



'POD'NERS IN EDUCATION

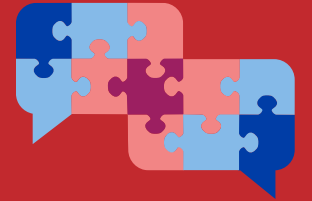
Teachers share their favourite podcasts. [See page 16.](#)

ATA NEWS

April 2, 2024 | Volume 58, Number 11

News Publication of The Alberta Teachers' Association

BARGAINING UPDATE



Teachers and negotiators prep for pivotal round. [Page 5](#)



Self-care prescription

WOMEN IN LEADERSHIP
AN ATA SUMMIT

Future Ready Minds

CORY HARE

Psychiatrist and author Shimi Kang provides tips on a healthy "life diet" at the ATA's Women in Leadership Summit. See story on [page 7.](#)



Political opportunity

NDP leadership race a chance for teachers to get involved.

Read Jonathan Teghtmeyer's editorial on [page 2.](#)



Aggressive results

Alberta teachers concerned about rising incidents of aggression.

See [page 4.](#)



Rotten roots

"Grassroots groups" mobilizing to undermine public education.

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Off Script

Curriculum development still falling short.

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Meet the candidates

NDP leadership hopefuls share their thoughts on education.

[Pages 11 and 13.](#)



Buy your NDP membership now



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

One of the complaints occasionally leveled at the Alberta Teachers' Association is that we are aligned with the New Democratic Party.

In the lead up to last year's provincial election, this allegation was essentially made by the United Conservative Party's executive director in a public release asking Elections Alberta to investigate the Association for not registering as a third-party advertiser.

The Association's argument, which appears to have been successful, is that our advertising does not advertise for or against any political party and therefore does not qualify as third-party political advertising.

Our long-held position is that we are non-partisan. Now, this will probably seem contradictory when I urge teachers later in this editorial to buy an NDP membership. It is not.

Our policy of non-partisanship is nuanced. It says, "the Association does not align itself with any political party,

or with any candidate seeking political office." But it also says, "the Association seeks to influence the educational policies of other organizations" and that we "take stands on issues affecting student learning."

Importantly, the policy says that we encourage parties and candidates for political office to outline their policies on public education, and it says that we encourage teachers, as citizens, to actively participate in the political process by supporting parties and candidates of their choice.

That last part is worth emphasizing. Just because the Association has chosen non-partisanship does not mean that individual teachers need to remain non-partisan. Quite the opposite, in fact. We believe that teachers should be involved in the political process — actively.

So, here it comes. I want you to buy an NDP membership.

I also wanted you to buy a UCP membership in 2022, a PC membership in 2017 and an Alberta Party membership in 2018. By buying a membership when a political party is holding a leadership vote, you have the opportunity to vote for the next leader of the political party and, potentially, the next premier of the province.

When teachers buy memberships and get involved, it helps to advance issues related to education in the contest, and it helps to get ideas for education put on the table.

In 2006, after Ralph Klein announced that he was stepping down as PC leader, ATA President Frank Bruseker urged teachers to buy PC party memberships. A rural farmer and MLA, considered a long shot in the race, decided to put in his leadership platform a promise to

“Just because we're not partisan, doesn't mean we are not political.”

work with teachers to settle the long-standing issue of the teacher pension plan's unfunded liability. Ed Stelmach was not supposed to win that leadership race. But he did. And a few years later, he struck an agreement with teachers to settle the pension issue and to tie teacher salary increases to average weekly earnings.

In 2011, Alison Redford strategically courted teacher votes by promising to reverse a \$107 million cut in funding for public education. Many attribute the subsequent support of teachers with her success in becoming the party leader. The funding was advanced within weeks of her win.

In these instances, you knew the successful leadership candidate would become premier; however, as 2015 showed us, you never know who might become premier.

As we think about the many issues facing public education, it can't hurt to get political. We need to push aspiring NDP leaders to put their education ideas on the table, and we need to encourage teachers to get active. Achieving our goals to improve public education requires multiple strategies. It includes bargaining; it includes advocacy; it includes politics.

The cut-off to buy a membership and to be eligible to vote is April 22. Buy a membership now at albertandp.ca and reach out to the candidates to find out where they stand.

Just because we're not partisan doesn't mean we are not political. Get active and get involved. ■

ATA has programs and services for school leaders



Q & A

Dennis Theobald
ATA Executive Secretary

Question: As a school leader in Alberta, I'd like to know: what does the ATA do for me?

Answer: School leaders, like classroom teachers, are active members of the Association and are entitled to support and assistance. School leaders' roles are many and varied. One moment you may be called upon to assist a teacher managing the concerns of a parent; the next you may need to make an administrative decision affecting the operation of the school and all those in it. You are looked upon as an expert teacher and mentor for those around you, and as an advocate for your school and for public education in the larger school community.

The Alberta Teachers' Association is here to help you in all of these roles and more. We have resources, events, collaborative partnerships and assistance for any situation you may face.

The Association has a capable team of executive staff officers, some of whom very recently served as principals or

central office administrators, to deliver service to school leaders.

In our Teacher Employment Services program area there is even a dedicated associate coordinator, school leader assistance, whose primary responsibility it is to provide school leaders with advice on procedural issues related to discipline, transfers and terminations and to help school leaders resolve internal disputes within their school staff. Assistance to school leaders who themselves are the subject of complaints made to the Alberta Teaching Profession Commission, an all-too-frequent occurrence, is provided by the ATA's Regulatory Affairs and Membership Support unit.

In addition to helping school leaders resolve difficulties related to their own employment, the Association also provides advice concerning their role in personnel and/or legal matters involving the staff they work with. For example, Teacher Employment Services will offer support to school leaders who are conducting probationary and continuous contract teacher evaluations. Staff officers will advise on the evaluation process to ensure compliance with the provincial policy on teacher growth, supervision and evaluation and will read through letters and reports to provide recommendations to school leaders. Where appropriate, mediation services may be made available to help resolve conflict.

In offering this assistance, the Association is motivated by a desire to assist principals to be more effective in their role, motivated by the conviction that such effective leadership helps to make the school a better place for the entire school community, including students, teachers, non-certificated staff and supporters.

The Association keeps its finger on the pulse of school administrators through the work of the School Leaders' Issues and Concerns Committee, which provides policy and program advice on all matters affecting school leaders and helps us to better coordinate the services provided to them.

Among the services most used by school leaders are the wide variety of professional development opportunities, conferences and workshops including:

- teacher growth, supervision and evaluation workshops;
- the Education Leadership Academy;
- the Leadership Speaker Series;
- the Legal Issues for School and System Leaders Conference;
- special sessions on the teacher and school leader quality standards;
- new sessions on the Code of Conduct and responding to the Alberta Teaching Profession Commission;
- the Leadership Essentials conference

for school leaders (in their first five years of leadership);

- support for individual study in the form of bursaries, awards and grants through the Educational Trust;
- library and research assistance through the ATA Library; and
- the Educational Leadership Academy being offered this summer — registrations are open!

School leaders who are members of the Association may choose to join, at no additional charge, the ATA specialist council serving school leaders. The Council for School Leadership hosts uLead, an annual conference that attracts attendees from around the world to Banff in the spring, as well as speaker sessions on topics of particular relevance to school leaders offered in various locations and times throughout the year.

Further information on professional development for school leaders can be found at www.tiny.cc/ATALeadersPD.

School leaders with questions about ATA programs and assistance are invited to contact Konni DeGoeij, associate co-ordinator, administrator assistance at Konni.deGoeij@ata.ab.ca. ■

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



YOUR VIEWS

Comments on the social studies curriculum

 @carissa.n.h

I have serious concerns about the amount of material to be covered in Grade 5. I also wonder where current events are supposed to go?

 @mtn_trails_r_calling

It's just as awful as the draft before.

