



Teaching:
the path that
chose me



See page 12.

ATA NEWS

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KYLE DARROCH

Crescent Valley School in Hinton celebrated DEHR (Diversity, Equity and Human Rights) Week from May 30 to June 3. As well as displaying rainbow colours through painted windows, the school held an outdoor picnic, collaborative art display, "positive picket," dance party and talent show.



Narrow vote

Teachers accept mediator's recommendations by slim margin.

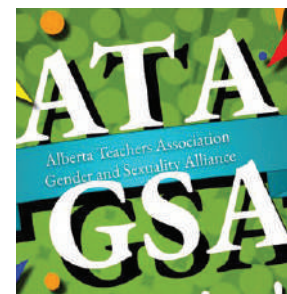
See story on page 5.



Viewpoints

Have a restful summer; you deserve it, says ATA president.

See story on page 3.



June is Pride Month

ATA creates new GSA for teachers.

See page 4.



CORY HARE

Stephanie Sakkab, a teacher at amiskwacy Academy in Edmonton, sets up a new exhibit at the Alberta Aviation Museum. Entitled ᓄᓐᓇᓐᓇᓐ ᓇᓄᓐᓇᓐ ᓇᓄᓐᓇᓐ ᓇᓄᓐᓇᓐ (we are all flying together), the exhibit portrays Indigenous perspectives on flight and contains 12 pieces produced by both teachers and students. The exhibit opened June 10 and will be on display for a full year.

Hey teachers, get lost!



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

In my mid-20s, a few years into my teaching career, I decided to spend one summer on a solo backpacking trip through Europe.

I flew first to Frankfurt, my first time overseas, my first time travelling alone. I spent the first two days visiting museums and seeing a few sites, trusting my guidebook for recommendations and directions. It was enjoyable, but I also felt like I wasn't quite catching the full vibe of what the city had to offer.

On the morning of the third day, I decided just to go out for a walk. Although I had a map with me, I purposely left it in my pocket. I didn't know where I was headed or really where I was going; I just followed

where my feet took me. When I reached a corner, I looked down all the streets and turned down the one that seemed to be calling me.

A few minutes later, I found myself in the absolutely stunning Römerberg, a medieval town square surrounded by classic German style half-timbered houses and peaked roofs.

This walk ended up becoming very instrumental in how the rest of my amazing trip evolved. Whenever I wasn't sure what I was going to do in a new city on a particular day, I would put my guidebook and map away and go for a walk. Literally speaking, I would get lost. I got lost in Munich, Berlin and Brugge. I got lost in Amsterdam, Paris and London. And it was great.

Colleagues, I do not need to tell you how exhausting and trying the past year has been. It was preceded by the 2021/22 school year that was equally (and likely even more so) exhausting and trying. I know that the summer of 2021 was short, rife with anxiety about the return back to work, and ultimately

unsatisfying in providing teachers with the break they needed.

The anticipation for summer 2022 is through the roof, and it likely began last September.

So, get lost. I mean it.

You have earned a long, relaxing and uninterrupted summer break. Get away from school and leave it all behind. There is lots to worry about related to school and there is always work that needs doing, but right now, this summer, you need to focus on you. Be selfish.

Whatever is waiting for you at school will still be there in September. And regardless of what happens this summer, you will manage and you will get through those things when you return — one way or another. The best way, in my opinion, for you to be ready to face those challenges in the fall is not to burden yourself with planning and preparations during your time off. The best way to face those challenges is to be well rested.

Get lost, get out of here, go away. Get

lost in your garden. Get lost in your backyard or your neighbourhood. Get lost in your county, town or city. Get lost on a trip in Canada, south of the border, in Europe, or Asia, Australia or Africa. Follow your feet and see where they take you. Get lost physically, get lost mentally, get lost literally or get lost metaphorically. Just leave it behind and go.

When I was in Europe and I would go on these walks, sometimes I would lose complete track of where I was and which way I needed to go back (some towns were harder to navigate than others), but I always brought my map. When I was ready to return, inevitably I would find out where I was and I would find my way back.

The best part of getting lost was seeing new things, creating new experiences and then finding myself along the way.

