These entities were established through by-laws and motions of the Association and are administered by volunteer executive committees elected by the membership of the particular entity. These entities have no legal status and are not taxable under the Income Tax Act. The Association has chosen not to exercise direct financial control over these entities; however, if any of these entities were to cease operations, the assets and liabilities would be assigned to the Association.

The fiscal years of these entities do not necessarily coincide with the Association's fiscal year. The more significant entities follow substantially the accounting policies of the Association; however, others have established accounting policies that were determined to be more appropriate for their circumstances. Due to the large number of entities involved and the relative immaterial size of each entity, the accounts of the controlled entities have not been consolidated with those of the Association and certain disclosures have not been made.

#### *Fund accounting*

The Association's accounts are maintained in accordance with principles of restricted fund accounting for contributions. The accounts have been segregated into the following funds or appropriations to reflect the purposes for which funds are designated.

#### *a) Special emergency*

This appropriation is maintained by budget allocations approved by the Annual Representative Assembly and reduced by emergent expenditures that are approved by the Provincial Executive Council or the Annual Representative Assembly. The source of Provincial Executive Council's authority to expend funds from this fund derives from the Teaching Profession Act Section 11(1) and By-laws 33 and 81(1) and (2).

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2021

---

### 2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

#### *b) Capital*

This appropriation is maintained to provide for future building or significant renovation costs. Allocations to and from this appropriation are determined by the Provincial Executive Council or the Annual Representative Assembly.

#### *c) SARO lease*

This appropriation is maintained to provide income to offset costs for leasing space for the Calgary office. Any excess or shortfall in earnings is credited or charged to general operations.

#### *d) Property and equipment*

This appropriation represents the investment in property and equipment.

#### *e) Unappropriated*

The unappropriated is maintained to provide for unrestricted contributions for which no restricted fund exists.

#### *Cash and cash equivalents*

The Association considers cash and all highly liquid investments with original terms to maturity of less than three months to be cash equivalents. Included in the ending cash balance is \$190,848 (2020 - \$353,311) of restricted cash related to grant funding.

#### *Financial instruments*

The Association initially measures its financial assets and financial liabilities at fair value when the Association becomes a party to the contractual provisions of the financial instrument. The Association subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments and derivatives. Investments are measured at fair value with changes recognized in the statement of operations.

The Association measures derivative contracts at fair value. Changes in fair value and relevant revenue and expenditures are recognized in the statement of operations.

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2021

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### 2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

#### *Property and equipment*

Property and equipment are stated at cost. Buildings, building improvements, equipment, tenant inducements and automobiles are depreciated using the rates described in Note 4. When a property and equipment asset no longer has any long-term service potential to the Association, the excess of its net carrying amount over any remaining book value is recognized as an expenditure in the statement of operations. Any write-down will not be subsequently reversed.

Depreciation of property and equipment will begin in the year following acquisition except for depreciation of automobiles which is recorded in the year of acquisition and on a straight-line basis using the applicable rates described in Note 4.

#### *Equipment under capital lease*

Equipment under lease, whereby substantially all the benefits and risks of ownership rest with the Association, is accounted for as a capital lease. This equipment is depreciated on the straight-line basis over the term of the lease.

#### *Employee benefit plans*

The Association has established and maintains two defined benefit plans. The defined benefit obligation is determined using an actuarial valuation prepared for accounting purposes. The total cost of the defined benefit plans for the period is comprised of the current service costs, finance costs, and remeasurements and other items. The current service costs and finance costs are charged to operations for the period, while remeasurements and other items are charged directly to members' equity as they occur.

##### *a) Pension plan*

The Association has established and maintains a defined benefit pension plan for eligible employees classified as professional or support staff. This plan provides for a pension benefit based on service and a percentage of the member's highest five-year average earnings and the average year's maximum pensionable earnings. Pension fund assets are measured at fair value at the statement of financial position date. Pensions accrued for services prior to January 1, 1997 have been indexed at 70% of the Consumer Price Index. Effective January 1, 2010, pensions have been indexed at a rate of 60%. Pensions falling in between these periods may be increased on an ad hoc basis.

