

TO THE EXTREME

Teacher shares his adventure in Antarctica
See *Tale End*, page 16.

2025 Resolutions Bulletin

See insert.

ATA NEWS

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LINDSAY YAKIMYSHYN

Teachers march for public education on Budget Day, Feb. 27, and are greeted at the Alberta legislature grounds by Canadian Union of Public Employees members. Read more on [page 4](#).



Célébrer le Mois de la Francophonie

Faire vivre la Francophonie dans votre communauté

See Editorial, [page 2](#).



Budget Day 2025

How did education funding measure up?

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You are the expert

Why not present at teachers' convention?

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Well matched

Exchange program offers unique chance for collaboration

See [page 11](#).



Support where and how we can

Solidarity, CUPE and the Association

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Record setter

Teacher sets a second Guinness World Record

See [page 7](#).

Célébrer le Mois de la Francophonie



EDITORIAL

Monique Gravel
ATA Associate Coordinator,
Professional Development

Le mois de mars est marqué par plusieurs événements importants : la Journée internationale des femmes, le Mois de la nutrition, le congé du printemps et, bien sûr, le Mois de la Francophonie. Comme enseignants œuvrant en français, nous avons l'opportunité précieuse de promouvoir et de faire rayonner notre belle langue et ses cultures auprès de nos élèves, tant au sein de l'école que dans la communauté. Ce mois est également l'occasion pour nous, en tant que pédagogues, d'approfondir et de mettre en pratique nos connaissances liées à la langue française ainsi qu'aux cultures francophones.

Par l'intégration d'activités dans la salle de classe, les enseignants, les leaders scolaires et les équipes-école peuvent reconnaître ce mois de nombreuses façons adaptées à leur situation. Quel que soit le contexte dans lequel vous enseignez (école francophone, programme d'immersion française, cours de français

langue seconde), nous vous invitons à envisager les moyens suivants de célébrer et de faire vivre le Mois de la Francophonie dans votre milieu :

1. Les Rendez-vous de la Francophonie (<https://rvf.ca>) vous offrent une variété d'activités virtuelles et de découvertes liées à la francophonie.
2. L'Association canadienne-française de l'Alberta (ACFA) offre une programmation d'activités culturelles, éducatives et communautaires du 1er au 31 mars 2025 (<https://acfa.ab.ca/frab2025>).
3. L'Accent Alberta (<https://accentalberta.ca>) regroupe toutes les activités et les ressources éducatives et culturelles offertes en français dans la province.

Pour obtenir plus d'informations sur les perspectives francophones, nous vous encourageons à consulter le guide numérique de la bibliothèque de l'ATA à l'adresse <https://teachers-ab.libguides.com/perspectivesfrancophones>.

Idées d'activités inspirantes

Lors de leur dernière réunion, nous avons demandé aux membres du comité exécutif de l'Association des enseignantes et enseignants francophones de

l'Alberta (AEEFA) comment ils comptent souligner le Mois de la Francophonie dans leurs milieux scolaires en 2025. Voici leurs suggestions :

- faire une étude sur les artistes et musiciens francophones;
- organiser un club de lecture d'écrivains francophones;
- participer à un spectacle francophone;
- découvrir les expressions francophones en tant qu'école;
- participer au lever du drapeau francophone dans sa communauté;
- organiser un spectacle en français (danse, karaoké ou théâtre);
- organiser une cabane à sucre ou un carnaval d'hiver;
- explorer et déguster des mets de différents pays francophones. ■

March is Francophone Heritage Month (le Mois de la Francophonie), a chance to celebrate francophone culture in Alberta and Canada. For more information, check out the ATA library's web guide:



Solidarity, CUPE and the Association



Q & A

Dennis Theobald
ATA Executive
Secretary

Question: With CUPE locals going on strike for better wages, why aren't teachers joining the picket line in solidarity with educational support workers?

Answer: As I am writing this, over 6,400 teacher assistants and custodians belonging to the Canadian Union of Public Employees (CUPE) are now engaged in labour action with employer school boards in Fort McMurray, Edmonton, Leduc, Sturgeon, Calgary, Okotoks and Parkland. In Fort McMurray, labour action commenced with rolling strikes on November 13 and a full walkout on January 7. Other CUPE locals have since commenced strike action and none, as yet, have settled.

These education support workers work closely with teachers, and we are natural allies in their struggle to achieve a fair negotiated agreement. It is hardly surprising, then, that teachers are asking how we can show solidarity with our coworkers even as teachers in affected schools are having to manage the impact of the strike on their classrooms and on the work they are required to do.

Labour action will disrupt schools; that is a feature, not a "bug," of a strike and is intended to create leverage at the bargaining table. Although not directly involved, the Association has offered our support how and where we can. As individual teachers are considering what they can and cannot do, they should be guided by the following considerations:

- Teachers are currently employed under a valid collective agreement and are required and expected to attend their work sites as usual, even if this means crossing a CUPE picket line. Teachers are free to show solidarity and support for their

CUPE coworkers, but must do so professionally and responsibly.

- There is a risk of discipline should a teacher choose to join a CUPE picket line. Even though it might be characterized as form of free expression, members should be aware that they themselves are not in a lawful strike position and continue to have a duty of loyalty and fidelity to their employer. Therefore, participation — even if on a teacher's own unassigned time or outside of school hours — carries some risk of discipline. Should the division act against a teacher, the Association would, of course, provide representation to the best of its ability, but teachers considering joining a picket line must be aware of the potential risk of doing so.
- Subject to any dress code policies in the division and the school, teachers are encouraged to show their support by wearing purple, the colour adopted by CUPE as its visual identifier.
- Any discussion of the labour action needs to be carefully managed around students and should be age-appropriate. Generally, teachers should refrain from initiating discussion about the CUPE labour action in a classroom setting.
- Under section 196(1)(g) of the *Education Act*, "a teacher, while providing instruction or supervision, must, subject to any applicable collective agreement and the teacher's contract of employment, carry out the duties that are assigned to the teacher by the principal or the board." In some cases, the work typically performed by educational assistants (EAs) could be characterized as teacher work, especially if it relates to the health and well-being of a child. Given this ambiguity, teachers who are directed to undertake a task they believe is unsafe, is not the work of a teacher or for which they lack the necessary training should contact Teacher Employment Services (TES) as soon as possible.
- The employer should have a contingency plan for managing in the absence of EAs. Some teachers

may be concerned about toileting/hygiene support and medication management for students and how to address similar situations. To provide teachers with advice, the Association will need to know what plan has been developed for providing specialized support to students, including any provisions for specific training and inservicing.