So, colleagues, have a great summer. Now, get lost. ■

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

Teachers and the ATA need to stand together for public education



Q & A

Dennis Theobald
ATA Executive
Secretary

Question: Now that the vote is in on the mediator's recommendations, I am very disappointed that there will be little if anything in the resulting collective agreement to improve teaching and learning conditions, including curriculum, class size and complexity. What does the Alberta Teachers' Association intend to do now to respond to these very real concerns?

Answer: The reality is that it is difficult, if not impossible, to achieve effective improvements to classroom conditions through conventional collective bargaining processes alone. In fact, the things that teachers most want for their students and themselves, including substantial and sustained reductions in class size, improvements in supports for students with special learning needs, appropriate inclusion of teachers in curriculum design and implementation, appropriate funding for public education and meaningful and constructive approaches to student evaluation, have never been, and likely will never be, realized through efforts at the bargaining table alone.

I will hazard to say that in my 21 years with the Association, highlights of which include managing political and media relations and supporting negotiations during the 2002 strike,

the 2007 pension agreement and the 2012 agreement that extended to many bargaining units previously unattainable limits on assignable or instructional time, whatever substantial improvements have been achieved in the broader conditions of teachers' employment were only achieved by co-ordinating focused political advocacy with collective bargaining.

And in every case where we did experience some measure of success, political advocacy served to define and advance the broad scope of the solution being sought, and secure a commitment by the province to act. Bargaining then provided a mechanism to crystallize that solution in collective agreements in a manner that was enforceable and upon which future incremental improvements could then be based. In short, advancing teacher interests, and the broader interests of public education, required both collective political engagement, advocacy and action as well as collective bargaining and labour action.

The German military theorist Carl von Clausewitz captured the underlying spirit of this observation in his treatise, *On War*, when he stated that "war is the continuation of politics by other means." Clausewitz intended to emphasize that diplomacy among nation-states (this is what he meant by "politics") does not cease with the outbreak of war but continues in other forms and, conversely, that the termination of military action does not mean the end of political processes.

In our context today, the conclusion

of the bargaining process with the acceptance of the mediator's recommendation for settlement does not mean an end to our efforts to realize our broader objectives to improve the lives of teachers and students, but rather a shift to an alternative and potentially more effective mode of action, directed to obtaining those objectives that we could not, and could not hope to, obtain at the bargaining table.

The broad outline of that alternative approach was set out at the recently concluded 2022 Annual Representative Assembly. Resolution 3-28/22 directs the Association "to initiate a broadly based outwardly-facing program of research, expert consultation, public dialogue and member outreach to examine the academic, social and emotional challenges facing students in the post-pandemic period with the objective of identifying potential education policy responses to improve student well being and success."

Although its implications may not be apparent at first glance, this directive will have the Association move assertively into a space that is currently being monopolized by government. The intention is to foster a public dialogue with thought leaders, classroom teachers, parents and members of the public on the expectations and path forward for public education as students and teachers emerge into the post-pandemic world. The difference between the process we will initiate and the "kabuki consultations" put up by the minister of education is that ours

will be genuine, informed, honest, open, fearless and with nary a non-disclosure agreement or gag order in sight.

I am confident that if we build this, Albertans from all walks of life will come forward. They will speak with passion and conviction about the public education system that they deeply value and they will join with teachers in creating an inspiring vision and path forward for our province's schools.

The outcome of that process will then inform and invigorate the Association's actions in the run-up to the next provincial election as we advocate to make public education a critical public issue to be addressed by all political parties and candidates seeking office.

To succeed, though, this initiative will take real commitment, not just by the leadership of the Association, but by rank and file members. In recent days, tens of thousands of you expressed your willingness to commit days of effort and to forgo thousands of dollars in pay to achieve outcomes beyond what were available through accepting the mediator's recommendation for settlement. You will now have an opportunity to act on that stated commitment. And you will be joined in those efforts by tens of thousands more teachers who, while believing that accepting that recommendation was the best alternative available, still want to achieve more for themselves and their students.

Together we can make 2022/23 the year of public education in provincial politics. Together we can make a difference. ■



Reflecting on a tough year



VIEWPOINTS

Jason Schilling
ATA President

Teaching is a reflective practice, in my opinion. We often spend time throughout the course of any given school year evaluating our lessons, assessments and interactions with our students. This reflection enables us to refine our practice and think about where we'd like to go in the future.