An independent corporate trustee holds the assets of the plan. Expected return on plan assets is based on the market value of the assets as at August 31 as reported by the independent corporate trustee. The most recent actuarial valuation for funding purposes was performed as at December 31, 2019, and extrapolated to August 31, 2021 for accounting purposes. The next actuarial valuation for funding purposes must be effective no later than December 31, 2022 and will be completed for filing prior to the December 31, 2023 due date.

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2021

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### 2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

#### *b) Other benefit plans*

The Association also sponsors other defined benefit plans for eligible employees classified as executive, professional or support staff. These plans provide health care, life insurance and other post-employment benefits.

Other benefit plans are not funded. The most recent actuarial valuation for accounting purposes was performed as at August 31, 2021.

#### *Revenue recognition*

The Association follows the restricted fund method of revenue recognition related to contributions. Membership fees and charges for goods or services are recognized as revenue in the year received or receivable and allocated to appropriations on the basis approved by the Annual Representative Assembly. Investment earnings consist of dividends, interest income and realized gain (loss), net of related expenditures. Unrealized gain (loss) on investments consists of changes in fair value of the investments. Investment earnings and unrealized gain (loss) on investments are allocated to appropriations based on the investments held in each appropriation.

#### *Grants*

The Association records government grant revenue and expenditures on a gross basis and, at year-end, any unused grant funds are classified as deferred grant revenue in the statement of financial position. Grant expenditures are recorded in non-departmental expenditures in the statement of operations.

#### *Use of estimates*

Of necessity, management must make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and revenue and expenditures during the year. Key areas of estimation where management has made subjective judgments, often as a result of matters that are inherently uncertain, include those relating to accrued pension asset, useful life of property and equipment and corresponding depreciation rates, fair value of financial instruments, and post-retirement benefits.



# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2021

### 3. INVESTMENTS

	2021		2020	
	Fair Value	Cost	Fair Value	Cost
Allocated to:				
Special emergency	\$ 31,159,925	\$29,356,227	\$ 25,845,031	\$ 26,351,087
Capital	2,093,071	1,990,736	1,825,246	1,872,791
SARO lease	3,132,726	2,973,740	2,719,363	2,795,358
	<b>\$ 36,385,722</b>	<b>\$34,320,703</b>	<b>\$ 30,389,640</b>	<b>\$ 31,019,236</b>

The investments are held in the Franklin Templeton Institutional Balanced Fund and the Franklin Global Real Assets Fund, with asset mix as follows:

	2021	2020
Cash	2.0%	3.5%
Fixed Income	31.2%	34.2%
Canadian Equities	26.5%	22.9%
US Equities	20.5%	20.5%
International Equities	14.8%	13.9%
Emerging Market Equities	5.0%	5.0%
	<b>100.0%</b>	<b>100.0%</b>

### 4. PROPERTY AND EQUIPMENT

	Rates	2021		2020	
		Cost	Accumulated Depreciation	Net Book Value	Net Book Value
Buildings	2%	\$ 38,192,061	\$ 8,805,301	\$ 29,386,760	\$ 30,150,602
Building improvements	10%	19,156,193	19,156,193	-	-
Equipment	10%-33%	6,264,380	5,008,067	1,256,313	1,713,545
Tenant inducements	lease-term	1,661,219	387,406	1,273,813	1,470,877
Automobiles	20%	1,877,494	1,004,458	873,036	909,650
		<b>67,151,347</b>	<b>34,361,425</b>	<b>32,789,922</b>	<b>34,244,674</b>
Land		157,930	-	157,930	157,930
Equipment under capital lease	lease-term	894,190	175,457	718,733	402,642
		<b>\$ 68,203,467</b>	<b>\$ 34,536,882</b>	<b>\$ 33,666,585</b>	<b>\$ 34,805,246</b>

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2021

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### 4. PROPERTY AND EQUIPMENT (continued)

Additions to property and equipment include non-cash capital lease additions of \$787,737 (2020 - \$63,163). As well, included in equipment is \$16,215 (2020 - \$nil) of assets that are not yet in use, therefore, no depreciation is recorded on those amounts.