- The Association strongly suggests that teachers make concerns and objections known to their principal, in writing, regarding any direction given relating to work normally performed by support workers. While it is important that teachers assert their professional concerns and interests, please remember that principals are fellow members and deserve respect and consideration as they try to manage a very difficult situation.
- The teachers' collective agreement, including all the provisions and entitlements, remains in force. Leaves such as sick leave, bereavement and maternity/parental/adoption leave should not be impacted. However, "may grant" leaves that need to be approved and are subject to a school's operational needs or that are approved at a "mutually agreed upon time" are discretionary and may be challenged or limited, primarily due to the shortage of substitute teachers. Teachers are encouraged to contact TES for advice and support if their leave is denied or cancelled.

Our CUPE coworkers are demonstrating determination and resilience at great personal cost. Their actions can inform and inspire teachers considering their options as our own collective bargaining process proceeds. The support provided by individual teachers and, collectively, by the Association for CUPE workers in this difficult and protracted struggle can make a difference and advance their effort to ultimately achieve a fair settlement. ■

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



Taking the stage: Ready, set, share!



VIEWPOINTS

Michael Bayer
Math and Physics teacher

If you're reading this, you should consider presenting at your local teachers' convention next year.

Yes, you.

On what?

On whatever aspect of your teaching you know best. You are an expert and your colleagues would benefit from hearing from you.

As convention season comes to a close, I find myself reflecting on the first time I attended a teachers' convention. As a rural-based beginner, I found the experience of navigating our large convention center, armed only with a paper brochure, overwhelming. I had no concept of what would be beneficial to me, so I found myself guessing, following colleagues and sometimes attending sessions that weren't relevant to my needs. It took a few years to discover what types of sessions were the most valuable to my practice, and once I did, I realized there weren't enough of them for me.

The sessions I find most beneficial are highly specialized to my subject area — high school math and physics — but those can be few and far between. In my early years, I often ended up in general sessions with useful ideas on classroom management or other intangibles. However, a great concept presented for Grade 6 math doesn't always translate well to a Physics 30 setting, so the idea would be left to linger in my mind without manifesting in my classroom.

When I realized that the sessions I found most

useful as a specialist teacher were limited, I decided to contribute by becoming a presenter. In 2020 I delivered my first session, Spreadsheet Tools for Math. The audience was small but engaged, knowing exactly what they were getting: tools to build complex assessment questions without employing the "guess and check" method. Attendees left with a tool they could use the next week.

Leaving a session with a tangible takeaway is a valuable gift. While this could include generalized ideas that fit into any course, I aim to offer specialized strategies or resources for a single subject, encompassing materials like fully developed labs, question banks or exemplars. Teachers can use these right away, or the resource can serve as a model for expanding an idea.

“... I believe sessions led by local teachers should be a larger part of our conventions ...”

I've now presented at conventions eight times in total, each time focusing on sharing specific, practical tools, from atomic model activities to interdisciplinary novel studies, CTS streaming flowcharts to tools for beginning teachers.

This is why I believe sessions led by local teachers should be a larger part of our conventions: these teachers are more likely to focus on successful parts of their practice grounded in the day-to-day context they face. External presenters are valuable.

They can provide research-driven practice, inspire with messages that resonate regardless of context, or provide broad ideas with wide application, but by their nature they can lack immediate applicability, especially to specialist teachers.

Consider the case of a music teacher attending convention. Strategies offered in a generalized session have limited applicability to that unique learning environment. If there are few or no dedicated music sessions, then the music teacher may be left with great ideas, but ones that will require significant adaptation to fit their needs.

Now consider the value of that same teacher attending specific music sessions: maybe it's one on effective tools in a subscription service, or one on a set of ready-to-print activities that can be used at the drop of a hat. The presenters best equipped to handle these types of sessions are your colleagues down the hall or across town from you. They often possess untapped knowledge. And that knowledge isn't limited to their "teachables": the extra passion teachers possess can be the foundation of an options course or a way to connect with a specific child. The possibilities they offer are limitless.

Presenting can be intimidating — standing in front of peers can feel daunting. But your expertise is varied, and even the most seasoned teacher may not have explored a particular idea or approach. The more local teachers who present, the more high-value, subject-specific sessions we will see.

Please consider sharing your expertise and encourage your peers to do the same. ■

Michael Bayer has been teaching high school math and physics in Alberta for 15 years and currently teaches in Stettler. He is a strong believer in collaboration and sharing resources.

Opinions expressed on this page represent the views of the individual writers and do not necessarily reflect the position of the Alberta Teachers' Association.

RED for ED

Here is our Red for Ed picture from John D. Bracco School. Not only is Red for Ed important to us, but we have also been supporting our support staff by wearing purple on Wednesdays. By uniting together, we are stronger.

— Katie Doucette, John D. Bracco School, Edmonton



Rachel Moxon's cats, Poppy and Xena, are proud teacher's pets and support #Red4EdAB.

— Calgary Public Teachers' Local No. 38



Staff at Ecole Camille J. Lerouge designed our own Red4Ed shirts to show support for our peers negotiating on our behalf at Central Table. For the design, we also highlighted the cross in our apples to show our support for Catholic education.

— Shannon Saringo, Ecole Camille J. Lerouge, Red Deer



Create your own
"Red for Ed" wear

Visit albertateachersassociation.entripyshops.com to customize and order "Red for Ed" branded apparel — hats, hoodies and more! The online shop rotates graphics every few months, so check out the current styles now.