 Ron Strate

Taking Gr 7 info and shoving it down onto Gr 4 is not right. Gr 7 had a tough enough time learning it, yet we're going to make Gr 4 try and remember it? Brutal. Also, the complete change of the Gr 8 is not right. It was the best grade for SS. Now it's all about political parties???? Nope. I hope someone will shake their head and realize not everything needs to be changed.

 Elizabeth Grill

These timelines are always deliberate. Why would teachers spend their Easter break giving feedback to a government that couldn't care less what they think?

On the ATA's Stop the Excuses campaign

 DanicaPea

Other provinces are catching up on teacher salary. Also, pay doesn't make up for the fact that demands are increasing, with less supports, more complex classrooms, etc. Apparently according to recent data, the average time a teacher stays teaching in Alberta

is seven years. Good teachers, teachers who want to make a difference, who care about their kids and the state of education, are burnt out and exhausted. When the expectations are increasing, but pay is not, that's not a solid argument.

 Stephen S Michaud

I'm so glad I only have one child left in secondary and only for this year and next. The whole education system has gotten so bad!

On central table bargaining

 Tes O' Seachnasigh

If we can make a strong showing (like 65 per cent or more) at meetings and demand better, we are more likely to be taken seriously. No one wants a strike, but if we aren't willing to go there and the province knows it, we'll get more zeros, and not the ones that enhance our paycheques. So, the message is "show up and bring five friends."

Letters to the editor:

We welcome letters to the editor. Please limit your submission to 300 words. Only letters bearing a first and last name, address and daytime telephone number will be considered for publication. Teachers are also asked to indicate where and what they teach. All letters are subject to editing for length, clarity, punctuation, spelling and grammar.

Email managing editor Cory Hare: cory.hare@ata.ab.ca.



FOR THE RECORD

“Instead of a program that inspires hope and possibility for engaging the pressing issues of our world, this draft is an exhausting and unwieldy roadmap to a better version of yesterday.”

— An open letter commenting on a new draft social studies curriculum. The letter was published by members of the curriculum specialist group that Alberta Education invited to contribute to the curriculum.

Supporters of public education need to counter destructive forces



VIEWPOINTS

Jeremy Appel
Special to the ATA News

A loose coalition of hard-right organizations is mobilizing in advance of the 2025 municipal elections with the explicit aim of electing trustees who oppose 2SLGBTQ+ inclusion policies, posing a clear danger to one of the core tenets of public education — creating a safe and caring environment for all students.

Chief among these groups is Take Back Alberta (TBA), whose homeschooled founder David Parker sure has a lot of opinions about the public education system, based on YouTube videos and social media postings.

Parker told a November 2023 meeting with like-minded ideologues, dubbed “Conservativizing Municipal Councils and School Boards,” that he is “[focused 100 per cent from now until the municipal elections on school boards.](#)”

This isn't entirely true, given his organization's role in efforts to [remove Calgary mayor Jyoti Gondek from power](#) and his personal contribution to a thinly veiled campaign to have [Cochrane's entire town council ousted](#). But the threat to public education is clear.

For Parker, schools have been captured by a “tyranny of the rainbow guard and the green guard,” referring to children being taught about 2SLGBTQ+ people and climate change. Parker's invocation of Mao Zedong's Red Guard is deliberate. To him, this is all part of a Communist conspiracy.

“They're constantly changing what they believe, because what they actually believe in is a continuous revolution,” Parker said of his political opponents. “Anything normal must be queered. That's really the philosophy behind this new form of communism. It's called queer theory.”

He appears to believe that trustees have the ability to

“begin firing the people that are pushing this ideology and hiring the people who aren't,” oblivious to the reality that school boards have only one employee — the superintendent. Parker's efforts to impose his ideology on school boards — under the guise of removing ideology — is a good indication of why that's the case.

Who's behind Parker's organization, which controls more than half of the governing United Conservative Party's board of directors? We don't know, because he's [refusing to comply with an Elections Alberta investigation](#) into TBA's activities surrounding the 2023 provincial election, which include allegations of colluding with the UCP, misappropriating funds and engaging in illegal, undisclosed election advertising.

While Parker purports to lead a “[grassroots movement.](#)” we have no way of knowing whether that's just astroturf (slang for a movement that has hidden corporate or political backing).

At the November 2023 online event at which Parker spoke, there were two other organizations that supporters of inclusive public education ought to keep their eyes on, given these groups' exclusive focus on dismantling it: the Alberta Parents' Union (APU) and Parents for Choice in Education (PCE).

At the [top of its website](#), the APU says it's dedicated to “advocating for the best possible education for all Alberta students, whether that be public, separate, francophone, alternative, charter, independent or home education.” Blurring the distinction between public and private education, of which Alberta is a Canadian leader, is problematic on its own, but it takes little digging to see that the APU goes far beyond that.

“Private” is the pejorative term the left uses for independent schools, while simultaneously complaining that they receive public money,” reads a [March 20 news bulletin](#) on the group's website, which also references the “senseless and heartless cap” on charter schools that existed from 1994 to 2020.

The article applauds Danielle Smith's government for enhancing “market competition” in education by increasing funding for private schools by 13.5 per cent, compared to 4.4 per cent for public schools, which the

unnamed author says somehow “reveals the correct price” of education.

But marketization isn't the only ideological factor at play. The APU wants public school teachers to be “[explicitly banned](#)” from discussing issues such as Critical Race Theory, climate change, 2SLGBTQ+ issues and the Jan. 6 Capitol Riot, according to a November 2023 *Taber Times* editorial that called on educators to “compromise” with the APU “for the kids.”

Founded in 2022, the APU isn't registered as a non-profit, nor is it a charity.

PCE is a much more long-standing opponent of public education, having registered as a non-profit in 2012.

Under the guise of “parental choice,” PCE, like the APU, advocates for the government to direct resources away from the public education system, thus limiting the programming options available to students in the public school system.

But there are clear limits to the parental choice PCE envisions. PCE executive director John Hilton-O'Brien called the suite of anti-trans policies Premier Smith announced in February, which includes a prohibition on children under the age of 16 taking puberty blockers for the purpose of gender affirmation, even if their parents consent, “[better than expected.](#)”

These are just three major players intent on infiltrating school boards to undermine public education from within. Smith's impending legislation to allow municipal political parties will only make it easier for these groups to coordinate and mobilize their supporters, representing another gift to education privatization proponents.

That's the bad news. The good news is that, with the civic election period beginning next year, supporters of public education still have time to mobilize against this assault and protect our most vulnerable students.

Jeremy Appel is a journalist who has covered Alberta politics since 2017 and the author of *Kenneyism: Jason Kenney's Pursuit of Power* (Dundurn 2024).

Schools grapple with rising incidents of aggression

Recent pulse survey highlights urgent concerns and provides recommendations

Karen Gill
ATA News Staff

Alberta teachers and school leaders are grappling with growing aggression in schools. Findings from the ATA's most recent pulse survey reveal that one in two teachers have encountered bullying or violence, and 95 per cent of the aggression they experienced happened in person at school.

Deepening societal divisions, effects of the pandemic, declining empathy and increase in social media use have created a culture war in school communities, states the ATA report summarizing the findings.

"I'm repeatedly hit, yelled at and threatened by students," wrote one study participant. "When I asked for support from the school district, they did nothing to improve the situation."

Conducted in December, the survey also found a rise in incidents such as rude or obscene gestures, rumour-spreading and intimidation. Sixty-three per cent of teachers disclosed that they have never undergone training to defuse potentially aggressive situations. Additionally, half of the surveyed teachers and school leaders expressed discomfort in their capacity to de-escalate such confrontations.

"As a school leader I deal with these issues in isolation as I have no admin support in the building," a participant wrote. "No AP and a part-time secretary, so I am responsible for all the phones and traffic that comes in the building."

Many survey respondents said the consequences for aggressive behaviour are insufficient and felt the school system and leaders often failed to act against aggression by parents or students, leaving teachers unsupported.

"Our survey shows that many

teachers need training in how to de-escalate scenarios. That is one place to start," said ATA president Jason Schilling. "We also need clear and consistent implementation of school board policies on the consequences to the actions of others."

