

# IN THE RUNNING

ATA Magazine nominated for six industry awards. See page 13.



2022 / 23

## ATA BUDGET proposes no fee change.

See pages 7 to 10.

# ATA NEWS

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News Publication of The Alberta Teachers' Association



TIM JOHNSTON

Teachers participate in a rally at McDougall Centre in Calgary on Saturday, April 2 to protest the government's draft K-6 curriculum. Rallies also took place in Edmonton, Grande Prairie, Lethbridge, Medicine Hat, Red Deer and Wainwright. More photos on page 16.



### Less testing, more funding

Focus on standardized assessments a distraction from what's really important.

Read Jonathan Teghtmeyer's editorial on page 2.



### Defend Public Education

New advertising campaign aims to turn up the heat on government.

See story on page 6.



### Off Script

We all need help at times.

See story on page 11.



### Online workshop to tackle teacher stress

Renowned expert on tap to offer free session.

See story on page 11.

## Less testing, more funding



### EDITORIAL

Jonathan Teghtmeyer  
ATA News Editor-in-Chief

**F&Ps**, HLATs, MIPIs, CATs, LeNS, CC3s, WRATs and WIATs — these are just a few of the standardized assessments that often inundate Alberta schools.

Many of these assessments can be very time-consuming and work-intensive to administer. Sometimes they are done at the discretion of the teacher, but often they are mandated by school boards for all students. Sometimes the assessments are used repeatedly throughout the year and sometimes given to the same students year after year.

It doesn't matter how many times a gardener counts their rosebuds. If they aren't adequately feeding and watering their plants, they won't bloom. Put another way, insanity is doing the same thing over and over and expecting different results.

Last week, the education minister announced that, starting in the fall, all school authorities will be required to administer certain standardized assessments to every grade 2 and 3

student. Grade 1 students will begin mandatory testing in 2023.

In some ways, the announcement from the minister is positive. The UCP's 2019 election platform called for mandatory standardized testing for students in every grade from one to three. I feared that this would mean new PATs would be developed and administered every single year for every single six, seven and eight year old. This recently announced approach is somewhat better than that alternative, because the tests are much better focused on diagnostics, and many school boards are already mandating them, so it is an expansion of the status quo rather than an add-on.

But at the same time, the new policy is still flawed fundamentally. By focusing on the assessment, while missing the boat on the intervention and instruction side of the equation, we do nothing to improve student learning — we just end up with more and more useless data about which students are going to struggle, while continuing to allow them to struggle.

It's a similar misapplication of fundamental principles at play on the curriculum. When the final English language arts curriculum was released earlier this month, Fort Vermilion superintendent Michael McMann crowed about how the curriculum used in his school division raised reading

levels by up to three grade levels in just one year. This is amazing, but it glossed over the fact that the pilot project used in Fort Vermilion did not just use a new curriculum and approach to teaching reading, it also featured intensive small-group interventions with students.

According to McMann in a *Toronto Star* article, some of the students had access to 110 lessons, one hour a day, of intervention.

It's not the testing and it's not the curriculum that bring about the significant change, it's the intervention. I don't have to tell teachers this. They see the same students slipping through the cracks right before their eyes.

In the past four years, class sizes have grown significantly, while access to EAs and other supports have eroded. Adjusting for inflation, per pupil funding in Alberta will have dropped 10 per cent between 2018/19 and 2022/23.

I would like to offer data about how the funding decline has affected class sizes, but the government stopped collecting that data — at exactly the same time they stopped funding class-size reductions.

In 2018/19, by the way, Alberta ranked seventh among Canadian jurisdictions in per pupil spending on public education and spent \$435 less per student than the provincial average.

It would take an investment of about \$300 million to bring Alberta spending up to the national average. Imagine what could be done to help struggling readers if we had an additional 3,000 to 3,500 teachers.

But let's also consider what would happen if we allowed teachers to practice more like doctors do. Teachers would have discretionary access to a wide range of diagnostic tools. They could assess students individually or as a group, using the most appropriate tools, at the moments best suited for the student and the teacher. They could refer students to specialists who could do more assessments or provide interventions. Moreover, the teachers would have the time and resources to offer their own interventions. They could access the appropriate supports and resources to respond to the diagnostic information and to get the students the help they needed.

This ideal world hinges on teachers' ability to get to know their students individually and access those resources. As long as funding continues to erode, that goal is unreachable. It doesn't matter how many times you test kids, if you don't adequately fund education, then nothing can be done to address those test results. ■

*I welcome your comments. Contact me at jonathan.teghtmeyer@ata.ab.ca.*

## Good teaching is based on professional judgment



### Q & A

Dennis Theobald  
ATA Executive Secretary

**Question:** The Alberta Teachers' Association awarded Dr. George Georgiou an educational research award in 2019 but now is critical of the elementary English language arts curriculum that reflects his work. Why is the Association politicizing literacy?

**Answer:** To begin with, Georgiou's work is very good and no one is contesting that. The problem is that much of it is focused on pedagogy, how one teaches, and not on curriculum, what is to be taught. The difference is critical.

The study for which Georgiou was recognized by the Association was titled *Response to Intervention: Schools Where All Children Learn to Read*. It followed a group of grades 1 to 3 students in Alberta and Quebec for the purpose of evaluating the basic assumptions of the response to intervention model in literacy intervention.

The project also involved providing teachers with professional development that focused on implementing the approach and the use of standardized tools for reading assessment to evaluate its success. The actual interventions were done with small groups of three or four students and had different focuses at each grade level. Three 30-minute sessions took place each week over a span of 10 to 12 weeks. Students who continued to struggle in Grade 3 were provided intervention on a one-on-one basis. As noted by participants, the results of this intensive series of interventions was quite remarkable.

Teachers and their association would be the first to cheer on the government if it were committed to providing the necessary resources for such sustained intensive intervention in the province's division-one classrooms. And indeed, in his recent comments to the media, the superintendent of Fort Vermilion School Division placed substantially more emphasis on the importance of intervention on student success than on the content of the draft curriculum that his jurisdiction was piloting on a very limited and partial basis.

So let's be clear, the success of a pedagogical intervention is no proof of

the quality of the draft curriculum and, in the absence of the intervention, there is no basis for concluding that the draft curriculum, now somewhat revised, is headed in the right direction.

Something that is self-evident to everyone who has worked with children in the classroom or who has been a parent is that the little tykes are quite unique and often take their own course and their own time to learn how to read. A skilled and experienced teacher recognizes this and will employ diverse approaches to foster literacy and love of learning among their students, understanding that while phonetic approaches may work for most, a variety of other approaches will be more appropriate for others.

Furthermore, a skilled and experienced teacher will monitor the learning of individual students to ensure progress, knowing that externally imposed, arbitrary benchmarks for progress are exactly that — external and arbitrary. Certainly, interventions such as those advocated by Dr. Georgiou may be potentially useful tools, and teachers, assuming they have the necessary time, support and classroom conditions that allow it to happen, will happily employ them as and when appropriate.

All this seems to have escaped the understanding of the government apparatchiks who, having failed to listen to the advice of the teachers who will be expected to implement it, are determined to push through a flawed and inadequately tested curriculum that fundamentally confuses developmentally inappropriate outcomes with mandated pedagogy; one that seeks to be uniformly prescriptive when it should be facilitative and flexible.