### 5. CAPITAL LEASE OBLIGATIONS

The Association leases certain printing and reproduction equipment under capital leases. Future minimum payments under the capital leases are as follows for the fiscal years ending in:

2022	\$ 149,522
2023	149,522
2024	132,249
2025	114,976
2026	114,976
Subsequent years	57,489
Total minimum lease payments	718,734
Less current portion	149,522
Long-term capital lease obligations	\$ 569,212

### 6. CREDIT FACILITIES

The Association has a credit arrangement with its bank for an operating line of credit authorized to a maximum of \$2,000,000. This line of credit is to fund temporary cash flow shortages relating to operations. Interest is charged at the bank's floating prime lending rate. Advances under the line of credit are repayable on demand and the line of credit was not used during the fiscal year ending August 31, 2021.

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2021

### 6. CREDIT FACILITIES (continued)

The following table provides details concerning the outstanding mortgages' principal amounts at year-end:

	<u>2021</u>	<u>2020</u>
Scotiabank Bankers's Acceptance, bearing interest at 1.15% and increasing to 1.45% when no swap rate is in place, requiring monthly principal payments of \$38,745 plus interest, maturing on March 17, 2022	<b>\$ 2,131,002</b>	\$ 2,595,957
Scotiabank Banker's Acceptance, bearing interest at 1.10% and increasing to 1.40% when no swap rate is in place, requiring monthly principal payments of \$25,000 plus interest, maturing on June 30, 2022	<b>1,175,000</b>	1,475,000
Scotiabank Banker's Acceptance, bearing interest at 2.91% per annum reset monthly, with an interest rate swap agreement in place, requiring monthly principal payments of \$62,500 plus interest, maturing September 30, 2022	<b>12,812,500</b>	13,562,500
	<b>16,118,502</b>	17,633,457
Less current portion	<b>1,514,952</b>	4,820,957
Long-term portion	<b>\$ 14,603,550</b>	\$ 12,812,500

The first two loan segments above matured and were re-financed in the current year.

Credit facilities are secured by a collateral mortgage for \$25,000,000, a first fixed charge over the Barnett House building owned by the Association, a general security agreement over all present and future personal property, and appropriate insurance coverage.

Approximate future minimum annual payments under these mortgages payable are as follows for the fiscal years ending in:

2022	\$ 1,514,952
2023	14,603,550
	<b>\$ 16,118,502</b>

The above minimum annual payments reflect the current financing agreements and maturity dates as of August 31, 2021.

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2021

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### 7. COMMITMENTS

The Association is committed under an operating lease with third parties on a leased premise located in Calgary, Alberta, with the first five years being basic rent free. The Association shall pay its share of the operating costs, property taxes and other charges provided for in the lease throughout the entire term.

The current lease has approximate future minimum annual payments, excluding operating costs, property taxes and other charges, as follows for the fiscal years ending in:

2022	\$	-
2023		-
2024		-
2025		-
2026		197,336
Subsequent years		1,118,239
	\$	1,315,575

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### 8. CONTINGENCIES

The Association is a defendant in lawsuits arising in the normal course of operations. As the outcomes of these actions are not determinable, no provision has been made in the financial statements. Any awards or settlements will be reflected in the statement of operations in the period that the liability becomes likely and the amount can be reasonably determined.

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2021

### 9. EMPLOYEE BENEFIT PLANS

Information concerning the Association's employee benefit plans, in aggregate, is as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
Accrued benefit obligations	\$ (69,302,000)	\$(70,585,000)	\$ (7,782,000)	\$ (7,416,000)
Fair value of plan assets	85,254,000	75,610,000	-	-
Accrued benefit asset (liability)	\$ 15,952,000	\$ 5,025,000	\$ (7,782,000)	\$ (7,416,000)

The net benefit plan expenditure is as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
Current service costs, net of payments	\$ 2,339,000	\$ 2,433,000	\$ 600,000	\$ 586,000
Interest cost on accrued benefits	1,950,000	1,989,000	186,000	196,000
Expected return on plan assets	(2,023,000)	(1,975,000)	-	-
Net benefit plan expenditure	\$ 2,266,000	\$ 2,447,000	\$ 786,000	\$ 782,000

The total expenditure from the two plans is \$3,052,000 (2020 - \$3,229,000) which has been included in salaries and benefits in the department to which it relates, see Schedule 1.