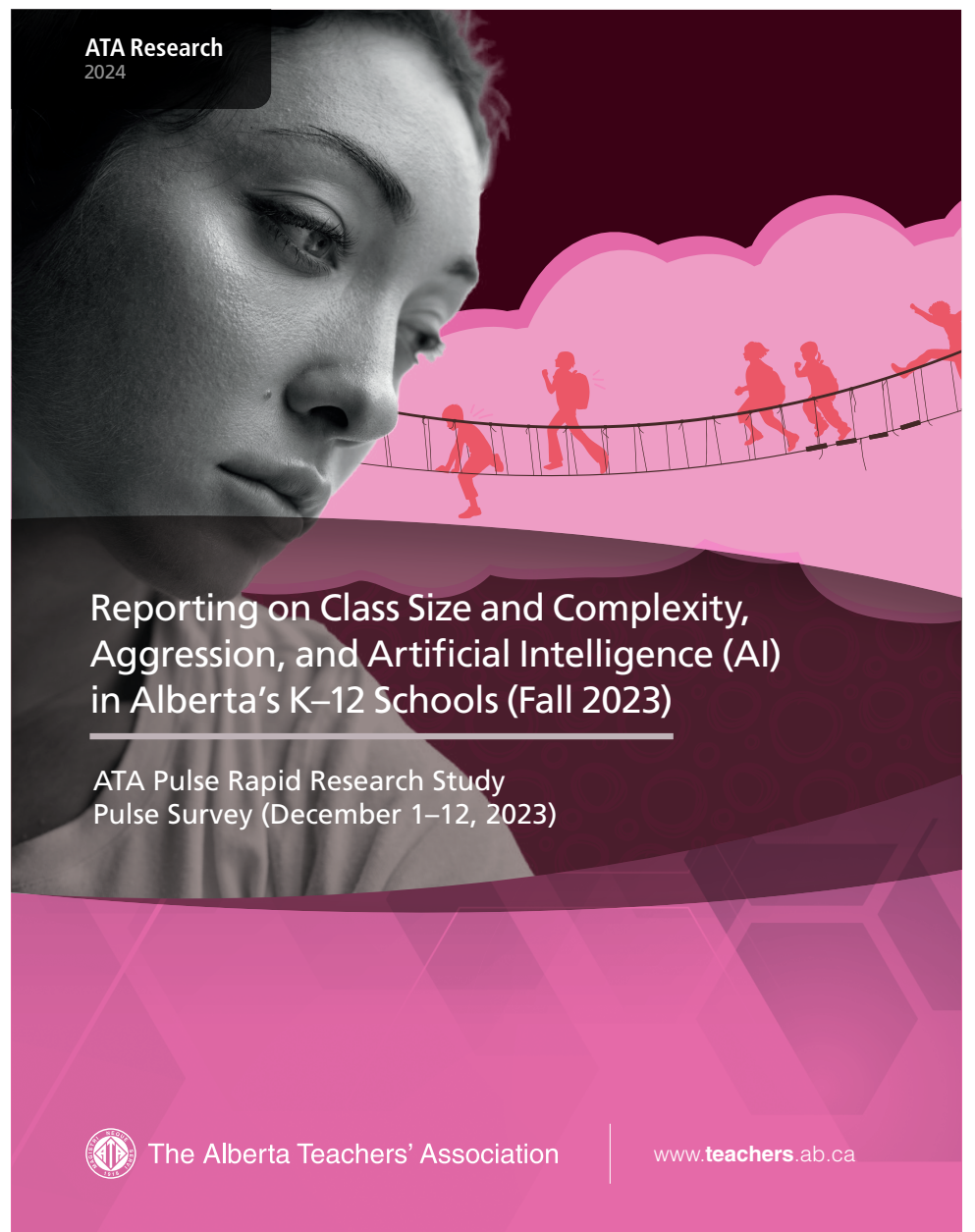
Furthermore, 71 per cent of teachers have observed students making derogatory or hateful comments toward peers who express beliefs differing from their own, frequently resulting in conflicts extending beyond school grounds.

"Increase in physical aggression, as well as a steep increase in aggression through social media. There appears to be a decrease in social-emotional skills, such as conflict resolution and resiliency. There is also less parental support with consequences," said a survey respondent.

"Schools are to be safe, secure and caring spaces for everyone who learns and works in the buildings," said Schilling. "This is not just an ATA issue. It is also a school board and government issue. It's unfortunate and scary when aggression happens, so we all must work together to address this issue, so people don't feel afraid in school."

The survey offers several recommendations from teachers and school leaders to help reduce the severity of aggression in schools.

- Prioritize safety and well-being.
- Enhance training supports.
- Create programs for behaviourally challenged students.
- Address the systemic issues in education.
- Support the reporting of aggressive behaviour.
- Establish consistent and fair discipline.
- Improve parental accountability.



ALBERTA TEACHERS' ASSOCIATION
A recent survey of Alberta teachers shows growing concern about aggression in schools.

To implement the recommendations, it will take collaboration from all levels within public education and more investment from the government, Schilling said.

"We need to see investment by

government in supports for our students, their mental health and supports for inclusion," he said. "We need to address the issue before we see incidents happen, but teachers, students and schools need supports." ■

Curriculum development still falling short



Once again, we find ourselves talking about the social studies curriculum, as on March 14, the government released its newest updated version of the disaster that was originally released in 2021. The latest draft is better than the "history-of-the-world-starting-at-kindergarten-with-the-Greeks-and-Romans" version; however, it still needs a lot of work.

Teachers have the knowledge and experience to help the ministry improve the draft. The Alberta Teachers' Association has always maintained that teachers can help identify developmentally appropriate concepts, ensure that concepts go beyond surface-level and engage students in higher-level thinking. Teachers can also identify and ensure all grade levels integrate critical thinking skills.

Teachers know that a good curriculum

reflects and respects diverse ideas, viewpoints and identities. Teachers also know what will and won't work in their classrooms. We all know that teachers do not want to implement a curriculum that will fail or harm students and that we need time to give thoughtful and detailed feedback to this latest draft.

Time is always a factor. Throughout teachers' conventions, teachers told us in great detail the issues they've been having with the rushed new math curriculum, and that fielding test was too short. We do not want to see the same mistakes made with social studies.

The Association was consulted on this curriculum draft in the fall, but not to the full extent we experienced prior to 2019, when the partnership in curriculum development was torn up by then education minister Adriana LaGrange. Besides, we want our

involvement to go beyond consultation. Going forward, teachers need to be involved in curriculum development rather than just giving feedback on a completed document, especially when work begins on grades 7 to 12.

I am usually not one to say we need to go back to the good old days, but in terms of curriculum redesign, that may just be the case. In the past, curriculum was renewed in a cyclical manner. Schools and teachers knew what subjects were up for renewal and when, and a plan was in place to address resources, feedback, field testing, teacher professional development and assessment, which have been largely absent in government releases.

The bottom line is that teachers need to be more involved in curriculum development to ensure it reflects the best interests of our students. ■

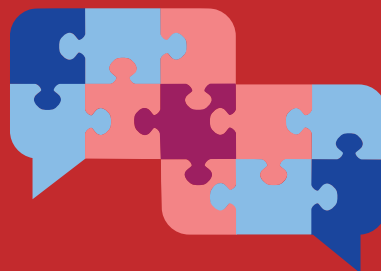


STORIES AND PHOTOS WANTED

If something newsworthy is going on in your school, district or local, please let us know. We will also consider articles, photos and cartoons. Please email tips and submissions to managing editor Cory Hare: cory.hare@ata.ab.ca.

BARGAINING

Central Table 2024



We are ATA.

Teachers highly engaged as bargaining unfolds

Mark Milne
ATA News Staff

As central table bargaining picks up momentum for a new round, member engagement is at an all-time high. Nearly 20,000 teachers completed the ATA's 2024 Bargaining Needs Survey, which is a significant jump from previous bargaining rounds.

"People are motivated quite highly right now," said Sean Brown, chief negotiator for the ATA's Central Table Bargaining Committee (CTBC). "This is a very good starting place for us."