And that points to the fundamental problem underlying this government's entire approach to curriculum and education policy generally. It does not recognize teaching as a profession or teachers as professionals who must be afforded the latitude to exercise judgment in the performance of their important, complex and challenging work. So the problem is not that the Association is politicizing literacy, it is that the minister, despite her bleating protestations to the contrary, demonstrates no real respect for teachers or their work. ■

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



# Time for Alberta to end the fiscal insanity



## VIEWPOINTS

Bradley Lafortune  
Public Interest Alberta

In quiet Zoom meetings of economists and energy analysts around the province, you can almost hear the murmurs: “Fiscal insanity ... again!”

But there is hope, however faint, because the imperative could not be more clear that Alberta must plan for a long-term recovery through savings, reinvesting in basic public services, and an urgent and methodical transition to a sustainable economy.

The fact that \$70-a-barrel oil seemed a perfectly reasonable projection when the United Conservative Party government began putting its budget together just two months ago highlights just how reckless it is to build the province’s entire fiscal plan on such a volatile revenue source. That we continue to take this approach to budgeting year after year is the height of insanity. And it’s intensely frustrating that Albertans continue to ride this stomach-churning revenue rollercoaster over and over again.

While the UCP government is patting itself on the back for its “balanced” budget — one that continues to underfund public services, privatize health and education, and cut billions from our cities and towns — the fact that we don’t have a plan for reinvestment in our services, a blueprint for savings, or a transition to a sustainable economy makes this budget and the government’s entire fiscal narrative deeply misleading.

The day the UCP introduced their budget, oil was trading at \$93 a barrel. Within a couple of weeks it was at \$125. When the budget was being planned in January, the UCP government set \$70 as its projected price. There is simply no way to

responsibly budget on such a highly variable stream of revenue.

Although international oil prices are just one factor impacting resource revenues, they are an important factor. Every dollar that oil goes up means as much as \$500 million in increased revenue for the province.

Well-known University of Calgary economist Trevor Tombe notes that an increase of \$15/bbl above budget projections would mean an additional \$5.8 billion in the provincial coffers just this year. An oil price average of \$85/bbl is not out of the question given the volatility in the market and in the world’s oil producing regions.

The very real likelihood of billions more in revenue after a pandemic and years of a struggling economy provides an urgent opportunity for the Alberta government to reset its fiscal planning and launch a strategy to create a just recovery and long-term fiscal stability for all Albertans in every corner of the province.

In 1976, the Alberta government recognized the short-term nature of non-renewable resource value and that “revenue from the sale of those resources will ultimately decline.” Accordingly, the *Alberta Heritage Savings Trust Act* required 30 per cent of revenue be set aside for “the benefit of people in Alberta for future years.” In 1983, that law was amended to reduce the amount to 15 per cent. Soon after that, in 1987, investments were suspended indefinitely until the mid-2000s, when a short-lived energy price boom led to sporadic investment into the Heritage Fund.

The short-sighted political urge to shore up revenue for spending with non-renewable resource revenue, rather than build a stable

and predictable revenue stream, led to the quick demise of the fund’s original fiscal structure. As one friendly economist reminded me recently, this has been a cross-partisan effort, not a partisan one.

Oh, but what could have been. In 2008, during the heady thinking brought on by another boom, the Parkland Institute’s report *Saving for the Future* showed that with prudent savings, improved budgeting and proper taxation, Alberta could easily build the fund to \$200 billion in just a decade.

Today? Well, the last quarterly report ending December 2021 puts the fund at \$18.6 billion — a far cry from what economists and analysts from across the political spectrum thought was possible during the last big boom in 2007–2008. But at that time, at least the province was turning its head toward the possibilities of returning our thinking to the original intent of the fund.

This could be our last chance to imagine a future supported by savings accumulated from this non-renewable resource. The crucial first step today is for progressive-minded advocates, economists and Albertans to call for immediate reinvestment in basic public services. At a time when inflation, energy prices and massive instability in international trade and relations are causing anxiety and uncertainty for regular Albertans, we need to get the fundamentals right. This means reversing the UCP’s agenda of cuts and privatization.

From there, we need to stop promising not to fritter away this energy boom, and actually stop doing just that!

We must act like the owners we always say we are. This requires massive reinvestment in innovation, transition and long-term fiscal stability. For the sake of our quality of life, our province and the world, this time we simply have to get it right. ■

*Bradley Lafortune is the executive director of Public Interest Alberta.*

## YOUR VIEWS

### ON TWITTER

**Stephen Merredew**

Last 2 years have been practically record-setting for retirements (both “early” & full term) in my district. Many knew what was coming after the 2019 election & immediately filed for early retirement. Made it easy to hide UCP budget cuts for now — only positions lost were via attrition.

**Patrick Johner @Patrick\_Johner**

The UCP Dumpster Fire curriculum does not support differentiation, scaffolding and the development of learning support plans that build on students’ strengths and interests. Our children deserve better!

**Corey Borys @GuanoKing73**

On a phone townhall with @AdrianaLaGrange. A couple of errors in the minister’s comments: She states that previous curriculums were not piloted. This is untrue. Both the current and the previous math programs of studies had extensive piloting done. The minister also indicated that there have been no new curriculums since her time as a trustee began in 2007. This is also wrong. The current math curriculum was signed off in the same year and was grandfathered in over a period of several years.

### FACEBOOK FEEDBACK

**On Bill 15**

**Andrea Willman**

So... does LaGrange have the systems ready to go to take over? Like, have they met with those who do this now to understand what works and what doesn’t? What is their plan to improve the process? Or are they going to cut the ATA out and just wing it? Who will be hearing the complaints? Is it someone who has been in the classroom in this century? Will there be enough people to hear the complaints in a timely manner, meaning are the staff in place, or has the hiring process started?

**On the ATA’s curriculum feedback survey**

**Pamela Martin**

Teachers have given feedback. A ton of it. FOIP the emails and any other documents you can get. We’re exhausted. We’re in survival mode. We just passed the two-year anniversary of that first press conference that said our kids were staying home for the foreseeable future. I can’t fill out another survey or form or template. I’ve emailed, written letters, sat on an interminable Zoom meeting with my MLA. The feedback is available already. Get it. Please.

### FOR THE RECORD

“

Instead of divisive woke-left ideology like critical race theory, cancel culture, and age inappropriate sex education, we are putting kids and the authority of parents back in charge of our education system.

”

– Premier Jason Kenney speaking to supporters during a UCP event in Red Deer



# Poll shows little support for Bill 15 changes

ATA News Staff

Just three per cent of Albertans feel that teacher conduct is a top issue in education, and as few as 13 per cent support the outcomes proposed by Bill 15, according to independent polling results conducted by Environics Research on behalf of the Alberta Teachers' Association.

The poll results come as the government is starting to move forward debate on Bill 15, *The Education (Reforming Teacher Profession Discipline) Amendment Act*. If passed, the bill would remove professional regulatory functions from the ATA and transfer them to a new teaching profession commissioner to be appointed by cabinet.

The bill has been previously described by ATA president Jason Schilling as a power grab by the minister. The poll results show 52 per cent of Albertans trust the ATA most to do this work, whereas 25 per cent trust school boards and just 17 per cent trust the Alberta government.

"The minister has picked the worst possible option for regulating teachers, according to the views of Albertans," Schilling said. "Minister LaGrange is executing a massive power grab through Bill 15, but Albertans don't trust the government to uphold standards for the teaching profession."

The poll found that only 13 per cent of Albertans believe the ATA should become just a union and have fewer

professional functions, whereas 35 per cent of Albertans think the ATA should be given more professional responsibilities. Twenty-one per cent say the ATA should continue with its current roles.