Want to share how you or your team is supporting public education in Alberta? Let your colleagues know why you wear Red for Ed or how you create moments of engagement or advocacy. Email managing editor Lindsay Yakimyshyn at lindsay.yakimyshyn@ata.ab.ca.

Teachers rally for public education

Lindsay Yakimyshyn
ATA News Managing Editor

Chanting “We all want what students need!” and “Stand up, fight back!”, thousands of teachers and other public education supporters rallied at the Alberta legislature building on Budget Day 2025.

This year’s provincial budget announcement coincided with the Greater Edmonton Teachers’ Convention (GETCA) this year, so the three Alberta Teachers’ Association (ATA) locals with teachers attending GETCA — Edmonton Catholic Teachers Local No. 54, Edmonton Public Teachers Local No. 37 and Fort McMurray Local No. 48 — seized the opportunity to organize a march and rally in defense and support of public education.

“Everyone is impacted by public education, whether you have children in schools, work in a school or have no direct connection with schools. An educated and capable society is a strong and thriving one,” read a statement from Amber Nicholson, Heather Quinn and Jay Duffett, the local presidents of Edmonton Catholic, Edmonton Public and Fort McMurray, respectively.

As the convention programming wrapped up on Feb. 27, teachers donned red toques and picked up signs and flags before marching together from the Edmonton Convention Centre to the legislature grounds. Their arrival was met with cheers from Canadian Union of Public Employees (CUPE) members, education support workers engaged in labour action who had held their own rally on Budget Day.

Showing solidarity with these coworkers is empowering for everyone, say Nicholson, Quinn and Duffett.

“Properly funding education will ensure that we have enough teachers, support staff and space to offer students the best education possible so they can reach their full potential, regardless of their socio-economic background or abilities.”



LINDSAY YAKIMYSHYN

Teachers march through downtown Edmonton to the Alberta legislature building.

In crisis

Teachers, local executive members and other public education supporters took to the stairs of the legislature building to voice concerns on challenges affecting public education in Alberta, including inadequate supports for students, increased standardized testing, and public funding of private and charter schools. The message was clear: Alberta’s children and youth deserve equitable access to quality education.

Taking the mic, teacher Owen Holloway emphasized the importance of creating safe, inclusive and caring spaces in which all students can

thrive. Referencing Alberta legislation on sex education, student pronouns and transgender youth, Holloway called for teachers and parents to work together to protect students against harmful policy.

“The Teaching [Quality Standard] and Leadership Quality Standard require us to provide a safe, inclusive, supportive environment for all students,” Holloway said. “We must maintain the ability to exercise our professional judgment to ensure the well-being of each student is what drives action.”

Kevin McBean, another teacher, also emphasized the need to support all of Alberta’s students. He stated

that his desire to help all students succeed remains steadfast, but that he is frustrated by the deteriorating teaching and learning conditions.

“We are tired of sounding the alarm on overflowing schools and infrastructure needs that are at crisis level,” said McBean.

In a statement to the ATA, Education Minister Demetrios Nicolaides said that the provincial government is providing more funding for education and building more schools, with a large investment in Budget 2025, and more planned in 2026 and 2027. However, speakers contended that the current funding and new builds fall short, especially with public funds being funnelled into private and charter schools.

“Public education is the backbone of democracy, the fuel of opportunity and the foundation of a just and equitable society,” said Nicholson, Edmonton Catholic’s local president. “If we fail to invest in public education, we create a society where opportunity is a luxury rather than a guarantee.”

Wing Li, communications director for Support Our Students Alberta, echoed that public education is key to advancing social equity. Speaking on choice in education, Li argued that choices are not universal when they are privatized and not accessible to all students.

“We are reclaiming public education because it belongs to the people,” Li said.

“Long live public education”

Speakers urged supporters to take action to protect public education. Call your MLA. Reach out to your school board trustees. Share the message that public education is vital to Alberta’s future.

As the rally came to a close, former Edmonton poet laureate Ahmed “Knowmadic” Ali left the crowd with a key message to remember.

“If you want a better future, you need more than just a little bit of spare change. We need true wealth and investment in our children. ... Long live public education.”



LINDSAY YAKIMYSHYN

Edmonton Public local president Heather Quinn calls upon public education supporters to stand together and demand better.



LINDSAY YAKIMYSHYN



LINDSAY YAKIMYSHYN

Ahmed “Knowmadic” Ali engages the crowd with his thoughts on the value of public education.

Budget falls short, says ATA president

Cory Hare
ATA News Staff

Alberta will do a better job of estimating the number of students enrolled in public schools next year while still falling well short of adequately funding them.

That is the main takeaway of the ATA's analysis of "Meeting the Challenge," the provincial government's 2025-26 budget.

As outlined during the government's budget announcement on Feb. 27, starting in the 2025-26 school year, Alberta Education will adopt a new funding allocation method based on average enrolment over two years rather than the current three years. This is intended to ensure that per-student funding levels more closely align with the actual number of students that school jurisdictions are seeing in their classrooms.

However, Education Minister Demetrios Nicolaides said the base education grant will remain unchanged, which means that the amount of money that school districts receive per student will not increase.

To ATA president Jason Schilling, this is the most telling detail in the entire education budget, which, despite boasting an overall spending increase of 4.5 per cent, falls nearly a billion dollars short of where it needs to be.

"The chronic underfunding of public education has created a crisis that can no longer be ignored," Schilling said. "The stories I am hearing consistently describe a public education system that is having to deal with large and growing class sizes, inadequate student supports, and demoralized staff trying to hold it all together in the face of constantly increasing demands."

Below the national average

Prior to budget day, the ATA had been calling for an education budget of \$11.35 billion, which would have brought the province up to the Canadian average in per-student spending. However, the budget is set at \$10.44 billion, some \$910 million short of the ATA's target.

Nicolaides said the education budget is based on four main pillars: addressing enrolment growth, supporting students' diverse needs,

supporting parent choice and delivering new schools.