It's through this survey and other member engagement opportunities that the CTBC determines which bargaining goals and priorities matter most to Alberta's public teachers.

On March 20, the ATA held a telephone town hall to discuss the goals and priorities identified in the survey. More than 5,000 members participated and provided valuable feedback to the CTBC.

Brown says the exchange of information between the membership and its bargaining committee plays a very important role in the process. He says teachers need to help shape their bargaining mandate and be part of the decisions that are being made.

"It's important that they play an active role in the mandate creation process instead of it just being presented to them, as it has been in the past," said Brown. "We need them to come along for the ride and ask us questions, so they know what's coming and how we got there."

The CTBC and the Teacher Employers Bargaining Association (TEBA) have met several times and have completed the first stage of central bargaining — list bargaining — which

involves deciding which matters will be negotiated centrally and locally. This list, along with a draft of the survey bargaining goals, can be found on the Alberta Teachers' Association (ATA) website.

Brown is encouraging teachers to take part in other member engagement events being held throughout April.

A diverse selection of members who completed the bargaining needs survey will be chosen for focus group conversations on the results. Teacher Welfare Committees (TWC) will also be meeting with their local memberships to gather feedback, which will be shared with the district representatives and CTBC.

Brown said negotiators intend to squeeze every drop out of what TEBA can offer, but to do that, they'll need a strong mandate and the full backing of the membership.

"Bargaining is going to be tough, and teachers will have to be prepared to take a stand if they're looking for more than what's being offered," Brown said.

Provincial Executive Council (PEC) meets on April 10 to discuss the feedback that has been gathered so far and provide direction on what to include in the CBTC's opening proposal.

In mid-April, the Bargaining Advisory Committee (BAC), which comprises the TWC chairs from all 61 bargaining units, will meet with the CTBC to share perspectives from their memberships with the goal of CTBC sharing some of the initial draft proposal language with BAC and getting more feedback.

Members can hear and provide feedback on some of the draft opening proposal language by attending webcasts in late April or early May. All information gathered at these webcasts will be shared with the TWC chairs and PEC members.



ATA chief negotiator Sean Brown shows off some "bargaining chips" at North Central Teachers' Convention in Edmonton on Feb. 9.

The final version of CTBC's opening proposal will be presented for approval to PEC at its May meeting. The Association is expected to be ready to

open bargaining with TEBA in mid-May. Once the parties exchange initial proposals, teachers' initial proposal will be posted on the Association's website. ■

Bargaining focused on teachers' needs

ATA negotiating team seeks ongoing dialogue with members as central table process unfolds



BARGAINING UPDATE

Peter MacKay
Chair, Central Table Bargaining Committee

Hello from your Central Table Bargaining Committee! We've had a very busy 2024 so far. We've completed list bargaining (see Bargaining Updates 2024 on the Association's website for details), and we're now in the process of establishing our mandate for matters bargaining.

Part of that work involved CTBC's presence at ATA tables during teachers' conventions in February and March. We had great conversations, gave away a great many "bargaining chips," and learned a lot about the mindset of teachers around the province:

- Conditions in Alberta classrooms are

eroding, our salaries continue to fall behind inflation and, because of that, teachers expect more out of this round of bargaining than they've expected from previous rounds.

- Teachers understand that they may need to show real conviction to convince this government to make a significant investment in public education. Teachers aren't looking for a fight, but they are determined to do whatever is necessary to change things for the better.

Teachers are also very mindful of what is going on with our peers and their collective bargaining processes.

Last month the United Nurses of Alberta (UNA) had reportedly opened its negotiations with a very significant proposal: a 25 per cent pay increase in the first year, 10 per cent plus cost of living (COLA) in year two and COLA thereafter.

Not surprisingly, we had several teachers approach us to talk about it. One asked me whether the nurses' "bold ask" put us in a good position or a bad one? I responded that we are much happier seeing those numbers from the UNA rather than, for instance, three years of two per cent.

We aren't in competition with nurses in our bargaining. They deserve a significant compensation increase, and we all hope that they get it. But we also have to be mindful that our members have different needs than the nurses do. Teachers want and need salary increases, to be sure, but they also want us to pursue other matters, like class

size limits, clauses to address complexity, and more effective limits on workload related to assignable and instructional time.

Teachers also mentioned education bargaining in other provinces, especially what's going on in Saskatchewan and their fight to have the government address class size. It was great to see how aware our members are of the labour context for teachers across the country, and it was especially inspiring to hear teachers express their feelings of solidarity and support for their Saskatchewan colleagues. More than one teacher asked, "Are you taking notes?" We definitely are.

The Central Table Bargaining Committee continues to work on developing an initial proposal that teachers can stand behind with conviction. You'll hear more from us in the months to come as bargaining progresses. Be well, colleagues! ■



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The Alberta Teachers' Association



FILE

Highlights from the legislature

Government and opposition debate education issues

Kim Clement
ATA News Staff

Alberta's 31st legislature resumed for the spring sitting on Feb. 28. Here is a summary of the education-related discussions that took place in question period from Feb. 28 to March 21.

Transgender youth policy

Feb. 28 – **Rachel Notley** (NDP – Edmonton-Strathcona) criticized Premier Danielle Smith for allegedly marginalizing and discriminating against transgendered Albertans under the age of 18. She accused the government of spreading misinformation and extremist views, which she believes are hurting kids and families. In response, Smith defended the policy, emphasizing the importance of parental support and stating that the policy allows for hormone therapies to commence at age 16 with proper medical oversight. Notley countered with statistics about homelessness among gender-diverse youth and accused the policy of promoting state-sanctioned bullying.

Feb. 29 – **Lizette Tejada** (NDP – MLA for Calgary-Klein) expressed worries about the premier's ties to groups like Take Back Alberta and individuals like Tucker Carlson. She questioned the premier's consultation process and suggested that her actions are putting trans kids and their families at risk. UCP MLA Joseph Schow defended the premier, dismissing the relevance of discussing Tucker Carlson and emphasized the importance of sharing Alberta's story. He refuted any insinuations about party politics and reaffirmed the government's commitment to supporting all children in Alberta.

School class sizes

March 12 – **Amanda Chapman** (NDP – Calgary-Beddington) criticized the education minister's visit to W.H. Croxford high school in Airdrie, pointing out the overcrowding issue and the need for more high school spaces. The minister defended the government's actions, highlighting funding allocations for additional students and accusing the NDP of wanting to defund charter and private schools. Chapman continued to press the minister on the urgency of addressing overcrowding in Airdrie schools. The minister responded by citing funding for new school projects in Airdrie and accusing the NDP of wanting to defund independent schools.

LGBTQ2S+ student supports

March 11 – **Lizette Tejada** (NDP – MLA for Calgary-Klein), expressed concern over reported directives in the Red Deer Catholic regional school system. These directives allegedly instructed teachers to remove Pride materials, refer to students only by their legal names and report any disclosure of sexual orientation or gender identity by students to administrators. Tejada questioned if the minister of education was aware of and supported these directives. Nicolaidis responded by stating that his team had contacted the board and found no evidence of new directives. He emphasized the government's commitment to ensuring a safe and welcoming environment for all students. "No one has been directed to remove Pride material from any of the schools or anything of that nature." Tejada continued to express concern over the potential impact of the directives, particularly on vulnerable students. She urged the minister to reverse the alleged directive banning safe space stickers. Nicolaidis reiterated that no new directives had been issued and that they were still gathering information. ■

Game boxes now available through ATA Library

Lindsay Yakimyshyn
ATA News Staff

The ATA Library is here to help teachers find new ways to engage their students. Now teachers can avail themselves of the library's newest offering: classroom game boxes.

Curated by library staff, each game box includes a selection of board and/or card games that can be used in the classroom. Stand-alone games have been available through the library for a few years. Recently, ATA librarian Sandra Anderson saw an opportunity to combine games by grade level and subject to support teaching and learning.