Pension remeasurements and other items recognized in member's equity consist of the following:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
Difference between actual return and expected return	\$ 8,985,000	\$ 4,655,000	\$ -	\$ -
Actuarial gain (loss)	3,310,000	(279,000)	(134,000)	(295,000)
Pension remeasurements and other items	\$ 12,295,000	\$ 4,376,000	\$ (134,000)	\$ (295,000)

The total remeasurements credited to members' equity from the two plans during the year is \$12,161,000 (2020 - \$4,081,000).



# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2021

### 9. EMPLOYEE BENEFIT PLANS (continued)

The significant actuarial assumptions adopted in measuring the Association's accrued benefit obligations are as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
Benefit obligations				
Discount rate	3.0%	2.7%	2.7%	2.4%
Rate of compensation increase	3.0%	3.0%	3.0%	3.5%
Benefit costs				
Discount rate	3.0%	2.7%	2.7%	2.4%
Rate of compensation increase	3.0%	3.0%	3.0%	3.5%
Rate of inflation on health benefits				
Dental care	-	-	3.0%	3.0%
Extended health care	-	-	5.0%	5.0%
Vision care	-	-	2.0%	2.0%
Average remaining service life of employees	11 years	11 years	10 years	10 years

For measurement purposes, it is anticipated that the rate of inflation on health benefits will remain at the levels identified above.

Pension plan assets are invested entirely in a diversified fund. The distribution by major asset category as at August 31, 2021, is as follows:

Equities	68.2%
Debt securities	28.9%
Cash and other	2.9%
	100.0%

The Association's payments for employee future benefits during the year are as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
Association contributions	\$ 898,000	\$ 1,237,000	\$ -	\$ -
Benefits paid	-	-	554,000	646,000
Total benefits	\$ 898,000	\$ 1,237,000	\$ 554,000	\$ 646,000

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2021

### 10. INTERFUND TRANSFERS

As part of ongoing operations, the Association transfers certain amounts between funds or appropriations. These transfers are approved by the Provincial Executive Council or the Annual Representative Assembly.

For the year ended August 31, 2021, the following transfers were made:

	Special Emergency	Capital	SARO Lease	Property and Equipment	Unappropriated	Total
Members' equity, beginning of year	\$ 17,519,576	\$ 4,325,608	\$ 1,785,645	\$ 16,769,147	\$ 8,734,730	<b>\$ 49,134,706</b>
Excess (deficiency) of revenue over expenditures	3,779,256	438,985	401,045	(2,068,401)	6,660,466	<b>9,211,351</b>
	21,298,832	4,764,593	2,186,690	14,700,746	15,395,196	<b>58,346,057</b>
Transfer for property and equipment additions	-	(168,468)	-	168,468	-	-
Transfer representing proceeds on disposition	-	-	-	(32,459)	32,459	-
Transfer to offset leasing costs	-	-	(42,459)	-	42,459	-
Transfer related to property and equipment additions	-	-	-	1,992,594	(1,992,594)	-
Transfer for capital allocation	-	1,021,160	-	-	(1,021,160)	-
Realized investment earnings	(1,204,002)	-	-	-	1,204,002	-
Pension remeasurements (Note 9)	-	-	-	-	12,161,000	<b>12,161,000</b>
	(1,204,002)	852,692	(42,459)	2,128,603	10,426,166	<b>12,161,000</b>
Members' equity, end of year	\$ 20,094,830	\$ 5,617,285	\$ 2,144,231	\$ 16,829,349	\$ 25,821,362	<b>\$ 70,507,057</b>

For the year ended August 31, 2020, the following transfers were made:

	Special Emergency	Capital	SARO Lease	Property and Equipment	Unappropriated	Total
Members' equity, beginning of year	\$ 18,777,389	\$ 3,155,979	\$ 1,694,169	\$ 16,886,024	\$ 3,513,414	<b>\$ 44,026,975</b>
Excess (deficiency) of revenue over expenditures	1,321,841	249,486	144,113	(3,481,586)	2,792,877	<b>1,026,731</b>
	20,099,230	3,405,465	1,838,282	13,404,438	6,306,291	<b>45,053,706</b>
Transfer for property and equipment additions	-	(207,358)	-	207,358	-	-
Transfer representing proceeds on disposition	-	-	-	(151,409)	151,409	-
Transfer to offset leasing costs	-	-	(52,637)	-	52,637	-
Transfer related to property and equipment additions	-	-	-	3,308,760	(3,308,760)	-
Transfer for capital allocation	-	1,127,501	-	-	(1,127,501)	-
Realized investment earnings	(2,579,654)	-	-	-	2,579,654	-
Pension remeasurements (Note 9)	-	-	-	-	4,081,000	<b>4,081,000</b>
	(2,579,654)	920,143	(52,637)	3,364,709	2,428,439	<b>4,081,000</b>
Members' equity, end of year	\$ 17,519,576	\$ 4,325,608	\$ 1,785,645	\$ 16,769,147	\$ 8,734,730	<b>\$ 49,134,706</b>

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2021

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### 11. FINANCIAL INSTRUMENTS

#### *Market price and interest rate risk*

The Association is exposed to interest rate risk on its fixed and floating interest rate financial instruments. Fixed rate instruments subject the Association to a fair value risk while the floating rate instruments subject it to a cash flow risk.

The Association is exposed to interest rate risk on its debt as described in Note 6. The Association manages its exposure to interest rate risk through use of a derivative instrument.

The Association is exposed to fluctuations in the market prices of its investments. This risk is managed by the Association's investment policies, which prescribe the investment asset mix. The Association invests in a balanced portfolio, comprised of approximately 60% mixed currency equities and 40% bonds and cash.

The impact of COVID-19 on financial markets has been known to cause significant volatility and there is uncertainty related to how this could impact the Associations' investment portfolio in the future.

#### *Credit risk*

The Association provides credit to members and customers in the normal course of operations. The Association does not consider this risk to be significant.

### 12. RELATED PARTY TRANSACTIONS

The Association controls 86 entities as described in Note 2.

The Association received registration fees, printing and rental revenue totaling \$457,412 (2020 - \$733,178) from the controlled entities. This revenue is included in the respective accounts as reported in the statement of operations. Accounts receivable include \$99,170 (2020 - \$123,856) due from the above related parties.

The Association paid grants and seminar costs totaling \$1,199,310 (2020 - \$1,491,793) to the controlled entities. These expenditures are included in various expense accounts reported in Schedule 1. Accounts payable and fees payable to Locals include \$2,561,179 (2020 - \$2,588,543) due to the above related parties.

All transactions were in the normal course of business and have been recorded at the exchange amounts.

# **THE ALBERTA TEACHERS' ASSOCIATION**

## **Notes to the Financial Statements**

**Year ended August 31, 2021**

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### **13. IMPACT OF COVID-19**

The impact of COVID-19 in Canada and on the global economy has been significant. The effect on the Association so far has been to delay or cancel certain initiatives, programs and events. As the impacts of COVID-19 continue, there could be further impact on the Association and its members. Management is actively monitoring the effect on its financial condition, liquidity and operations. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Association at this time is not able to fully estimate the future effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity.

### **14. COMPARATIVE FIGURES**

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year. The changes do not affect prior year operations.

**THE ALBERTA TEACHERS' ASSOCIATION**  
**EXPENDITURES**  
**Year ended August 31, 2021**

**SCHEDULE 1**

	2021	2020
<b>GOVERNMENT</b>		
Annual Representative Assembly	\$ 185,131	\$ 34,910
Committees	54,645	85,248
Conferences	194	17,378
Education	97,897	163,844
Elections	68,135	3,010
Library	134,933	126,266
Local Presidents' Meetings	746	63,620
President	193,656	200,984
Provincial Executive Council	1,288,290	1,497,584
Public Education Promotion	273,344	196,194
Publications	365,628	301,751
Publicity	234,200	368,310
Representation	139,551	256,626
Research	248,075	209,348
Salaries and Benefits	3,546,196	4,032,863
	<b>6,830,621</b>	<b>7,557,936</b>
<b>MEMBER SERVICES</b>		
Committees	171,614	216,035
Conferences	6,007	16,345
Education	159,865	331,691
Member Assistance	2,320,862	1,578,111
Publications	5,444	9,288
Representation	762	8,916
Salaries and Benefits	3,216,613	2,721,617
Travel Insurance	23,097	14,623
	<b>5,904,264</b>	<b>4,896,626</b>
<b>PROFESSIONAL DEVELOPMENT</b>		
Committees	27,242	69,264
Conferences	1,229	14,707
Conventions	17,315	39,789
Education	731,810	1,152,192
Evaluations	16,512	6,778
Publications	2,071	3,937
Research	13,994	22,388
Representation	648	1,751
Salaries and Benefits	2,988,043	3,106,160
Specialist Councils	1,901	36,118
	<b>3,800,765</b>	<b>4,453,084</b>