The release also includes results from a poll of teachers, who also support a more enhanced professional role for the ATA, but in higher numbers. Fifty-seven per cent of teachers feel the ATA should continue with its current roles with an additional 29 per cent saying the ATA should have enhanced

professional functions. Only seven per cent of members say the ATA should become just a union. Eighty-three per cent of members trust the ATA most to uphold teaching standards, with only two per cent saying they trust the government most to do this work.

"After the fumbling and bumbling over curriculum, Covid and funding, there is no surprise that Albertans have no confidence in the government on the issue of teacher discipline," Schilling said. "Bill 15 removes professional functions from the ATA and consolidates

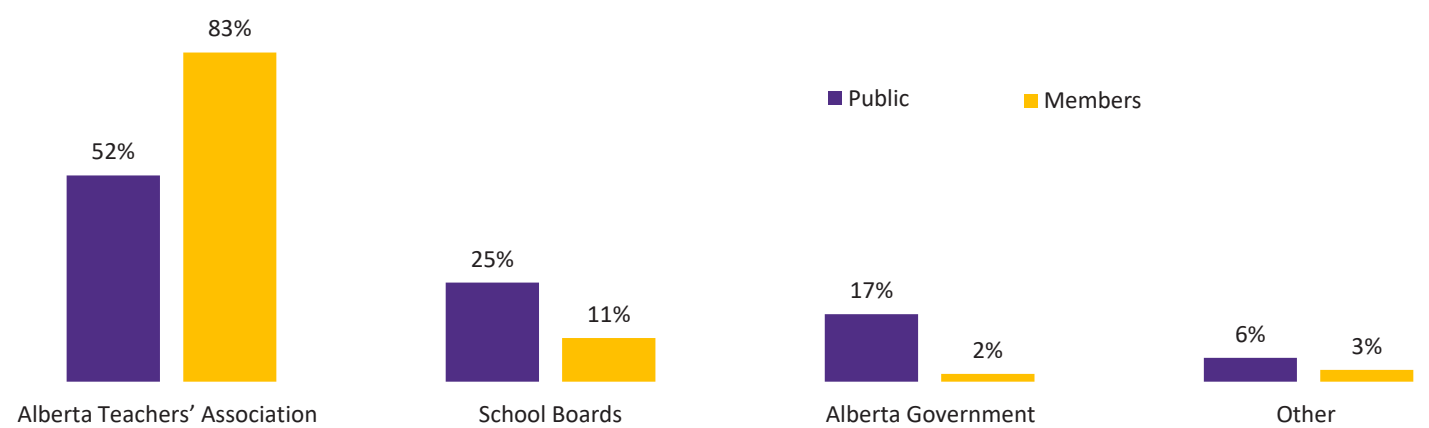
them under the control of the minister. The process will be highly susceptible to political interference, and this polling shows that Albertans don't trust her with the power she's giving herself."

Polling results are from representative surveys of 800 adult Albertans and 825 ATA members conducted between January 27 and February 17, 2022. The margin of error for the teacher poll is plus or minus 3.4 per cent, 19 times out of 20. Full poll results can be read by accessing the news release at [www.teachers.ab.ca](http://www.teachers.ab.ca).

## GROUPS MOST TRUSTED TO UPHOLD TEACHING PROFESSION STANDARDS

Half of Albertans and 8 in 10 ATA members think the ATA is the most trusted entity to uphold teaching profession standards.

Which of the following do you most trust to uphold standards for the teaching profession, including teacher conduct, in Alberta?



# ATA seeks teacher feedback on revised curriculum

Kate Toogood  
ATA News Staff

Have your curricular concerns been addressed?

That's the main question behind a new online feedback tool launched by the Alberta Teachers' Association in response to the government's release of revised curriculum documents.

On April 13, the government released final curriculum documents for math and English language arts for K-3, and physical education and wellness for K-6. The ATA has set up an online tool where teachers can read the new documents and comment on the revisions.

"Teachers previously told us that the draft curriculum was not suitable for use in classrooms. Now we want teachers to tell us if the latest versions alleviate any of their concerns, so that we can ensure our advocacy reflects their position," said ATA president Jason Schilling.

A previous ATA survey showed that 93 per cent of teachers were unhappy with the draft curriculum, and 94 per cent of school leaders were uncomfortable with it being implemented in their schools.

The government was previously aiming to have eight subjects across six grades and two languages implemented in the fall of 2022. However, in response to intense backlash from thousands of

Albertans, lead by the Association and its partners, the government backtracked on its plan, rewrote much of the content and pivoted to a phased approach.

"The feedback on the curriculum was swift and strong, so we need to know how the government received the feedback and whether any of it was considered in these new drafts," Schilling said.

Teachers can provide their feedback via the Member's Only section of the ATA website.

Regardless of what is introduced in September, Schilling said teachers have not been effectively prepared. A recent survey from Environics Research found

that only three per cent of teachers believe that they have the supports and resources they require to successfully implement this curriculum in the fall.

In May, teacher leaders from nine of the ATA's subject area specialist councils will meet to discuss the content of the curriculum and the road to implementation.

"With only weeks left in the school year, with no resources or supports made available before today, it will be very demanding and difficult for teachers to successfully plan instruction in multiple subjects by September," Schilling said.

Based on its analysis of the new

curriculum, the Association will consider how best to support teachers in the fall, including through the development of resources and professional development sessions over the summer.

"Although we still strongly believe that this curriculum is not up to the standard teachers and students expect, we know that those teaching these subjects in the fall will be needing support, so we are looking at how the Association can provide that assistance," Schilling said.

"At the end of the day, teachers need to be prepared, and that's what the Association is here for."





**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](mailto:cory.hare@ata.ab.ca).



ISTOCK

# Public safety best served through self-regulation

## Engineering registrar shares insight on the merits of self-regulation

Cory Hare  
ATA News Managing Editor

Here's a riddle for you. What do you get when you take an engineer with experience investigating military aircraft incidents and put him in charge of his professional association's regulatory oversight? Answer: A very thorough understanding of the subject.

The engineer in question is Matthew Oliver, the chief regulatory officer and deputy registrar at the Association of Professional Engineers and Geoscientists of Alberta (APEGA). When he took over regulatory oversight at APEGA five years ago, Oliver initiated a review of the regulatory practices being employed throughout Canada and around the world and completed a paper on the subject. His conclusion: public safety is best served when professions are self-regulated.

"Having looked at, for almost seven years now, all of the different regulatory approaches that exist out there, I think that self-regulation is the most effective and efficient regulatory framework that exists," Oliver says.

Self-regulation is imperfect, just as any system that humans build is imperfect, Oliver says, but it's the system that provides the best internal checks and balances to safeguard public safety while also providing the best value in terms of public dollars spent.

"And also, because we are not funded by government, we are not beholden to government priorities or government budgets, so if you look at the overall public value equation that a self-regulatory profession brings to society, there are very, very few negative points," Oliver says.

One of the reasons why self-regulation works is it places the obligation of

protecting the public in the hands of the professionals who best understand that profession.

"They are the ones who are best situated to understand the risks as they emerge ... with things like developing technology," he says.

### Other alternatives

A model that is often suggested or employed as a substitute for self-regulation is government-based regulation. This is the model being proposed for the teaching profession by Bill 15, which would remove professional regulatory functions from the ATA and transfer them to a government-controlled teaching profession commissioner.

Oliver says this model creates a risk of subjecting the process to competing government interests and funding priorities.

Oliver points to the case of the US Federal Aviation Authority (FAA) and the catastrophic failure of the Boeing 737 Max aircraft. Investigators traced the aircraft's failure back to government cuts to the FAA budget, which led to the FAA laying off its own technical experts and relying instead on technical experts provided by the regulated industry.