"I've been interested in the gamification of the classroom for a long time," Anderson says, "and I was thinking about what we can bring to teachers that is different and will help them keep their students engaged."

Creating the boxes has been an interesting challenge. Sometimes Anderson starts with one compelling game and builds a set around it, while at other times the subject area is the driving factor.

"This is really an experiment," Anderson says of the new initiative. "We have just built these kits this year and are going to see what the response is from teachers to see if this is the collection we want to continue to build."

Currently, 11 game boxes are available to borrow in subjects such as biology, math and spelling. Teachers can peruse the new offerings, including the items included in each box, under the gamification guides on the ATA Library website.

With a loan period of one month and complimentary return postage, accessing these new resources is hassle free. The library materials can be shipped to teachers across Alberta.

"You get the same service if you are in Fort Chip or Lethbridge or across the street," Anderson says.

This level of service applies not only to the classroom game boxes, but also to the rest of the library's books, materials, makerspace kits and stand-alone games.

Always working to ensure that the ATA Library is serving members, Anderson looks forward to sharing surprising games with curricular connections with Alberta's teachers and students.

So what is one of the collection's standouts for Anderson?

"Periodic, a game in the Chemistry Games Box," she says. "Who would've thought they would make a game out of the periodic table? They did!" ■



ATA librarian Sandra Anderson shows off some of the new games that are available for teachers to sign out.

CORY HARE

LOG ON

The ATA Library's holdings can be searched online at <https://library.teachers.ab.ca/>.

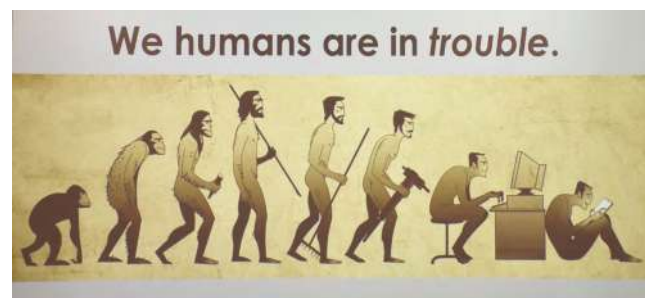
Play, nature and down time keys to wellness

Cory Hare
ATA News Managing Editor

When it comes to mental health and self-care, knowing is not doing and simple is not easy.

That was the core message delivered by psychiatrist and author Shimi Kang during the final keynote address of the Women in Leadership Summit, hosted by the Alberta Teachers' Association at Barnett House on March 8 and 9.

During a talk entitled The Future-Ready Mind, Kang touched on a variety of topics related to mental health, including human evolution, hormone response and modern technology.



Kang explained that a healthy "life diet" for humans involves spending regular amounts of time on our three areas of intelligence: play and exploration, connection with others and down time.

Factors like sleep deprivation, loneliness and perfectionism create stress, which releases the hormone cortisol, which is toxic if left unchecked

for extended periods, Kang said. On the other hand, overindulgence in pleasurable pursuits, in the form of food, technology use, social media likes, consumerism, even expressing rage online, releases hits of dopamine, which feels good in the moment but contributes little to overall happiness and well-being.

"Our kids are spending a lot of time on memes and TikTok stuff — too much dopamine — at the expense of happiness," Kang said.

She emphasized that no one is immune to the stressors and temptations of modern life, including herself. She admitted that she herself has trouble staying off her phone and maintaining healthy eating habits even though this is her field of study. She's also experienced burnout first-hand.

"I didn't listen to my body," she said. "I would just keep not doing the things I knew. I had to apply for disability."

Kang's prescription for healthier living includes play, down time, more time outside in nature, doing one thing at a time and daily gratitude. These actions release endorphins, which help relieve pain, reduce stress and improve a sense of well-being.

"Gratitude is the number one skill for health, happiness and relationships," Kang said.

Changing one's habits is a process that begins with pre-contemplation before progressing to preparation, action and maintenance, Kang said. It's an ongoing process and it's natural to relapse. One of her presentation slides suggested adopting play as a mindset.

"Try new and different ways. Disregard outcome or evaluation." ■



Keynote speaker Shimi Kang

WOMEN IN LEADERSHIP
AN ATA SUMMIT



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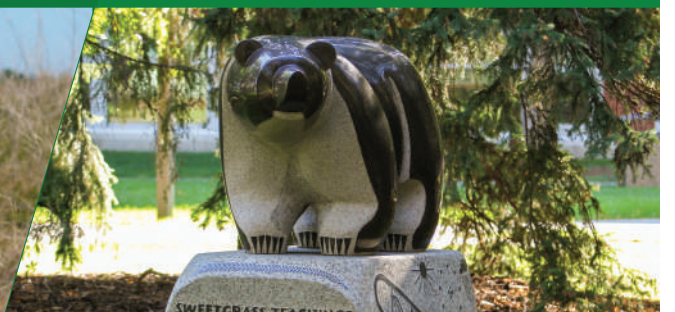
Focus on developing critical, creative and geographical thinking while making connections to where your food comes from.

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OR

EDU 595 Kodály Level II

Prerequisite:
successful completion of Kodály Level I

July 22 – August 2, 2024

EDU 595 Orff Level I
OR

EDU 595 Orff Level II

Prerequisite:
successful completion of Orff Level I

GCES Indigenous Education

Part of the Summer Institute in Teaching Foundational Indigenous Knowledge

Application Deadline: APRIL 30

July 8 – 18, 2024

EDU 560 Honouring Indigenous Ways of Knowing, Being, and Doing in Literacy Learning
OR

EDU 561 Curriculum, Pedagogy, and Foundational Indigenous Knowledge and Knowing

July 22 – August 1, 2024

EDU 563 Supporting the Health and Wellbeing of Indigenous Students
OR

EDU 595 Special Topics in Educational Theory Indigenous & Relational Approaches to Assessment

GCES Indigenous Language Sustainability

Offered in conjunction with the CILLDI Summer Program

Application Deadline: APRIL 30

July 8 – 16, 2024

EDU 595 Exploring Ideologies for Indigenous Language Sustainability

July 18 – 26, 2024
EDU 595 Linguistic Analysis for Indigenous Language Sustainability

Complete the Certificate:
EDU 595 Teaching & Learning for Indigenous Language Sustainability (Fall 2024)
AND
EDU 595 Pathways to Indigenous Language Sustainability (Winter 2025)

For complete program information, email gcesinfo@ualberta.ca or visit uab.ca/gces.

Tuition: \$1477/course plus non-instructional fees (subject to change). Courses may be taken through Open Studies.



ISTOCK

New draft social studies curriculum sparks criticism

Kim Clement
ATA News Staff

The Alberta Teachers' Association is sounding an alarm about the Alberta government's newly released draft K-6 social studies curriculum, calling attention to what it calls inadequate consultation with teachers.

Although there have been some consultations, ATA president Jason Schilling says it's just not enough.

"We have always maintained that teachers, who bring the curriculum to life every day in their classrooms, should be at the forefront of curriculum development," he said. "While the ATA has been given the opportunity to react to this curriculum draft, teachers must be active participants in the process moving forward."

Other groups have also raised major concerns with the new draft. Members of the curriculum consulting group employed by the government issued a statement reporting consistent disregard for the feedback they offered. The group posted an open letter online underscoring the absence of critical thinking opportunities and inadequate representation of diverse identities and cultures, particularly

those of First Nations, Métis and Inuit.

"This draft curriculum is clearly different and already improved from the 2021 draft. However, we are deeply disappointed with this draft curriculum and concerned about the lack of transparency in the curriculum development process," expressed the authors of the open letter.

"We urge the government to immediately convene a meeting of the key education partners to develop a protocol to restart the curriculum rewriting process."

Another cutting critique of the draft appeared in the March 24 edition of the *Edmonton Journal*. Authored by curriculum experts at both the University of Alberta and University of Calgary, the article points to the draft's failure to adequately prepare students for the demands of the 21st century, lacking in essential skill development, critical thinking opportunities and presenting biased perspectives.