He said school authorities will receive increased funding thanks to the new funding method, which will be more predictable and sustainable. He also pointed to increases in various grants that will address classroom complexity, vulnerable students, operations and maintenance, transportation and technology.

"We're hearing the assertion that the government is attacking education. These statements are ludicrous and irresponsible. We're stepping up by providing more funding and building more schools, with a large investment in Budget 2025, and more planned in 2026 and 2027," Nicolaides said.

"I'm confident that Budget 2025 will respond to the challenges we face with investments that will ensure Alberta students receive the world-class education they deserve, now and in the future."

For Schilling, holding the line on the base education grant, which last saw an increase in 2023-24, means the province is continuing to lose ground due to inflation.

"There's not nearly enough new funding in this budget to meet the needs in our classrooms," he said.

Steady decline

ATA analysis of Statistics Canada data shows that in 2016-17, Alberta was at the national average in terms of per-student spending by school boards. However, since then the province's position has declined steadily to the point that Alberta now sits dead last. In fact, when accounting for inflation, Alberta spent 17 per cent less per student in 2022-23 than in 2016-17.

"We can't keep ignoring the underfunding of public education," Schilling said. "We're seeing large and growing class sizes, inadequate student supports and staff struggling to hold it all together." ■

Private school funding

One of the four main pillars of the education budget is parent choice.

Increase over budget 2024-25

Overall education spending	4.5%
Funding to private schools	13.0%



YOUR VIEWS

Teachers shared messages for their substitute teacher colleagues to let them know what their support means to them.

f Tia Giesbrecht

My subs are lifesavers. After the sub shortage and going without subs, I realized just how much I rely on them and need them. They're the reason I can take a day off and not worry about my classroom or kids. We have the best subs.

f Elise Murphy

I couldn't do a lot of what I love to do (my "why") without the support of subs in our area (especially those who drive 30+ minutes).

We've had so many this year who are so consistent (follow the plans, adaptable, kids respect them) and morale stays up when they're in the building. When we have to pull others from their daily duties, the effects sadly trickle down to the kids.

f Leanne Breadner-Rein

Rock Stars! I truly appreciate each sub who enters my kindergarten classroom, as they keep my littles learning, and in routine, while I need to step away from time to time.

f Mark Breadner

Each of our subs gets a Tim's card and a letter of thanks from the local executive. We would be lost without them.

Arjun Sharma

The flexibility and kindness they bring means everything to the entire community!

Valia Louis

Thank you for always doing your best. You are GREATLY appreciated!

Pat Stevens

We love you subs!! I know how hard it can be and I appreciate y'all every day.

Denise Heffernan

Your support means I can take a day away from the classroom without worry. Thank you!

Camryn Gau

They take care of my kids so I can take care of myself when I need to stay home.

FOR THE RECORD



This morning I resigned as Edmonton Public School Board's Ward C Trustee. Given the political climate and the erosion of school board autonomy, I can no longer serve my constituents or the needs of the division's students, families and staff.



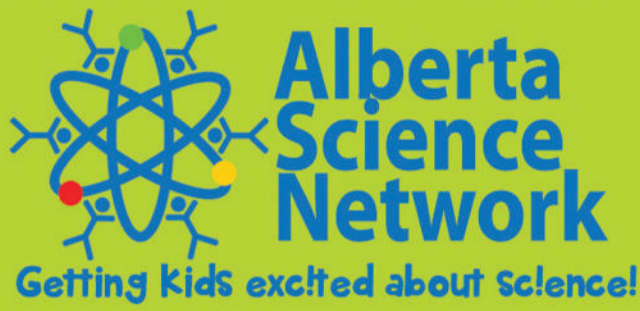
— Marcia Hole announcing her resignation on social media on Feb. 28



ATA president Jason Schilling responding to the budget at a news conference on Mar. 4.

CORY HARE

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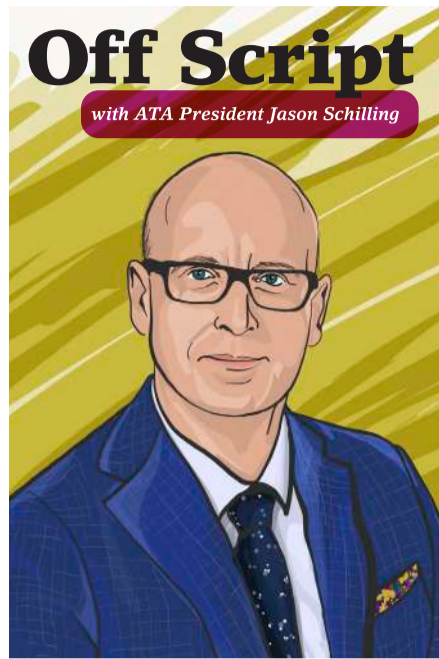
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Embrace solidarity — however that looks for you



Recently, I took part in a panel discussion at Mount Royal University on building solidarity through collective action. The online discussion sparked some great questions and the speakers, including myself, echoed how workers have more power when they work together. That union work is community. We all benefit — even when we disagree — from the collective, especially when working together. These comments also reminded me of the speeches I heard at a World Congress last summer. Even in the face of the direst of situations, our global colleagues talked about the power of the union they belonged to, how it brought them home and a sense of purpose.

It's a lesson for all of us. The power of the collective, the power of the union (or Association) and how

members worked together to further their message and support the work of their union. There is strength in unity. There is power in the voices of many.

When you see a group of citizens protesting something on the news, marching in a group, holding signs and chanting slogans, you know they are in solidarity with each other, united behind a common goal or purpose. We are seeing this daily with our Canadian Union of Public Employees (CUPE) co-workers as they march on picket lines across the province, standing up for what they value. A sense of community grows from the solidarity they see from other unions and our own Association.

The word "solidarity" is used most often to describe a sense of unity with a political group, a group of striking workers or people who have been

deprived of their rights in some way. There are a lot of ways to show your solidarity. It can include signing a petition, joining a rally or simply giving a thumbs up. Any time you express support for a group or the people in it, you're showing solidarity with them.