"You get to the point where the technical experts decide they're not going to fully fulfill their independent obligations to public safety, that they're going to focus on their employers' priorities first. Then you end up with these massive failures creeping through the safety net that's supposed to exist," Oliver says.

"I'm not going to say that self-regulation eliminates that because the self-regulated profession can become introspective and self-interested in the same way if they don't keep that primary focus on public safety, but

when you have independent bodies inside the regulator that are making those decisions, it's a lot harder to [revert to self-interest]."

One of the findings of the investigation into the 737 Max was that senior management at the FAA shut down the recommendations of technical specialists because they were going to cost Boeing too much money.

"I don't have that kind of power at APEGA," Oliver said.

Through the *Engineering and Geoscience Professions Act*, APEGA assesses professional competence and conduct through a practice review board — an independent board of senior professionals — that comes under the oversight of the organization's elected council and operates independently from senior management.

"Even as a senior person at APEGA, I couldn't infringe on their legislative authority, because the system has all those independent paths and groups built into it," Oliver said.

This highlights one of the strengths of self-regulated professions.

"It's really, really hard to get insular or self-interested, unless you can get everybody that's involved to do it all at the same time, and it's a lot less likely in a self-regulatory context than it is, for example, in a government regulatory context like we saw with the FAA and the 737 Max," Oliver says.

### Dual role

At the ATA, teacher discipline is handled in a similar fashion as at APEGA. As outlined by the *Teaching Profession Act*, members of the ATA's professional conduct committees are selected by Provincial Executive Council. The act requires that every complaint be investigated within 30 days. Hearings and their resulting reports are open to the public.

While the ATA does represent members in matters of employment and collective bargaining, the investigation and prosecution of professional conduct complaints is handled separately, and the Association does not represent members who are subject to its professional discipline processes.

"While the UCP government has been saying that our dual role represents a conflict of interest, our structure has



SUPPLIED

Matthew Oliver, the chief regulatory officer with APEGA, says that self-regulation is the most effective model available to regulate professions.

been created purposely to prevent such a conflict," said executive secretary Dennis Theobald. "As professionals, teachers want to see that teachers who behave inappropriately are held accountable and, if necessary, removed from the profession. Our discipline process does that fairly and efficiently."

Oliver said his experience investigating aircraft crashes has helped solidify his support of self-regulation.

"I have a long background in accident investigation — I did aircraft accidents in the military and I did forensic engineering for six years after I left the military — and I have to say that there is almost always a cause factor in serious accidents that involves a willful oversight of something where somebody has made the decision, 'we're not going to act on that because it's too expensive or too difficult.' And one of the reasons why I'm such a big fan of self-regulation is because it's the best system I've ever come across that puts in place the mechanisms to counter that self-interest." ■

## OTHER SELF REGULATORS

Other professions in Alberta that are self-regulated by an independent association include architects, chartered professional accountants and veterinarians. Each of these professions is defined by specific legislation that outlines the structures and processes to be employed in policing their members' conduct to protect the public interest. Each of these associations combines regulatory functions with representation functions within the same organization.

# Birthday bags help children in need

## SUCCESS STORIES

Stephanie MacPhail  
Evergreen Local No. 11

Three years ago, Evergreen Local No. 11's Diversity, Equity and Human Rights (DEHR) Committee approached the Edson Food Bank with an idea to supply birthday party supplies to families in need. Over 300 birthday bags later, the committee is proud to have supported countless children in celebrating their special day.

Three to four times per school year, the committee hosts donation drives within participating Edson schools. Students from École Westhaven School and École Pinegrove Middle School have embraced the initiative and have been eager to donate any items needed to organize a child's birthday party. Boxes of cake mix, icing, disposable cake pans, candles, balloons and decorations are collected and then

organized into the birthday bags and delivered to the food bank.

The committee has gained support from other community organizations. The Edson Lions and Kinette clubs have helped the project through monetary donations that are used by DEHR committee members to purchase any needed items not collected through the school donation drives.

The Edson Food Bank, which served 861 people in 2021 (including 280 children), reports that its clients are thrilled to receive the birthday bags. When asked why they were happy to donate to such a program, one Grade 2 student stated "I want the kids to have a fun day and all kids deserve to have a special day."

Members of the DEHR committee agree and are happy to continue this project with support from Edson schools, local organizations and the Edson Food Bank. ■

Stephanie MacPhail is the DEHR committee chair for Evergreen Local No. 11.



A birthday bag program spearheaded by Evergreen Local No. 11's Diversity, Equity and Human Rights Committee helps dozens of children each year in Edson.

SUPPLIED

# New campaign urges Albertans to rally together

Cory Hare  
ATA News Managing Editor

It's time for all Albertans to come together and stand for public education.

That's the central message of a new advertising campaign that the Alberta Teachers' Association has rolled out. Titled *Defend Public Education*, the ads are now appearing on radio, television, movie theatres, YouTube, transit buses and billboards.

"Over these last two years, public education in Alberta has been under threat, and it is time to take a strong stand and ask all Albertans to join us in fighting for better learning conditions for students," said Andrea Berg, the ATA staff officer who oversaw the ad's creative development and filming.

The campaign came about in light of recent threats to public education, such as a wayward curriculum, cuts to education, increased privatization and overcrowded classrooms, Berg said. Slated to run until early June, the campaign is a follow-up to the *Stand For Education* ad that appeared in the fall.

"Whereas *Stand For Education* was meant to educate the public about the issues facing schools today, *Defend* is meant to encourage Albertans to take the next step and rally together to demand action," Berg said. "We are hoping to build momentum and create a united front to advocate for public education." ■



Come together and stand for public education.  
Say ENOUGH is ENOUGH.

[standforeducation.ca](http://standforeducation.ca)



The Alberta Teachers' Association

## WATCH IT

A few versions of the ad can be viewed at the ATA's YouTube channel.



## ACT ON IT

An open letter urging the government to stop attacking public education is available for signing at [standforeducation.ca](http://standforeducation.ca)



## The Alberta Teachers' Association

# 2022 / 23

# PROPOSED BUDGET

The budget proposed by Provincial Executive Council (PEC) is just a step away from becoming the approved budget for the 2022/23 fiscal year. The final (and very important) step in this process is membership approval. On the Victoria Day long weekend, local delegates to the 105th Annual Representative Assembly (ARA) will convene to consider, among other matters, the approval of the proposed budget.

While a budget is often viewed primarily as a financial document, the budget of the Alberta Teachers' Association is also a reflection of the Association's activities, programs and priorities for the upcoming year. As such, the Association will continue to provide the programs and services most critical to members. Furthermore, in seeking to strengthen internal operational efficiency and provide enhanced service to members, work will continue in 2022/23 to modernize internal systems, including the implementation of a human resources information system and also initial work will be done to explore more effective document management tools. During budget deliberations, PEC makes critical choices, balancing financial considerations and member feedback, before then presenting the proposed

budget at ARA to delegates. At ARA, delegates, in addition to assessing the financial implications, will also examine the merit of the proposed programs and consider their value to members, to education and to the Association.

Within fiscal year 2022/2023, the Association will also need to align to the regulations stipulated in Bill 32 (*Restoring Balance in Alberta's Workplaces Act*). Bill 32 requires the Association to categorize expenses into three categories and to report to members on that categorization. Members can view this information and more on Bill 32's impacts by visiting [www.teachers.ab.ca](http://www.teachers.ab.ca) and clicking My ATA > Members Only.