In my experience, the role of president on Provincial Executive Council is no different. Though I'm not actively in the classroom, reflecting on my work as president is something I do daily – what went well, what didn't. This school year – like the school year before that and the school year before that – has been challenging. As I reflect on this last year, I think about the old Clint Eastwood movie my dad made me watch, *The Good, the Bad and the Ugly*.

We started the year after the so-called best summer ever on the brink of the Delta wave that impacted our schools significantly. The year seemed to spiral downward, with confusion about the return to school after winter break. It was extremely difficult to get the government to settle on a plan that would address the needs of students, staff and school communities. It didn't help that the plan seemed to change on a daily basis, with little or no explanation why.

How many of our schools received thousands of masks and rapid test kits days after the protocols were suddenly lifted? Many of those masks and rapid tests are still sitting in school leaders' offices across the province – a glaring symbol of the government's inadequate and often confusing COVID measures.

Another issue that could fall into either the bad or the ugly column is the draft curriculum. This issue has generated a lot of focus this year and will

continue to do so. Regardless of the immense pressure put on the government by the ATA, teachers, parents, university faculty, school boards, Indigenous groups and francophone groups to delay or stop the implementation of the draft curriculum, the government presses on.

Even with the recent release of the feedback provided by education stakeholders, which reiterates the

the ATA will be to assess how this affects our future as a profession and as an association.

As we approach the end of the school year, I have also been reflecting a lot on how these issues have had a dramatic polarizing effect on people, including teachers. Though the year has been challenging, we have seen many good moments as well. One good moment for me has been attending induction ceremonies for our new teachers.

Whether virtual or in person, induction ceremonies are always a highlight. When I speak to our newest colleagues, I encourage them to remember why they wanted to become teachers,

“The work you do as teachers and school leaders matters deeply to your students and your colleagues. The impact you have is immensely positive.”

critiques, the minister presses on. I am often asked by media why the government is doing this. In my opinion, ideology is driving this curriculum reform under the current minister. It has been wrongly politicized by those who know little about how students learn. This ideology will fail a generation of our students. It is beyond time that the government return to the proven process for curriculum development that has served our province well for decades.

The passing of Bill 15 was another moment in the last year that I would categorize as bad and ugly. Undermining the profession in a press conference, the minister set forth a series of events that recently saw Bill 15 given royal assent. The work and challenge for

especially on the challenging days, and to remember the good. It's quite easy to become cynical and wonder if you are making a difference. Through my travels and experiences, I can tell you that the work you do as teachers and school leaders matters deeply to your students and your colleagues. The impact you have is immensely positive. Even when, some days, we witness the worst of people, we also witness the best of people.

As we head into June, we will have time to reflect on the lessons of this past year, along with the hope of the future. We have a lot of work ahead of us, but I know we will continue to work together to find solutions that benefit our students, their families and each other. I wish for you a restful summer. You deserve it. ■

YOUR VIEWS

ON TWITTER

On the mediator's recommended terms and teachers' narrow "yes" vote

JohnLoboAb @JohnLoboAb

Most teachers have never had to stand up and go on strike ... most of us have retired ... the current group will hopefully NOT cave into this crappy mediator's settlement!!!

Meaghan V (Meaghan's Version) @magzvee9

Teachers are faced with an incredibly difficult vote this week. Either we accept the dismal mediator recommendations that fail our students, or we vote no and move to strike, which will be used to vilify us even more. Teachers are not okay. We need your support.

Ms. O she/her @MsOTweets77

The fight for class size and inclusion isn't over. This government controls budget. They are capable AT ANY TIME of putting money towards these elements. And they have billions of extra dollars right now. Parents, teachers, educators of all kinds ... the fight goes on.

Trish @ab_teacher2

I feel physically sick. We will NEVER have a gov't that does the right thing and just funds education properly. Now we've shown that we won't even fight for it. Not even when we've been beaten over and over again. I'm ashamed, exhausted, and disgusted.

FACEBOOK FEEDBACK

On attending a member information meeting

George Stewart

Go and be part of the process! It is worth it!

On ATA president Jason Schilling's ARA speech urging teachers to remain united

Kyle Hogaboam

United, yes. Bowing down to the government, no.