You hear a lot about solidarity these days and what it means. However, how you choose to express it is uniquely individual, as we all have personal comfort zones. But as I always say to my students, we learn and grow when we push ourselves out of our comfort zones. So, sign that petition, go to that rally, wear red and purple, attend your union's meetings, and be active in the community to which you belong. As one speaker said at the Mount Royal University event, "Union inheritance should be embraced." ■

Council considers resolutions leading up to ARA

PEC POINTS

Audrey Dutka
ATA News Staff

Highlights of the Provincial Executive Council meeting held February 24–25, 2025, at Barnett House.

1. Approved 197 resolutions arising from the six-year review of policy for presentation to the 2025 Annual Representative Assembly (ARA).
2. Considered 15 Council resolutions and 39 local resolutions for presentation to the 2025 ARA. In the case of local resolutions, Council approved recommendations of concurrence, amendment and concurrence, nonconcurrence,

referral for study and report or action taken. Council further approved the assignment of speakers to each resolution.

3. Approved one specialist council resolution for presentation to the 2025 ARA.

4. Approved for publication in the *Resolutions Bulletin* and *ARA Handbook* the report on resolution 2-10/24 (*Report on Ageism in Education*), which requires report to the 2025 ARA.

5. Authorized \$2,000 donations to each of the following CUPE locals: Local 40 (Calgary Board of Education), Local 520 (Calgary Roman Catholic Separate School Division), Local 3484 (Black Gold School Division), Local 5543 (Parkland School Division) and Local 5040 (Foothills School Division).

6. Authorized up to three

representatives from each Diversity Equity Network (DEN) be selected to attend the Diversity, Equity and Human Rights seminar at the 2025 Summer Conference, with a maximum of nine representatives across three distinct DENs.

7. Authorized an overexpenditure of up to \$6,000 to support live streaming and audio services for portions of the 2025 Diversity, Equity and Human Rights Conference, which will provide a participation option for members, including those identifying as living with a disability.

8. Amended the strategic framework to include information regarding preservice teachers.

9. Approved the name of one teacher for addition to the name bank for possible appointment as an Indigenous education professional development facilitator.

10. Discontinued the routine production of an annual staff activity summary as the recent adoption of new human resources management and reporting processes and supporting software enables more meaningful reporting of relevant trends when required.

11. Authorized the purchase of two retractable ATA flags per member of Council for use at various rallies and events.

12. Amended the Association's standing committees' frames of reference to include the duty to annually review Association policy in accordance with the policy review process and to proposed resolutions to Council.

13. Appointed a field member to the Edmonton Area Field Experiences Committee. ■

Alberta teacher sets another Guinness World Record

ATA News Staff

An Alberta teacher has made the record books – not once, but twice.

Substitute teacher DonnaJean Wilde made headlines last year in the *ATA News* when she set a Guinness World Record for planking for four hours, 30 minutes and 11 seconds. Now, she has another world record under her belt.

This past September, Wilde added another Guinness World Record to her awards shelf, this time for the

most push-ups by a female in one hour: 1,575.

And if those accomplishments weren't enough, Wilde is now a published author. She chronicled her experiences training for both records and put out the book *Minutes to Hours: I Wrote This Book While Planking*.

Watch Wilde achieve her newest world record now. ■



SUPPLIED



SUPPLIED

IN FOCUS

TEACHE

With teachers' convention season now wrapped up, teachers and school leaders have new tools, strategies and ideas that they can bring back into their classrooms and schools. Check out highlights from this year's conventions. ■

DID YOU KNOW?

- Teachers' conventions predate the founding of Alberta.
- The Alberta Teachers' Association has been responsible for the delivery of conventions since 1942.
- In 1954, Edmonton was the first convention district to hold its convention in a hotel rather than a school.
- In 2025, nine teachers' conventions were held with nearly 40,000 attendees total.
- Teachers' conventions are planned by nine convention associations across Alberta, with teacher-volunteers leading each group.

PRESENTERS



Conventions included presentations (above) on a range of topics, including resilience in a complex system, truth and reconciliation, artificial intelligence, teachers as curriculum leaders and much more. Attendees had the opportunity to shape their own professional learning by choosing from a variety of sessions (below), some of which called for very active participation.

SESSIONS



CONNECTIONS



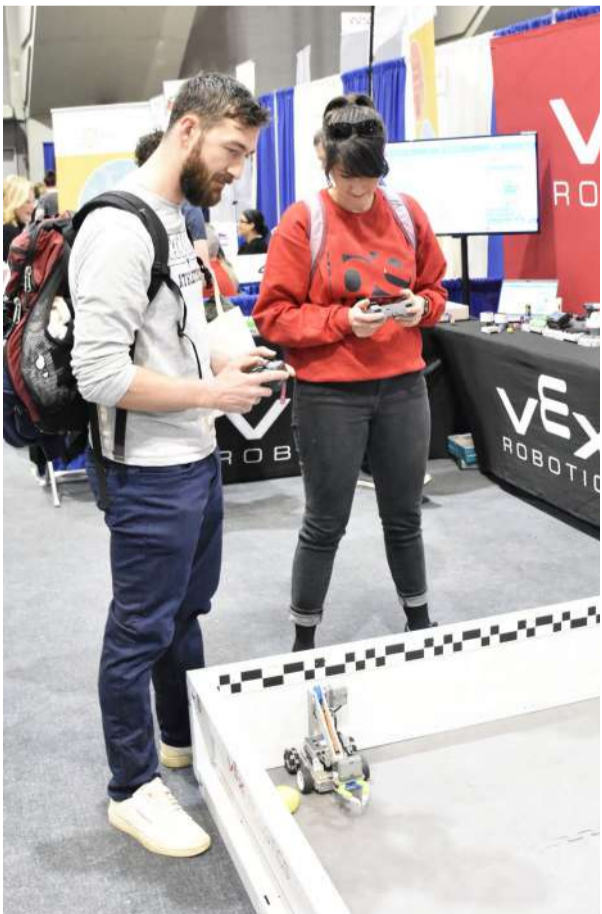
TEACHERS' CONVENTIONS

EXHIBITORS



PHOTOS: CORY HARE

Convention exhibitors highlighted resources and programs that teachers can incorporate into their teaching. Sometimes teachers even had hands-on learning experiences.