Based on feedback from locals demonstrating broad support for the programs and services included in the draft budget circulated, Council is recommending no change to the current annual fee of \$1,347 for the 2022/2023 fiscal year. On a year-over-year basis, budgeted total expenditures and allocations for 2022/23 have remained essentially flat, increasing by less than one per cent compared to the current 2021/2022 budget. The following pages provide highlights of new programs and completed or discontinued programs within the proposed 2022/23 budget.



ISTOCK

## Sample of proposed 2022/23 new initiatives

### Truth and Reconciliation Committee learning initiatives – Professional Development

In 2016, the Alberta Teachers' Association (ATA) along with representatives across a range of educational stakeholder signed the Joint Commitment to Action (JCTA) to ensure that all K-12 teachers receive additional training related to First Nations, Métis, Inuit histories and cultures. Moreover, Association members continue to require support for the development and application of the Indigenous focused competency and indicators within the TQS and LQS. As such, through these planned initiatives, the Association will, among other activities, implement an Indigenous land-based learning series for members to support the development and application of First Nations, Métis, and Inuit foundational knowledge and host annual event(s) to reaffirm the Association's commitment to reconciliation as part of the National Day for Truth and Reconciliation/ National Indigenous History Month.

### French translation and development – Professional Development

The proposed budget includes a proposal to fund a cross-program initiative to increase the Association's ability to develop programs and services in French, equal to the high standards of those developed in English. Association staff have identified a growing need to develop and procure resources in French that not only support translated material but also are equivalent in quality to materials provided to support the English versions. These funds will help ensure that such resources meet the current ATA quality standards, while reflecting an Alberta context.

### Nature of learning – Professional Development

This planned expenditure will allow for the creation of resources and a communication plan to provide information about the nature

of learning. Examples of the deliverables for this initiative are a web page for members and subgroups with digital information, professional development videos, downloadable posters and articles updated annually; an ATA library collection of resources available to members; a minimum of three professional development presentations for members to support classroom practice; and a minimum of two professional development presentations for ATA professional development subgroups to support adult learning practices.

### TQS/LQS credentialing – Professional Development

In September 2019, a revised Teaching Quality Standard (TQS) and a new Leadership Quality Standard (LQS) were implemented by the government. It is important that the Association provide existing and new learning opportunities for these distinct groups of members to ensure they are current in their practice. Through this planned expenditure, opportunities will be identified for providing support to members (including members who work in central office and have a leadership certificate) in maintaining the currency of their teaching and leadership credentials.

### Addition of one professional staff position (graphic designer) – Operations

The creative work of the Association's design team is vital to the success of the organization. Communication is enhanced by effective graphic design and helps to strengthen the brand/visual identity of the Association, but it also inspires, informs and increases engagement with its members and the public. Presently, the Association has three full-time graphic designers. This proposed expenditure would allow for an additional FTE, bringing the staffing complement to four full-time FTEs to primarily deal with increased work volume and decrease the need for external contracting.

The proposed budget for these new activities described above is \$188,500.

## Completed/discontinued initiatives

During the current fiscal year, within the Professional Development program area, work will be completed on a publication to broaden the understanding of residential schools in Alberta. As such, this budget line will not be funded in the proposed 2022/23 budget.

The budget allocated for this activity in 2021/22 was \$17,000.

## Proposed annual fee for 2022/23

Provincial Executive Council is proposing no increase to the Association member fee, maintaining it at \$1,347.

	2021/22 approved fee	2022/23 proposed fee
<b>Total Fee</b>	<b>\$1,347.00</b>	<b>\$1,347.00</b>
<b>Funding for programs for which the local rebate does not apply</b>	\$177.00	\$156.00
<b>Net fee to distribute</b>	\$1,170.00	\$1,191.00
<b>Local rebate at 20%</b>	\$234.00	\$238.20
<b>Balance of net fee (80%)</b>	\$936.00	\$952.80



## Budget by program area

There are two parts to the Association's budget. The first part includes programs funded by the portion of the fee that is subject to a local rebate. In other words, for each dollar of the membership fee that is applied to this part of the budget, 20 per cent is rebated to local associations to fund their operations. Generally, this is referred to as the rebatable section of the budget. The remaining portion of the fee is used to help fund activities and/or programs not subject to the local rebate. This section is often referred to as the non-rebatable section of the budget.

### Part 1: Budget subject to local rebate

The table below compares program area expenditures for the 2021/22 approved budget and the 2022/23 proposed budget. It also provides a general description of the mandate of each program area.

Program area	Mandate	2021/22 approved budget	2022/23 proposed budget
<b>Teacher Employment Services</b>	<ul style="list-style-type: none"> <li>To improve the economic well-being of teachers through work in collective bargaining, pension and insurance</li> <li>To effect increases in the funding for education</li> <li>To provide services to individual members on matters requiring discipline, legal assistance and professional relations</li> <li>To provide general service to and consultation with locals, sublocals and staff as requested</li> <li>To enhance awareness of the Association's services</li> </ul>	\$8,564,800	\$8,703,400
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>To provide for the improvement of teaching practice through specialist councils, conventions, curriculum work, current issues, local leadership development, assistance to local PD committees, field service and representation to other subgroups</li> <li>To prepare a corps of instructors and facilitators</li> <li>To improve the preservice education of teachers and liaise with other agencies in these fields and extended field experiences</li> </ul>	\$5,511,400	\$5,604,600
<b>Government</b>	<ul style="list-style-type: none"> <li>To govern the Association and provide for its obligations beyond Alberta's borders</li> <li>To liaise with other organizations within Alberta</li> <li>To maintain communications internally with the membership and externally with the public</li> <li>To improve conditions for education through the political involvement of members</li> </ul>	\$10,146,800	\$10,533,100
<b>Building</b>	<ul style="list-style-type: none"> <li>To provide and maintain physical facilities for Association offices in Edmonton and Calgary</li> </ul>	\$3,268,000	\$3,248,000
<b>Operations</b>	<ul style="list-style-type: none"> <li>To provide for the financial and business operation of the Association, including business management, finance, general administration, human resources and document production</li> <li>To provide services to other program areas and subgroups</li> </ul>	\$5,674,300	\$5,860,200
<b>Nondepartmental commitments</b>	<ul style="list-style-type: none"> <li>To provide for items that are not directly a part of any other department and for items affecting all or most other departments but which cannot be reasonably provided for within the department</li> </ul>	\$2,073,800	\$1,828,700
<b>Food Services</b>	<ul style="list-style-type: none"> <li>To provide a catering service for participants at various meetings and other functions held at Barnett House</li> <li>To operate a cafeteria service for staff, tenants and the public</li> </ul>	\$801,600	\$784,600
<b>Information and Technology Services</b>	<ul style="list-style-type: none"> <li>To maintain and safeguard the Association's information technology systems and equipment and to develop and maintain electronic capabilities and processes required by other program areas</li> </ul>	\$2,125,600	\$2,294,900

## Part 2: Budget not subject to local rebate

Member fees required to fund the second part of the budget are not subject to the local rebate, and 100 per cent of these fees are available to fund provincial Association programs. The table below compares expenditures and allocations for the 2021/22 approved budget and the 2022/23 proposed budget and provides a brief description of the nature of the expenditures.