**THE ALBERTA TEACHERS' ASSOCIATION**  
**EXPENDITURES**  
**Year ended August 31, 2021**

**SCHEDULE 1**

	2021	2020
<b>TEACHER WELFARE</b>		
Bargaining	1,011,619	829,394
Committees	1,834	21,793
Conferences	27,789	9,228
Education	58,140	390,090
Publications	1,062	1,326
Representation	16,687	18,199
Salaries and Benefits	1,935,496	1,835,477
	<b>3,052,627</b>	<b>3,105,507</b>
<b>BUILDING</b>		
Operating Costs - Barnett House	1,616,113	1,655,922
Operating Costs - SARO	122,422	253,155
Salaries and Benefits	997,042	1,087,897
	<b>2,735,577</b>	<b>2,996,974</b>
<b>OPERATIONS</b>		
Audit	91,408	96,549
Equipment Maintenance	189	715
Equipment Rental	148,457	163,449
External Services	18,180	52,342
General	84,527	196,725
Human Resources	128,593	117,575
Interest and Bank Charges	27,942	25,403
Mortgage Interest	613,247	666,026
Office Staff Pension Plan	121,345	169,958
Postage and Delivery	151,779	174,638
Salaries and Benefits	4,280,459	4,221,909
Stationery and Supplies	170,868	155,820
	<b>5,836,994</b>	<b>6,041,109</b>
<b>FOOD SERVICES</b>		
Food Purchases	4,791	157,023
Salaries and Benefits	99,709	504,650
Supplies	6,046	29,282
	<b>110,546</b>	<b>690,955</b>
<b>INFORMATION AND TECHNOLOGY</b>		
Salaries and Benefits	1,354,813	1,568,637
Technical Services	744,604	723,474
	<b>2,099,417</b>	<b>2,292,111</b>

**THE ALBERTA TEACHERS' ASSOCIATION**  
**EXPENDITURES**  
**Year ended August 31, 2021**

**SCHEDULE 1**

	2021	2020
<b>NON-DEPARTMENTAL</b>		
Contingency	1,500	33,034
Deferred Pension Adjustment	1,368,000	1,210,000
Depreciation	2,072,201	3,488,676
Employee Benefits	1,062,436	1,298,299
Future Benefits Adjustment	232,000	136,000
Grants and Awards	652,211	493,958
Public Grants	162,462	359,043
Salaries and Benefits	130,024	261,627
Specialist Council Grants	53	-
	<b>5,680,887</b>	<b>7,280,638</b>
<b>OTHER (NON-REBATABLE)</b>		
Accountability Action Plan	30,000	55,364
Canadian Teachers' Federation Fees	1,084,426	1,084,963
IT Project	427,173	732,090
Public Relations Campaign	1,043,764	965,925
Special Emergency Appropriation (Schedule 2)	82,148	82,618
Specialist Council Grants	862,000	862,028
	<b>3,529,511</b>	<b>3,782,988</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 39,581,209</b>	<b>\$ 43,097,928</b>

**THE ALBERTA TEACHERS' ASSOCIATION**  
**Special Emergency Appropriation Expenditures**  
**Year ended August 31, 2021**

**SCHEDULE 2**

	<b>2021</b>		<b>2020</b>	
Election Initiatives and Preparedness	\$	<b>54,600</b>	\$	82,678
Public Interest and Alberta Contribution		<b>27,548</b>		-
Strike Pay Refunds		-		(60)
	\$	<b>82,148</b>	\$	<b>82,618</b>





The Alberta  
Teachers' Association