"In every other Canadian province and territory, social studies curricula require students to develop a variety of skills In this curriculum, there are no building blocks for skill development," the authors state.

"Despite lip service to critical thinking, over 95 per cent of outcomes

target low-level thinking In a time when mis- and disinformation are rampant, critical thinking is indispensable, and this curriculum falls drastically short."

During a press conference on March 14, Education Minister Demetrios Nicolaides defended the draft, citing extensive consultations involving over 300 teachers, Indigenous and francophone communities, and education experts.

"By taking these steps, I am confident that we are developing a social studies curriculum that meets the learning needs of all students and positions them for success," Nicolaides said.

Schilling acknowledged some improvements, but stressed the need for thorough scrutiny.

"Recent consultations are an important step forward, but teachers are still much less involved in curriculum development as compared to the past," Schilling said. "Teachers will be looking at this draft to ensure that students will not be overloaded with content and will be developmentally ready to learn those concepts."

He emphasized the burden on teachers in implementing new curriculum across five subjects in the past three years and underscored

the necessity of adequate support to prevent overload.

"Developing instruction for new curriculum is time-consuming and demanding work; we must be careful not to overload teachers and to ensure this work is supported," he said.

The Association will be organizing various events to gather feedback on the draft curriculum. These include focus groups with K-6 teachers, a curriculum circle with experts in May and analysis of feedback received at teachers' conventions. Recommendations for changes to the draft and suggestions for government engagement with the profession will follow. Members will be kept updated throughout the process. ■

FACT

Three strikes

This draft is the third attempt to replace the two-decade-old social studies curriculum presently used in K-6 classrooms. This initiative follows criticism and rejection of both the 2018 version developed under the NDP government and the 2021 attempt by the UCP.



Sean Brown, new TES co-ordinator

ATA names new TES co-ordinator

Cory Hare
ATA News Managing Editor

The next co-ordinator of the ATA's Teacher Employment Services (TES) program area will be Sean Brown, a long-time staff officer, PEC member and volunteer.

Brown has served as an ATA staff member since 2015, when he was named staff officer in Teacher Employment Services (previously called Teacher Welfare). In 2020 he took on the role of associate co-ordinator, collective bargaining, which saw him act as the joint spokesperson and

chief negotiator for the Central Table Bargaining Committee.

With central table bargaining currently underway, Brown will remain as the staff lead in that process until the end of the current round while also transitioning into TES co-ordinator responsibilities.

"Accepting the role of co-ordinator is an honour and a privilege," Brown said. "I'm thrilled to embark on this new chapter, dedicated to offering leadership within the Association. It's a source of immense pride to continue supporting and serving Alberta teachers."

Before joining the Association, Brown

served two years on Provincial Executive Council as district representative for the Edmonton district. During a 22-year teaching career, split between the Catholic systems in Grande Prairie and St. Albert, Brown taught elementary and junior high grades 2 to 9 and served five years as a vice-principal.

Throughout his career, he's been involved in the ATA in various capacities, including as local president, local vice-president and chair of the local Teacher Welfare Committee and Negotiating Subcommittee.

Replacing the retiring Keith Hadden, Brown officially assumed his new role April 1. ■

2024 gotcha! PHOTO CONTEST

Cash prizes available!



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

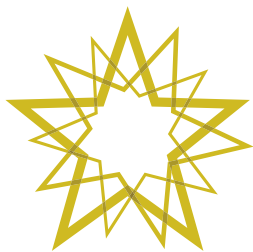
1st place: \$200 2nd place: \$100 3rd place: \$50

GOTCHA! Contest rules

- 1 Photos taken by active, associate and student ATA members of education- or school-related activities are eligible. (Hint: photos depicting action are best.)
- 2 Entries must be submitted by the member who took the photos.
- 3 Photos taken between Sept. 1, 2023 and May 15, 2024, are eligible.
- 4 Please email photos to cory.hare@ata.ab.ca. Entries must be received by 5 p.m. on May 15, 2024.
- 5 Each entry must be accompanied by a description of the activity; the names (if possible) of the people in the photo; the date when the photo was taken; and the photographer's name, school and contact information.
- 6 Cash prizes will be awarded to entrants whose photos place in the top three, as follows. First place: \$200; second place: \$100 and third place: \$50
- 7 Each winner will also receive a certificate of merit, as will those receiving honourable mention.
- 8 Up to 20 additional entries may be selected for an award of honourable mention.
- 9 Each entrant may submit up to five photos but no entrant can win more than one top-three prize.
- 10 A panel of individuals with photography, publishing and teaching experience will judge the entries. The decision of the judges is final.
- 11 Winning photographs will be published in the *ATA News*.
- 12 Photos submitted for the contest may be published in the *ATA News*, the *ATA Magazine* or other Association publications.
- 13 Please read carefully. Failure to comply with any of these rules may result in disqualification.

Get snapping and good luck!

COMM-951 2024 05



ATA EDUCATIONAL RESEARCH AWARD

Alberta research focused on teaching & learning

The Alberta Teachers' Association Educational Research Award, valued at \$5,000, is presented annually to a faculty of education member or sessional lecturer at an Alberta university or at a university college that the Association recognizes who has undertaken high-quality research on classroom teaching and learning.

Application deadline: May 15, 2024

What Are the Criteria?

The research must meet the following criteria:

- Be directly related to school and classroom practice
- Be focused on school teaching and/or learning
- Be current (either ongoing or completed within the last two years)
- Be related to critical issues in the context of public education
- Have involved classroom teachers and/or students
- Be applicable to the Alberta context
- Be of practical benefit to teachers in improving their professional practice
- Be of high quality in terms of purpose, methodology and originality

Require More Information?

Contact **Dr Philip McRae** by e-mail at philip.mcrae@ata.ab.ca or by phone at **780-447-9469** (in Edmonton) or **1-800-232-7208** (elsewhere in Alberta).

Find details on the award criteria and on the selection and announcement of the recipient on the ATA website.

Application form
www.teachers.ab.ca



The Alberta Teachers' Association

COOR-165a 2024-03



DIGITAL NEWS

The ATA News is available online.

For the latest issue, visit www.teachers.ab.ca/news. Subscribe to receive an email when a new issue is available.

<http://bit.ly/ATAeNews>

Meet the NDP candidates

Five candidates are vying for the leadership of the New Democratic Party (NDP), which will announce their next leader on June 22.

As a non-partisan organization, the Alberta Teachers' Association

encourages its members to engage in the political affairs of the province through individual partisan and non-partisan activities. To that end, we seek to keep members informed about all political candidates and parties.

The five NDP candidates were invited to submit a biography and statement of educational beliefs for publication in the *ATA News*. Kathleen Ganley, Sarah Hoffman, Gil McGowan and Naheed Nenshi responded to the invitation.

KATHLEEN GANLEY



I am running to be the leader of Alberta's NDP and the next premier of Alberta. I was born and raised in Calgary and that is where I still live today with my six-year-old daughter. I pursued my education at the University of Calgary and have degrees in psychology, philosophy and law.

My career path led me to specialize in labour and employment law upon returning to Calgary. However, my passion for public service drove me to transition into politics, and in 2015, I

proudly secured a seat in the Alberta legislature as a member of the New Democratic Party.

During my time in office, I had the honour of serving as minister of justice and solicitor general, where I championed justice reform and advocated for marginalized communities. My pragmatic approach to policymaking and unwavering commitment to social justice continue to guide my work in creating a more equitable society for all Albertans.

Statement of educational beliefs

I believe that public education is the great equalizer. It allows every child to reach their full potential and contribute meaningfully to their communities. It is the right of every child regardless of learning style or their parents' bank balance.

I have a daughter with big ideas, and I believe that an education that supports her to chase them is the best gift I can give her. I believe every child deserves that.

I believe classrooms should be properly funded, teachers should be properly supported and in building enough schools for our growing population.

I believe we must measure not just class sizes, but complexity, and fund for it.

I believe that teachers and school

support staff deserve a raise, and that we should cut failed UCP programs like RStar and the "war room" and invest that money in our kids and their classrooms.