PHOTOS: LINDSAY YAKIMSHYN



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Exchanges offer unique chance to share and learn

ATA News Staff

Brooks teacher Cindy Engel has met her match. This year, Engel was chosen to participate in the Educator Exchange Programs (EEP) and was matched up with Andrha Povey, a teacher from Queensland, Australia.

EEP gives Alberta teachers and school leaders an opportunity to learn from their counterparts from Germany, Spain, Australia, Mexico and the Alberta Accredited International Schools. Engel and Povey are taking part in a short-term in-person exchange, which involved Engel hosting Povey for two weeks. She will then make her way to Australia this July for two weeks.

With the first part of her exchange under her belt, Engel shares what the experience so far has meant to her.

The first part of our teacher exchange has been completed! The partnership between our Alberta Teachers' Association and the IEU (Queensland and Northern Territory Branch of the Independent Education Union) has offered us a unique professional development opportunity! From the first time Andrha and I Facetimed to make plans, we realized we were going to have a fabulous time getting to know each other. The moment I picked Andrha up from the Calgary airport, we began chatting about our teaching styles, our likes and dislikes, and what we hoped to learn from each other. I had heard that Australia is at the forefront of education and when I was matched with her, I was excited to hear about her and her school. I was very glad when she was finally here in person.



PHOTOS SUPPLIED

When not in the classroom, exchange partners Cindy Engel and Andrha Povey were able to enjoy uniquely Albertan experiences.

Andrha shadowed me in my English as an additional language classes, where I teach students new to Canada. I have a diverse group of students with varying levels of English language and Andy was able to assist me with running centres, a strategy I use to accommodate and differentiate my ever-growing class size. While I arranged for Andy to observe in other high school classrooms, where teachers were teaching courses more similar to hers back home, Andy was drawn back to my class often. She mentioned she was reminded of why she became a teacher by interacting and supporting our newcomer students. She said, "It's that simple joy of being with a student and seeing them understand something and then using their new knowledge."

She could not be better suited for me and my professional development! It was great having Andy here to bounce around new ideas, but also to join me in lots of Canadian experiences after school hours. It helped me get my work-life balance back on track! The instant feedback for both of us and the dialogue we have had during our exchange have been invaluable. It's like co-teaching, with all the added benefits. I am excited to be fully immersed in her classroom/school/culture for two weeks this summer and am looking forward to observing how she manages her diverse classes.

The added bonus of taking on this exchange through the ATA is that the co-ordinator has linked participants together! There are two other teachers

from Edmonton participating in an exchange to Queensland and we are meeting up to travel to Cairns prior to the beginning of our placements, and again after to check out Sydney and Melbourne as well. It will be great to travel with other Alberta teachers – it's two more colleagues to get to know and hopefully collaborate with in the future.

For those thinking about participating, the requirements needed to travel and volunteer in Australia are pretty simple. I look forward to my Australia experience and bringing what I learn back to my classroom and colleagues! ■

Cindy Engel, Brooks Composite High School

APPLY FOR A DIVERSITY, EQUITY AND HUMAN RIGHTS GRANT TODAY

The Alberta Teachers' Association is offering grants of up to \$2,000 to schools for projects that support the Association's vision of a public education system committed to educating all children well in an inclusive setting.

For more information please contact dehr@ata.ab.ca or visit www.teachers.ab.ca.

APPLICATION DEADLINE: March 30, 2025



The Alberta Teachers' Association

DEHR = DIVERSITY, EQUITY AND HUMAN RIGHTS

Indigenous Education Initiatives Grant

Locals can receive up to \$2,000 in ATA grant funding to support projects fostering reconciliation and community connections.

Apply by March 30 at teachers.ab.ca/scholarships

Walking Together
The Alberta Teachers' Association

Your Pension, Your Future: Let's Talk!

Missed us at Convention?

No worries! ATRF is here for you year-round. Book an appointment or register for a webinar through **MyPension** to get the information you need about your pension and the options available to you.

We manage your pension, so you can focus on what matters most—teaching. **Let's connect today!**

Visit: [ATRF.com](https://www.atrf.com)

ATRF Alberta Teachers' Retirement Fund

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SUBSTITUTE TEACHERS' APPRECIATION WEEK

MARCH 10 11 12 13 14

www.teachers.ab.ca

TES-MS-15-10-EXT 2022 05

ATA 2025 PEC election

www.teachers.ab.ca

March 10 Voting opens at 8 AM	March 13 Voting closes at 5 PM
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PEC ELECTION INFORMATION

Candidates, voting instructions and results will be available at teachers.ab.ca.

Results will be posted on the Association's website on 2025 03 14.

The Alberta Teachers' Association

TES-MS-16-42 2025 02

Célébrons

2025

SEMAINE DE RECONNAISSANCE DES ENSEIGNANTS SUPPLÉANTS

MARS 10 11 12 13 14

The Alberta Teachers' Association

www.teachers.ab.ca

TES-MS-15-10-EXT 2022 05

Follow us on Instagram: [abteachers](https://www.instagram.com/abteachers)



Are you interested in facilitating workshops?

BECOME AN ASSOCIATION INSTRUCTOR!

Association instructors facilitate a variety of workshops for school and district-based professional development events, teachers' conventions, and specialist council conferences - both in-person and online.

The Alberta Teachers' Association is seeking outstanding classroom teachers and school leaders from across the province for immediate appointments to begin May 2025.

The application process has three parts:

1. Download and complete the application form on the Alberta Teachers' Association website (see below for website information)
2. Provide a letter of interest, including the following information:
 - Areas of interest and expertise (referencing the competencies of the Teaching Quality Standard)
 - Experience leading professional development (online and in-person)
 - Reasons for applying
3. Provide a resume outlining education, work experience, leadership experience, publications, presentations, and volunteer experience.