<b>Expenditure and allocation</b>	<b>Description</b>	<b>2021/22 approved budget</b>	<b>2022/23 proposed budget</b>
<b>Canadian Teachers' Federation</b>	Provides support for the Canadian Teachers' Federation based on a per capita fee	\$1,050,400	\$1,060,700
<b>Capital fund</b>	Provides an annual allocation to the fund, which is used to purchase any capital assets and to fund capital projects	\$1,117,500	\$940,700
<b>Special emergency fund</b>	Provides an annual allocation to the fund, which is used to fund emergent actions as approved by Provincial Executive Council	\$333,000	\$0
<b>Technology services project development</b>	Provides annual funding for projects related to membership application services; online services; unified communications; strategic technology management; and reporting, workflow and form services	\$700,000	\$800,000
<b>Specialist council membership grants</b>	Provides the annual operating grants to the Association's 21 specialist councils	\$870,000	\$870,000
<b>Accountability action plan</b>	Provides funding to support international partnerships focused on advancing system reform, as well as collaboration with subgroups and like-minded teachers' organizations that advance the profession's views	\$105,000	\$105,000
<b>Mortgage</b>	Provides for principal and interest payments on the mortgages in place for construction and renovations that were completed	\$2,323,000	\$2,323,000
<b>Public relations campaign</b>	Provides funding for a multidimensional public relations campaign to highlight the work of the Association and teachers to increase public awareness about the importance of public education and the need for appropriate funding for education	\$1,000,000	\$1,000,000



# Workshop takes on stress

Free online session available to teachers and parents



SUPPLIED

Resiliency expert Robyne Hanley-Dafoe will be leading a free workshop on recovering after uncertain times on May 10.

Kate Toogood  
ATA News Staff

A free online workshop will help teachers find the energy, motivation and tools to reset and recharge as they prepare for a summer break.

Internationally renowned author and speaker Dr. Robyne Hanley-Dafoe will be the featured guest during a session entitled *Steady to Ready: How to Move Forward After Uncertain Times*. Scheduled for May 10, the two-hour event will enable participants to explore what changes are most beneficial for reducing stress and increasing wellness, both at home and at work.

"I have been fortunate to participate in Dr. Robyne's sessions before, and have come away feeling heard, understood and inspired. I am truly excited that we are able to bring her to Albertans, because this session is not only much needed, but it will also be transformative," said Phil McRae, the ATA's associate co-ordinator of research, who will be facilitating the session.

Participants will also identify and describe the relationship between resiliency, readiness and change; explore the common contributors to burnout; and learn about "comeback" practices based on principles of recovery. The event will provide practical tools to help participants adjust after a stressful few years and improve their resiliency to create lasting psychological and emotional change.

Described as one of the most sought after, engaging and thought-provoking international speakers on resiliency, Hanley-Dafoe is a multi-award-winning education and psychology instructor and author. She has more than 16 years of post-secondary teaching and research experience and brings a refreshing and researched-informed perspective to understanding and practising resiliency and wellness. Dr. Robyne's first book, *Calm Within The Storm: A Pathway to Everyday Resiliency*, released in March 2021, is now in its third print. ■



## We all need help at times

I can tell you from personal experience and the research I did for my master's project that, when experiencing a mental health issue, it helps to talk to someone — whether a friend, colleague, family member or a professional. That's how it was for me in 2002 as I suffered silently under the weight of PTSD after a traumatic incident at school. The first step to a journey of learning and healing for me started with an initial conversation. It was challenging to admit I needed help, but it all started with a conversation that led to the support I needed to regain my confidence.

The first week of May marks Education Week, the Canadian Mental Health Association's mental health week, along with the ATA's Hats on for Mental Health on May 5. There has been a lot of discussion about mental health throughout the pandemic, and rightfully so. It has been extremely stressful personally and professionally for everyone. For more than two years, we have been told to stay home, to isolate, to stand six feet apart. We were offered daily, sometimes weekly changes to the rules we had to follow — it was confusing and frustrating for all of us, especially our students.

Now we are told it's time to learn to live with Covid; however, I would contest that living with Covid is exactly what we have been doing since the early days of 2020. This constant messaging and misinformation about Covid has taken a toll on all of us. That's why it's important for all of us to talk about the mental health struggles we are experiencing. I often think about how we, as a teaching profession and a society, can come out of this and move past the challenges the pandemic has highlighted. I believe that the support systems we build and enhance will be very important.

Talking may not solve all our problems, but taking that first initial step of admitting that you are not okay is in fact okay. It's also important for teachers and school leaders to model for our students the fact that we all need help at times. Students look to us for guidance, leadership and support. So, on May 5, don your best hat and show your support for mental health. ■

I welcome your comments.  
Contact me at  
[jason.schilling@ata.ab.ca](mailto:jason.schilling@ata.ab.ca).

### WORKSHOP DETAILS

Public session takes place May 10 between 7 and 9 p.m., with a Q&A and door prizes.

The event is organized by the ATA and is open to all parents and teachers in Alberta.

Registration information can be found on the Association's website: [teachers.ab.ca](https://teachers.ab.ca).

## What you should know about PISA



### EXECUTIVE REPORT

Phil McRae  
ATA Associate Co-ordinator, Research

PISA stands for Programme for International Student Assessment. It is a two-hour standardized test that attempts to assess the competencies of 15 year olds in mathematics, science and reading in 85 different countries.

The PISA test was first administered in the year 2000 by the Organisation for Economic Co-operation and Development (OECD) and is conducted every three years in Alberta, with PISA 2022 being the eighth international ranking we have undertaken.

PISA 2022 has mathematics as the major domain, science and reading as the minor domains, and creative thinking as the innovative domain. Financial literacy is an additional domain assessed in some countries and in some Canadian provinces. More than 85 countries are participating in PISA 2022. As in previous cycles, Canada's participation includes all 10 provinces.

The assessment is entirely computer based and will be administered in Alberta between April 18 and May 27, 2022. It consists of a two-hour test and a 40- to 55-minute student questionnaire. In Alberta, students will also be asked to complete a 10-minute financial literacy questionnaire. A contextual questionnaire will be administered to school principals.

The PISA assessment is a mixture of open-ended and multiple-choice questions organized in groups based on a passage based on a real-life situation. Students take various combinations of different tests and are asked (along with their school principals) to answer questionnaires on their backgrounds, schools and learning experiences, and about the broader education system and learning environment. Approximately 30,000 students selected at random from 1,000 schools across all 10 provinces will participate in the main study.

### Key concerns

- PISA ranking of countries has negative consequences for school systems. PISA has created an overreliance on standardized testing and a narrowing of learning to domains that can be easily measured. PISA's reductionist approach should be a particular concern in Alberta where we are in the process of a redesign and implementation of new K-6 curriculum. By emphasizing a narrow range of measurable aspects of education, PISA takes attention away from the less measurable or immeasurable educational objectives like physical, moral, civic and artistic development, thereby dangerously narrowing our collective imagination regarding what education is and ought to be about for Albertans.
- The OECD, and therefore PISA, have been criticized for being biased in favour of economic interests in education systems. PISA 2022's focus on mathematics and financial literacy may be weaponized by the UCP government.
- Major technical flaws have been identified with the items that make up PISA testing. ■

Results from PISA 2018 were published on Dec. 3, 2019. The Canadian reports are available at [www.cmec.ca/581/PISA\\_2018.html](http://www.cmec.ca/581/PISA_2018.html).

### ASSOCIATION POLICY ON PISA TESTING IN ALBERTA

#### 22.2.5.0 Specific Research Projects

22.2.5.1 The Government of Alberta should give notice that Alberta will not participate in future iterations of the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and Teaching and Learning International Survey (TALIS). [2016]

# 2022 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 and associate 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, 2021, and May 15, 2022, are eligible.
- 4 Please email photos to [cory.hare@ata.ab.ca](mailto:cory.hare@ata.ab.ca). Entries must be received by 5 p.m. on May 16, 2022.
- 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!