I believe we would benefit from a universal school nutrition program — because no kid should have to learn hungry.

My campaign is focused on building an economy that works for people and education is a cornerstone of that plan. The kids learning in our schools today could go on to cure a form of cancer or make real progress combating climate change — but not if we deprive them of their right to an education.

I will support public education. I will take action where the UCP has failed. After all, this is our future we're talking about.

SARAH HOFFMAN



Sarah Hoffman grew up in Kinuso, a small rural community, where her dad was the public school principal and her mom taught kindergarten.

"When I told them I wanted to be a teacher too, they told me not to. These were the Klein years, and my father told me that teachers simply weren't valued in Alberta. But I did it anyway!"

While training to be a teacher, Sarah got involved in the NDP. In 2010, Rachel Notley encouraged her to run

for the Edmonton Public School Board.

"I ran and I won to keep our neighbourhood schools open when the Conservatives tried to close them. I'm proud of my record as a two-term trustee and chair of the Edmonton Public School Board."

Sarah is proud to be part of the NDP government that stopped Conservative cuts to education and built and renovated hundreds of schools in just four years.

Statement of educational beliefs

Quality public education is fundamental to a successful democratic society. I am committed to properly funding Alberta's public, Catholic and francophone schools.

The UCP is starving these schools in order to divert tax dollars to private and charter schools. This means longer drives and more overcrowded and complex classrooms for the majority of Alberta students, families and staff.

Charter schools have long desired to be regarded as part of the public system. Alberta should formalize this by providing a path to truly become public schools. The Edmonton Public School Board, which I was chair of, has had great success in offering programs of choice, as have other public and Catholic divisions.

I oppose private schools charging high fees, which excludes many families, while also receiving generous

public support. As premier, I will reduce public funding for private schools that charge high fees.

I will hire more teachers, hire more EAs, introduce class size and complexity standards with public reporting, and build and renovate more schools.

I will work with teachers and education experts to develop a modern curriculum that is developmentally appropriate and reflects the diversity of Alberta's students.

I've been a public school student, have a University of Alberta BED and MEd, was the chair of EPSB, and education critic for the Alberta NDP. I will be your ally and always work for you, your colleagues, students and the families you all serve. I need your support now to make that happen. Please buy a membership at SarahHoffman.ca before April 22 to vote for me.

CANDIDATES



IF ALBERTA IS THE RICHEST PROVINCE IN CANADA, THEN WHY ARE WE SPENDING THE LEAST ON EDUCATION?*

*We bet you thought the asterisk would lead to some sort of stat that softens this embarrassing statement. Unfortunately, the truth only gets worse. The latest report on "Education Spending in Public Schools in Canada", conducted by the Fraser Institute in 2023, puts into perspective how poorly Alberta stands against the rest of our country. As much as we hate to reference the Fraser Institute, their study shows Alberta spent the least on a per-student basis for public education in all of Canada in 2020/21. To make matters worse, data shows that from 2012 to 2021 provinces like Quebec and BC have rightfully increased spending by 33% and 13%, respectively. Whereas Alberta has had a shameful decrease of 12% in spending over that same time period. When public education does not receive the proper funding, students' needs are not met. Classrooms are overfilled, diverse programs are being cut, and there is less teaching support for students with complex issues. The compounding effects of these issues have seen distraught teachers in our province leave their chosen profession altogether. It's time to right the wrongs. It's time for solutions. Tell your MLA, "Stop the excuses."

StopTheExcuses.ca



The Alberta
Teachers' Association

MEET THE CANDIDATES

continued from page 11



CANDIDATES

GIL MCGOWAN



Gil McGowan is the president of the Alberta Federation of Labour. He co-chaired Premier Rachel Notley’s Energy Diversification Advisory Committee and helped implement diversification recommendations with the Notley and Kenney governments. He has advised the federal government on energy and labour policy through the Just Transition Taskforce. As chair of the Coal Transition Coalition, he helped negotiate a sector-wide transition program for workers affected by the coal power phaseout.

Statement of educational beliefs

Teachers want the best for their students. But the UCP is holding you back.

They’ve cut per student funding to lowest in Canada and pushed class sizes to highest. They’ve made politically motivated curriculum changes. Their bargaining shows contempt for the important profession you’ve chosen. They’ve got their eye on your pension.

I respect the job you do. Across the world, there is no good society without good education. Education prepares us for life. It builds out skills. It engages us.

I want to bring down class size. I want more classroom resources and more equitable student opportunities. I want a curriculum based on what’s best for students, not conservative politicians. And I will safeguard your pension.

Gil spearheaded a push to diversify Alberta’s economy with a bold economic blueprint, “Skate to Where the Puck is Going.” That campaign helped unlock billions of federal investment tax credits for projects in the lower carbon economy, creating thousands of Alberta jobs.

He chaired the Local Authorities Pension Plan, safeguarding a \$60 billion investment fund that provides retirement security to 300,000 Albertans, and fights to protect our public services, schools and health care from cuts and privatization.

But these important changes will never happen until the UCP is gone.

I have a plan to beat Danielle Smith. It adds the missing piece to our electoral coalition. Every major poll shows the NDP is well behind with economically anxious workers. To win – so we can then improve education – we need a leader with an economic plan focused on their economic worries. That is my life passion.

I’ve served as the president of the Alberta Federation of Labour for nearly two decades. The voters the NDP needs to win are people I work for everyday. I know them intimately. As teachers, I’m sure you know them, too.

I am seeking to lead the Alberta NDP so we can complete our winning voting coalition – then get to work improving Alberta education.

NAHEED NENSHI



Naheed Nenshi’s early life, marked by his family’s resilience during the ‘80s recession and the pivotal role of public services in his education and success, laid the foundation for his community contributions to follow. He learned from incredible teachers in public schools in Red Deer County and Calgary.

Prior to becoming a three-term mayor of Alberta’s largest city, Naheed was an educator and became Canada’s first tenured professor of nonprofit management at Mount Royal

Statement of educational beliefs

First and foremost, we must hire more teachers to create smaller class sizes and create conditions that will support student success. The UCP ended class size reporting requirements in 2019 when they started cutting education so that Albertans wouldn’t know how bad it was getting.

From there, at minimum, our investment in education, including teachers, educational assistants, specialized supports and facilities needs to keep pace with growth in student population and inflation. But Alberta should set its sights much higher than that. Until recently, Alberta had one of the best public education systems in Canada. Underinvestment and misplaced, ideological meddling in the

University. As a business consultant, his clients included the United Nations, and he advised on how corporations can help the world’s poorest people.

Naheed was recognized as “the best mayor in the world” in 2014 by The City Mayors Foundation. He also received the President’s Award from the Canadian Institute of Planners and the Humanitarian Award from the Canadian Psychological Association for his contribution to community mental health.

curriculum by Danielle Smith’s UCP continue to erode this advantage.

We know that excellence in primary and secondary public education (and in early childhood education before that) is crucial for ensuring Alberta’s continued prosperity. We need to arm our kids with the love of learning and the critical thinking skills they need to succeed as adults. Rebuilding strength in our public education system must begin on a foundation of trust and respect for the educators parents entrust their kids with everyday. A government led by Naheed Nenshi will prioritize restoring excellence in public education and making the investments necessary to ensure every child can reach their potential.

JODI CALAHOO STONEHOUSE



Jodi Calahoo Stonehouse, Member of the Legislative Assembly for Edmonton-Rutherford and a proud member of Michel First Nation, Treaty 6, seeks to lead the Alberta NDP and become the next premier, emphasizing unity in facing challenges like climate change and economic security.

Her leadership approach is grounded in hard work, collaboration and community connection, demonstrating a commitment to listen and provide decisive leadership. Jodi’s journey involves learning from elders, earning an undergraduate degree in Native Studies and pursuing a master’s degree with a focus on water security. ■

SOURCE: VOTEFORJODI.CA



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Alberta Advisory Committee on Educational Studies

APPLICATION FOR GRANTS Descriptive or Experimental Studies

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

Application Deadline:
JUNE 1, 2024
4:30 PM

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

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


Online applications and the guidelines for grant applications are available at Alberta Teachers' Association > Professional Development > Grants, awards and scholarships > Alberta Advisory Committee for Educational Studies Grant.