Successful candidates are expected to deliver 7–10 workshops per year and are required to attend two training sessions per year. The Association covers release time and associated expenses; as well, an honorarium is provided for workshops delivered. As a courtesy, please advise your superintendent and principal that you will be applying prior to doing so. All applicants must be active or associate members of the ATA, have a minimum of 5 years of teaching experience, and hold an Alberta teaching certificate.

APPLICATION DEADLINE IS APRIL 4, 2025.

Send your letter of interest, resume, and completed application form to Terra Kaliszuk, Executive Staff Officer, Alberta Teachers' Association, terra.kaliszuk@ata.ab.ca

For information or to download an application form, visit www.teachers.ab.ca/Advocacy/Volunteer.



The Alberta Teachers' Association

PD-192 2025-02

2025 gotcha! PHOTO CONTEST



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

Cash prizes available!

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, 2024 and May 15, 2025, are eligible.
4. Please email photos to lindsay.yakimyshyn@ata.ab.ca. Entries must be received by 5 p.m. on May 15, 2025.
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, as well as those receiving honourable mention, will receive a certificate of merit.
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-65-112025 01

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>

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The Alberta
Teachers' Association

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- + **\$5,000** For a school of your choice
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*NO PURCHASE NECESSARY. Open February 6, 2025 to April 30, 2025 to legal residents of Alberta who at the time of entry: (1) have reached the age of majority in Alberta and (2) are a member of the Alberta Teachers' Association. Odds of winning depend on the number of eligible entries received. Math skill test required. Rules: belairdirect.com/25kgiveaway-rules
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ATA FINE ARTS COUNCIL PRESENTS
ARTS UNLEASHED
CONFERENCE 2025

FEATURING KEYNOTE



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OCT. 17-18, 2025

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CALLING ALL MEMBERS

Apply to serve on an ATA committee!

The committees

Each year, a number of practising teachers are selected to serve on Association committees as well as to represent the Association on boards and committees of other organizations and provincial bodies. The list of opportunities for 2025/26 is now available at teachers.ab.ca/advocacy/volunteer.

Find more information on the ATA website.



The deadline for applications is April 7.

The commitment

Standing committee positions are generally three years in length. Committee members attend the committee's meetings, prepared to speak—from their perspective as a field member—to the forces affecting the respective committee's work.

Travel and incidental costs, as well as release time, are covered to enable committee members to attend meetings.

The ATA embraces diversity and inclusion and is committed to representing members belonging to equity-seeking groups.

Members belonging to equity-seeking groups are encouraged to apply.

▶▶▶ All applicants are encouraged to reach out to their district representative(s) to better understand the work that Association committees undertake.

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

COMM-209-2024-12



Want to Serve on a CTF/FCE Advisory Committee?

Each year, the Association is eligible to submit nominations for the CTF/FCE advisory committees.

Apply today!
Application deadline April 7

All active and associate members of the Alberta Teachers' Association are eligible for the positions. Members must hold the highest level of membership available to them.

Find more details and application information on the ATA website



▶▶▶ All applicants are encouraged to reach out to their district representative(s) to better understand the work of Association representatives.

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

COMM-162-11 2024-12

Transform your career with an exchange.

Various destinations available.



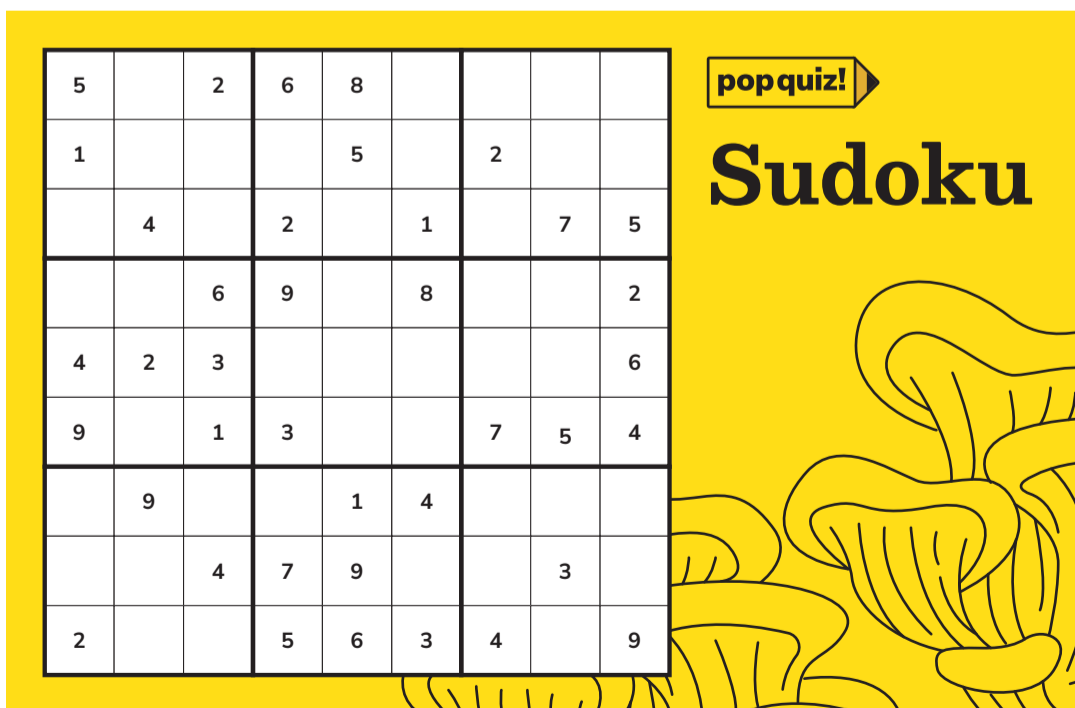
Virtual and in-person short-term exchanges for teachers and school leaders.

Visit teachers.ab.ca, search "teacher exchange" for applications and details.