## The Alberta Teachers' Association

The Alberta Teachers' Association invites applications for the position of

### EXECUTIVE STAFF OFFICER, TEACHER EMPLOYMENT SERVICES

**Competition: ESO2/22**

**Location: Edmonton**

#### Position Overview

This position will assist in the work of the Teacher Employment Services (TES) program area, supporting both teacher employment and collective bargaining functions in both English and French. Duties may include the following:

- Being responsible for the organization and execution of field service in Teacher Employment Services, including handling teacher employment field service requests, acting as a representative of the bargaining agent in collective agreement negotiations and providing support to Association subgroups
- Advising members on teacher employment matters, collective agreement entitlements and accessing legal assistance as required
- Managing collective agreement grievances and board of reference appeals
- Participating in and carrying out Teacher Employment Services' presentations and workshops
- Serving as Association resource person in specific areas of expertise
- Carrying out special projects from other areas of Association operation as assigned

#### Qualifications

Candidates must demonstrate

- Ability to provide service in both French and English
- Effective communication, including effective writing and presentation skills
- Strong organizational skills and attention to detail
- Superior leadership, interpersonal and collaboration skills
- Ability to foster effective working relationships with both internal and external stakeholders
- Awareness of where to find and apply legislation and policy
- Appreciation of the strategic context of collective bargaining

In addition, the following are required:

- A valid teaching certificate and a minimum of five years of successful teaching experience in public education
- Proven commitment to public education
- Ability to undertake travel and evening/weekend work

A demonstrated commitment to the Alberta Teachers' Association (or other Canadian teachers' organization), course work in employee and labour relations, experience in and/or knowledge of pensions and benefits are considered assets. The Association is committed to reconciliation and a candidate's knowledge and experience of related issues and/or membership in an Indigenous community is considered an asset.

#### Who We Are

As a professional organization and the voice of the province's teachers, the Association is dedicated to advancing the cause of education and to building the teaching profession in Alberta. The Association represents all public, separate and francophone school teachers in the province of Alberta.

The provincial Association and its locals perform both union and professional functions. As a union, the Association negotiates and monitors collective agreements and represents teachers in matters of employment. As a profession, the Association polices the professional conduct and competence of teachers, provides professional development, influences the government on matters of education policy and advocates for public education.

#### What This Position Offers

Total compensation for this position includes a starting salary of \$136,000, pensionable service under the Teachers' Pension Plan of the Alberta Teachers' Retirement Fund Board and employer-paid benefits as stipulated in a collective agreement. The initial location will be in Edmonton, but future assignments may be to any present or future Association office. Duties will commence on July 1, 2022 (negotiable).

Applicants should quote position ESO2/22 and include the names, phone numbers and e-mail addresses of at least two references who are not Association employees or elected officials of its provincial executive. Applications must be received by 1600 on Friday, May 6, 2022 and should be addressed to

Ms Kathryn Dick  
Human Resources Director  
The Alberta Teachers' Association  
11010 142 Street NW  
Edmonton, Alberta T5N 2R1  
E-mail: [hr@ata.ab.ca](mailto:hr@ata.ab.ca)

For more information, please see our website at [www.teachers.ab.ca](http://www.teachers.ab.ca).

# A contract is a legal obligation

Teachers who walk away from their position risk being found guilty of unprofessional conduct



## PITFALLS & PRECAUTIONS

**Chris Gibbon**  
ATA Secretary to Professional Conduct Committees

*Pitfalls and Precautions is a series that aims to educate teachers on professional conduct issues by highlighting situations addressed by the ATA Professional Conduct Committee.*

Many teachers start or continue their careers in more remote parts of the province. In some cases, these locations are a long drive or a long flight away from family, and a visit home during the holidays can result in people not wanting to return to their teaching positions. In some cases, teachers have abandoned their jobs which, in turn, causes grief for employers, who must staff that position on very short notice.

Teachers who sign an employment contract are required under the *Education Act* to give at least 30 days' notice if they are choosing to

terminate their contract with the employer. Where there is a break of 14 days or longer, they must give the 30 days' notice before that break unless they are released by mutual consent. Sections 216 and 217 of the *Education Act* are clear about what is required by a teacher when choosing to terminate their contract of employment.

### Termination by teacher

**216(1)** A teacher may terminate

(a) a contract of employment with a board, or

(b) a designation of the teacher made pursuant to section 202, 203 or 204,

by giving the board 30 days' written notice of the teacher's intention to terminate that contract or designation.

(2) If a teacher has terminated the teacher's contract of employment with a board before rendering any service under the contract, the teacher must not be employed by another board unless the board with which the teacher's contract was terminated gives its prior approval to the teacher's employment with the other board.

### Notice of termination

**217(1)** Subject to section 214(2), a notice of termination of a contract of employment or of a designation made pursuant to section 202, 203 or 204 must not be given by a board or a teacher

(a) in the 30 days preceding, or

(b) during a vacation period of 14 or more days' duration.

In many other cases, teachers have secured teaching employment elsewhere and their new employer is not willing to wait the 30 days required under the act. Some of these teachers have chosen not to give appropriate notice and thus fail to meet their obligation to their former employer.

These teachers who fail to give appropriate notice or who leave without mutual consent open themselves up to complaints from either the employer or a member of the public. In most cases, these teachers have been found guilty of unprofessional conduct in that they have acted contrary to Section 9 of the Code of Professional Conduct: "The teacher fulfills contractual obligations to the employer until released by mutual consent or according to law."

In addition to being found guilty, these teachers have also received a letter of reprimand and been required to pay a fine. Failure to pay these fines can result in suspension of membership until the fine is paid. This will cause a domino effect as suspension of membership will result in the Association contacting the employer because membership in the Association is a requirement of employment.

For further information regarding resigning from a teaching position, be sure to contact a staff officer in Teacher Employment Services. ■

# PEC donation to help Ukrainian teachers

## PEC POINTS

**Audrey Dutka**  
ATA News Staff

**Highlights of the Provincial Executive Council meeting held April 7–8, 2022, at Barnett House, Edmonton; and emergent meetings held March 7, March 14 and March 21, 2022, via electronic format.**

1. Authorized a payment of \$5,000 from contingency, payable to the Education International Trade Union of Education and Science Workers of Ukraine (TUESWU) and the Free Trade Union of Education and Science in Ukraine (Vponu) Solidarity Fund, through the Canadian Teachers' Federation (CTF/FCE), to help TUESWU and Vponu members who are still in Ukraine or were forced to flee the country and are now refugees.

2. Authorized the Central Table Bargaining Committee to apply jointly with the Teachers' Employer Bargaining Association directly to a mediator to help facilitate ongoing discussions at the bargaining table.

3. Authorized the CTF/FCE to use 35 per cent of the Association's 2020 Project Overseas contribution (\$38,500) to support professional development programs of CTF/FCE partners throughout Africa and the Caribbean in 2022.

4. Authorized the CTF/FCE to use the Association's remaining 2020 Project Overseas funds over and above \$38,500 to make a donation, through the CTF/FCE, to UNICEF's international vaccine campaign.

5. Authorized the purchase of a table of eight tickets for the Annual Parkland Institute Gala Dinner & Silent Auction, taking place on May 19, 2022.

6. Approved the proposed timeline and appointed members of Council to a selection committee for recruitment of the position of Executive Staff Officer, Teacher Employment Services. Council further authorized that the competition be restricted to candidates who provide service in both French and English.

7. In accordance with section 31(2) of the *Teaching Profession Act*, extended the deadline for the commencement of a hearing of the Professional Conduct Committee.