Applications are available online.

Questions regarding the application can be e-mailed to Sudeep.Dua@ata.ab.ca OR submitted to

Administrator, Alberta Advisory Committee for Educational Studies
c/o The Alberta Teachers' Association
11010 142 Street NW
Edmonton, AB T5N 2R1
780-447-9432 or 1-800-332-1280

Completed applications received by June 1, 2024, will be considered at the spring meeting of AACES.

 The Alberta Teachers' Association

Theory and Practice in Educational Leadership



Dr. Scott Morrison



Valerie McDougall



Gary Strother

St. Mary's University Faculty of Education is offering two 3-credit online courses for aspiring school administrators and teacher leaders!

The St. Mary's Advantage

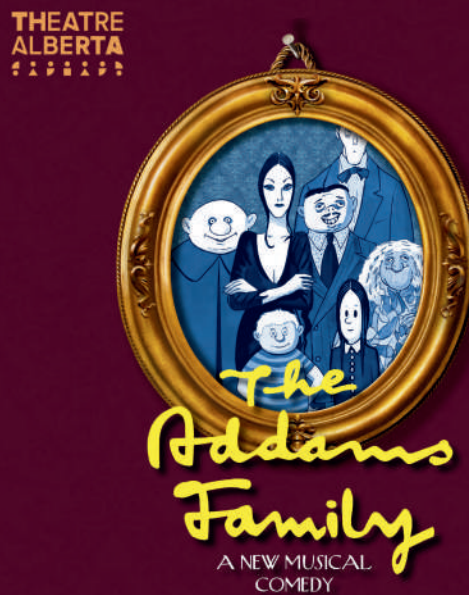
- The only Catholic University in the province accredited to offer these courses.
- Instructed by recent Catholic and Public School superintendents.
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EDLD 551:
Theory and Practice in Educational Leadership I
Mon/Wed 5:00 PM – 8:00 PM on May 6, 8, 13, 15, 22, 27, 29, June 3, 5, 10, 12, 17

EDLD 552:
Theory and Practice in Educational Leadership II
Mon/Wed 5:00 PM – 8:00 PM on June 19, 24, and 26
Mon/Wed 9:00 AM – 12:00 PM on July 3, 8, 10, 15, 17, 22
Wed 9:00 AM – 4:00 PM on July 24
Mon 9:00 AM – 12:00 PM on July 29



For more information please contact: info@stmu.ca
For Registration please visit:
<https://stmu.ca/programs/catholic-educators-program/>



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Artstrek applications will be accepted online starting April 2, 2024.

BOOK BY MARSHALL BRICHMAN & RICK ELIJE, MUSIC & LYRICS BY ANDREW LIPPA,
ORCHESTRATIONS BY LARRY HOCHMAN, BASED ON CHARACTERS CREATED BY CHARLES ADDAMS




So what's new with you?

Did you know that the *ATA Magazine* has a section dedicated to sharing information about teachers' extracurricular endeavours and adventures?

Yes, it's true. It's called **Who's Out There?** and we're currently seeking submissions.

The section highlights new projects or accomplishments by Alberta teachers who are also

- authors
- musicians
- visual or performing artists
- podcasters
- athletes
- volunteers
- entrepreneurs

 The Alberta Teachers' Association

Teachers who wish to make a submission for **Who's Out There?** can email a short summary (75–100 words) to section editor Lindsay Yakimyshyn: lindsay.yakimyshyn@ata.ab.ca.



ATA Magazine

ADVERTISING IN ATANEWS

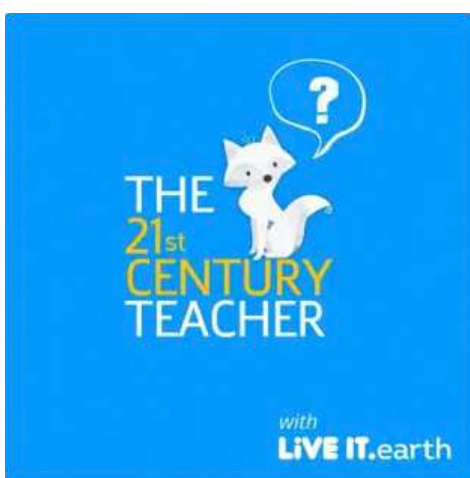
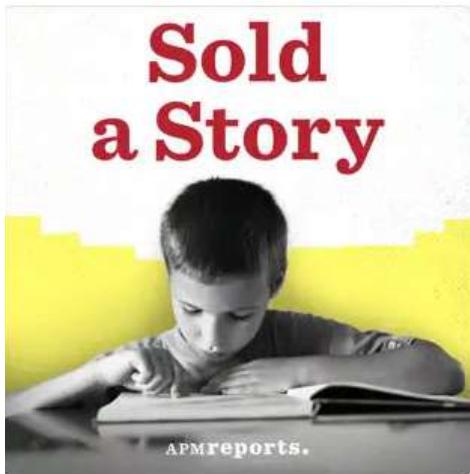
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Next deadline
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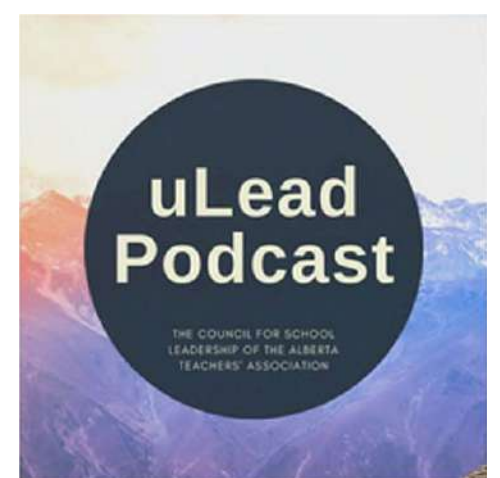
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TALENT

April 2, 2024 | Volume 58, Number 11



'POD'NERS IN EDUCATION

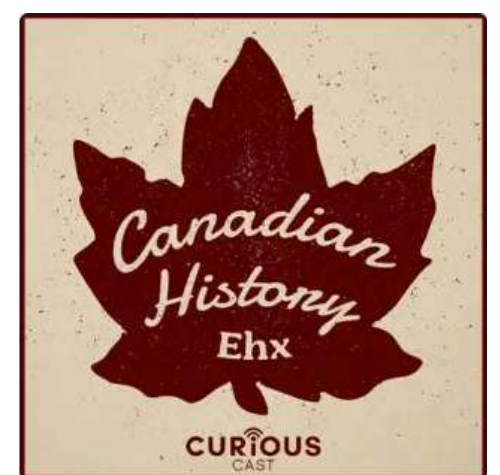


What podcast has helped you out the most as a teacher?

What podcast would you recommend to other teachers?

For other teachers: *Sold a Story*
For classroom use: *The Unexplainable Disappearance of Mars Patel*
Kristen Louise

Canadian History Ehx is fantastic for enriching history knowledge and learning interesting stories to share.
Christine M



Live It Earth - The 21st Century Teacher
A great episode is "Insights on Climate Education with Dr. Ellen Field"
Claire Kraatz

I started my own podcast and love connecting with the other teachers, hearing all about the amazing things happening in the classroom: *Ready, Set, Growth - Inspiration for Teachers.*
Nick Moskaluk

The *uLead Podcast* from the ATA Council for School Leadership is a great option for educational leaders!
Bryn Spence

The Podclass
Danielle Eriksen

Honestly, *New Heights* with the Kelce brothers. They make me laugh and just let stuff go!
Laurie Jean

Angela Watson's Truth For Teachers
Apple Blossom Teachers
Math is Figure-Out-Able
Barbara Lovelace Jackson

I'm with you! They're a wonderful escape from teaching.
Lori Karoly Szmul

Responses gathered via social media.