The Alberta Teachers' Association

Alberta

EEP-1-27a 2024-12



popquiz!

Sudoku

5		2	6	8				
1				5		2		
	4		2		1		7	5
		6	9		8			2
4	2	3						6
9		1	3			7	5	4
	9			1	4			
		4	7	9			3	
2			5	6	3	4		9

ADVERTISING IN ATANEWS

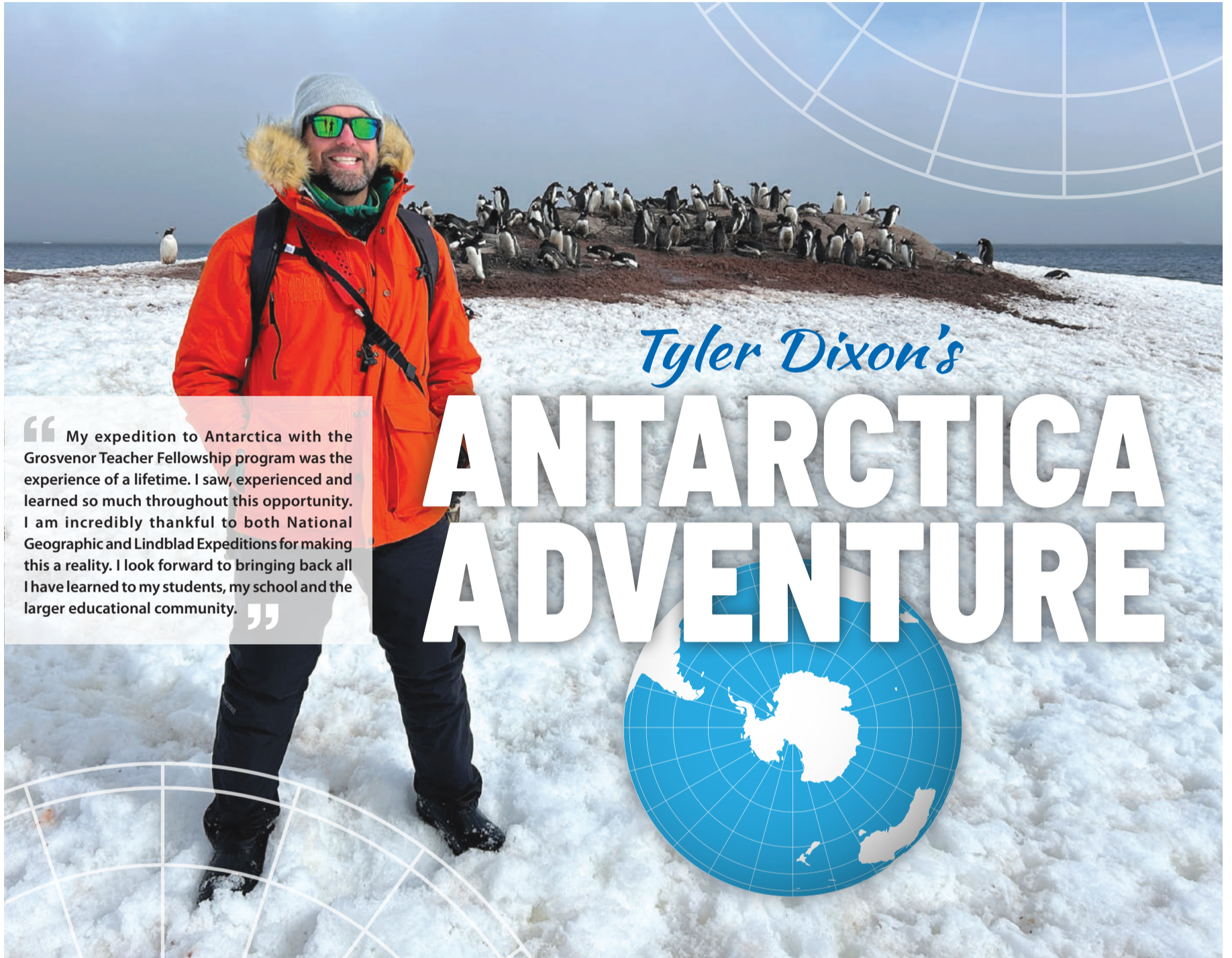
For advertising information, contact Trevor Battye at Trevor Battye Advertising Sales 1-778-773-9397 trevor@tbasales.ca

Next deadline Thursday, Mar. 13, 2025, 4 p.m. (Publication date Mar. 25, 2025) Advertisers are encouraged to book early – space is limited.

Circulation: 34,500 We accept Visa, Mastercard, cash or cheque.

TALENT

March 11, 2025 | Volume 59, Number 10



Tyler Dixon's

ANTARCTICA ADVENTURE

“ My expedition to Antarctica with the Grosvenor Teacher Fellowship program was the experience of a lifetime. I saw, experienced and learned so much throughout this opportunity. I am incredibly thankful to both National Geographic and Lindblad Expeditions for making this a reality. I look forward to bringing back all I have learned to my students, my school and the larger educational community. ”

PHOTOS SUPPLIED

The May 2024 issue of the *ATA News* featured Calgary teacher Tyler Dixon, the lucky recipient of the Grosvenor Teacher Fellowship. Back then, he was about to realize his dream expedition to Antarctica aboard the National Geographic exploration vessel “Resolution.”

Dixon’s trip took place in November 2024, and he came back with cargo-hold full of incredible experiences and lifelong memories. He shares some of those memories here, hoping to inspire other teachers to step out of their comfort zone to experience our world.



GROSVENOR TEACHER *Fellowship*

The Grosvenor Teacher Fellowship (GTF) is a collaboration between the National Geographic Society and Lindblad Expeditions. The program selects exemplary teachers from throughout North America to participate in three-week expeditions to one of many global destinations, then transfer their onboard experiences into transformative lessons and engagement for students and colleagues.



Learn more about Dixon’s adventure online, where he shares his full photo gallery and Antarctic expedition story map.