8. Received an appeal of a decision of a hearing committee and received a notice of a hearing of an appeal.

9. Approved amendments to the Administrative Guidelines in relation to the Association's kilometrage rate.

10. Established an ad hoc Alberta Teachers' Association Gender and Sexuality Alliance, under the general direction of the Diversity, Equity and Human Rights Committee, to organize activities to support sexual and gender minorities, encourage co-operation among local GSAs and provide service to teachers who cannot access a local GSA.

11. Amended the Edmonton Area Field Experiences Committee frame of reference and appointed field members to the Professional Conduct Complainant Appeal Committee and the Status of Racialized Teachers Working Group of the Diversity, Equity and Human Rights Committee. ■



# ATA Magazine short-listed for industry awards

ATA News Staff

The ATA Magazine is in the running for six awards by the Alberta Magazine Publishers Association (AMPA).

AMPA recently announced the finalists for its annual Alberta Magazine Awards and the ATA Magazine was listed in six categories: best Alberta

story, best print editorial package, best essay, best feature design, best illustration and best profile.

"A lot of work goes into producing this magazine for members, and I think these nominations are a reflection of the great work and dedication shown by our staff and contributors," said editor-in-chief Joni Turville.

Award winners will be announced later this year. ■

Don't miss out! Contest ends May 31<sup>st</sup>

- THE -  
**Coast 2 Coast**  
- CONTEST -

**You've done great things for this province.  
Here's your chance to discover the others.**

You could win \$15,000 cash to get away anywhere from Coast to Coast.

**\$15,000** cash prizes to be won!  
Two

**Morgex will make a donation of \$20 for every home or car quote to the "Can We Talk" campaign hosted by the ATA and the CMHA.\*\***

Request a home or auto quote for your chance to win.

**CALL 1-844-382-2976 TODAY OR VISIT [PAGES.MORGEX.COM/COAST2COAST](https://pages.morgex.com/coast2coast)**

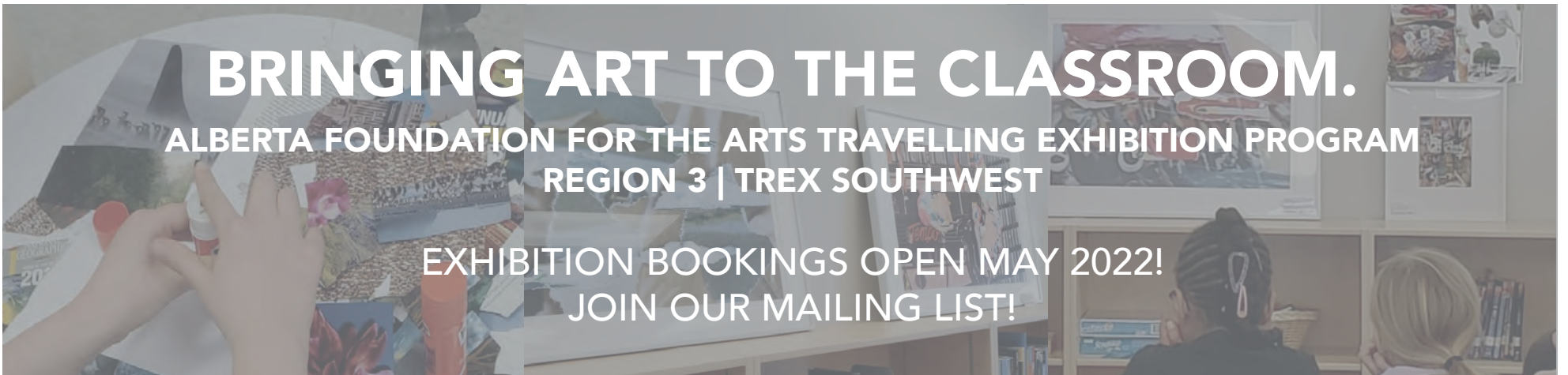
Contest runs from February 1, 2022 to May 31, 2022.



The Alberta Teachers' Association



Morgex Insurance is a tradename of Johnson Inc. ("JI"), a licensed insurance intermediary. Home and auto policies underwritten exclusively by Unifund Assurance Company ("UAC"). Described coverage and benefits applicable only to policies underwritten by Unifund in Alberta. JI and UAC share common ownership. Eligibility requirements, limitations, exclusions, additional costs and/or restrictions may apply. \*\*Up to total \$20,000 (CAD) donation. Promotion open April 1, 2022 - June 30, 2022 ("Promotion Period") to legal residents of Alberta who are current ATA members ("Eligible Persons"). Eligible Persons must call Johnson during the Promotion Period and obtain a home or auto quote. Limit of one (1) donation per person and household. Offer subject to change. \*NO PURCHASE NECESSARY. Open February 1, 2022 to May 31, 2022 (Promotion Period) to legal residents of Canada (excluding Quebec and Nunavut) who at the time of entry and prize fulfillment: (1) have reached the age of majority in their jurisdiction of residence and (2) are a member of the Alberta Teachers' Association with whom Johnson Inc. has an insurance agreement. Two (2) prizes available consisting of \$15,000 CAD. Odds of winning depend on the number of eligible entries received. Math skill test required. Rules: [pages.morgex.com/coast2coast](https://pages.morgex.com/coast2coast).



# BRINGING ART TO THE CLASSROOM.

## ALBERTA FOUNDATION FOR THE ARTS TRAVELLING EXHIBITION PROGRAM REGION 3 | TREX SOUTHWEST

EXHIBITION BOOKINGS OPEN MAY 2022!  
JOIN OUR MAILING LIST!

[albertasocietyofartists.com/trex-southwest/](http://albertasocietyofartists.com/trex-southwest/)



### The ATA Educational Trust

The ATA Educational Trust is a charitable organization that has been supporting public education and providing grants to advance teaching practices in Alberta for over 30 years.

Apply for a **\$700 Dr B T Keeler Continuing Education Bursaries** for teachers wishing to advance their knowledge and teaching skills in a subject area through taking courses.

**Application deadline:**  
**May 1, 4:00 PM**



[www.teachers.ab.ca](http://www.teachers.ab.ca) > My ATA > Programs and Services > Grants, Awards and Scholarships > ATA Educational Trust

AR-ETF 30a 2020-08



## DIGITAL NEWS

The ATA News is available in a digital format.

For the latest issue, visit [www.teachers.ab.ca](http://www.teachers.ab.ca) > News and Info > ATA News. Subscribe to receive an email when a new issue is available.

<http://bit.ly/ATAeNews>

# Stars of the ATA LOCAL SHOWCASE

THE ATA WANTS TO HIGHLIGHT YOUR ENDEAVOURS

Think of this noncompetitive program as a brag board of sorts. You send us a brief description of your project, including photos and videos, and we will feature your work in a showcase at Summer Conference, on social media, as well as at other ATA events throughout the year.



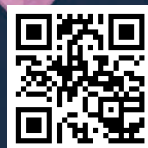
### HOW TO SUBMIT

ONLINE FOR MORE DETAILS

[www.teachers.ab.ca](http://www.teachers.ab.ca)

SUBMISSION DEADLINE

June 1<sup>st</sup>



The Alberta Teachers' Association



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# TALENT

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JONATHAN TEGHTMEYER



JONATHAN TEGHTMEYER



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Protesters gathered in various locations throughout Alberta on Saturday, April 2 to voice their concerns with the government's draft K-6 curriculum. Rallies took place in Calgary, Edmonton, Grande Prairie, Lethbridge, Medicine Hat, Red Deer and Wainwright.



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