Darvin Sherman-Peabody

United for job action. Yes.

Greg Freer

I am not going to comment on the current suggestion by the arbitrator, but as a former NSC member I hope the language "but down the road" is not being used ANYWHERE by the ATA. The only thing down the road for over a decade has been potholes.

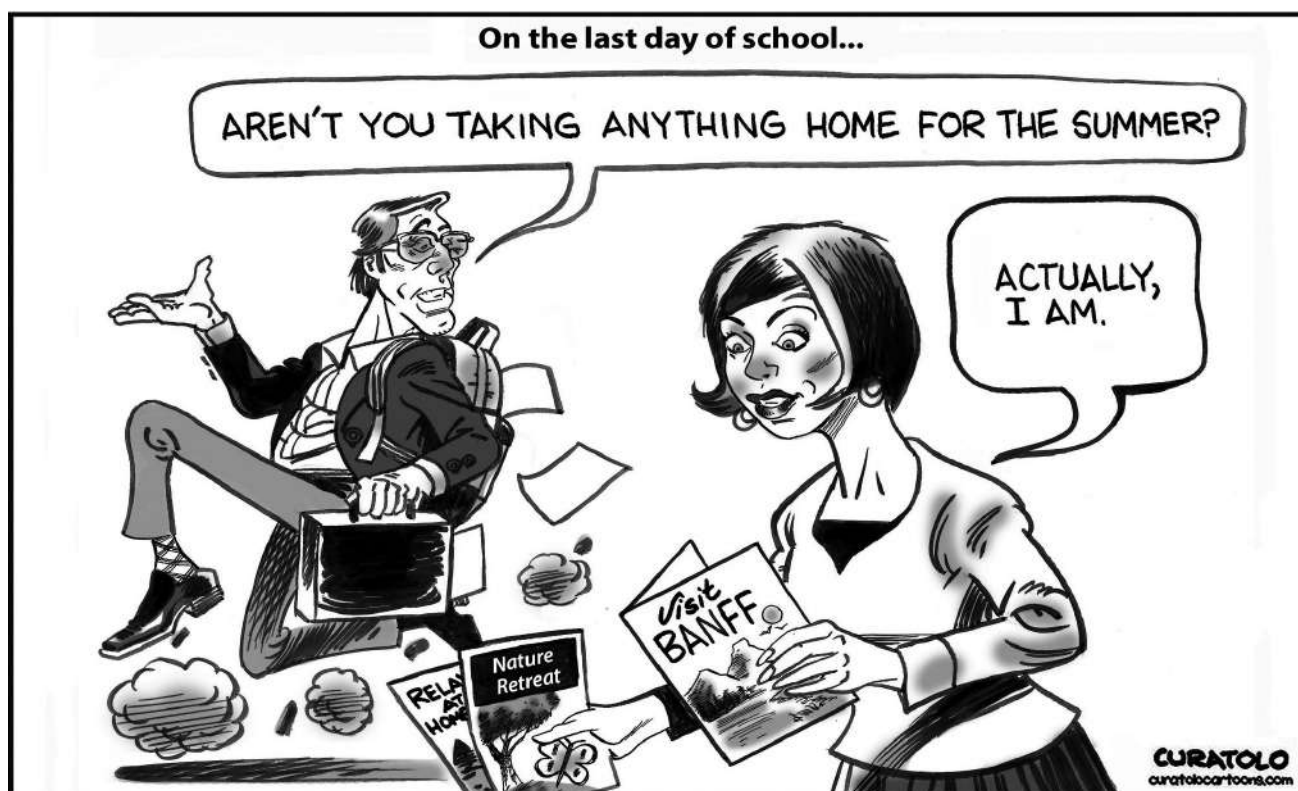
Brian LeFevre

I haven't been doing this for very long (I believe this'll be my third contract vote), but I'm already tired of hearing about benefits "down the road" that never seem to pan out.

FOR THE RECORD

Alberta has a great tradition of choice in education. We lifted the cap on the number of charter schools to give Albertans more choices.

– Tweet by Alberta Premier Jason Kenney as teachers were voting on mediator's recommendations for a central agreement. A key sore point for teachers has been the recommendations' lack of measures to address increasing class size and complexity.



wícihtotân program lifts up Indigenous teachers



EXECUTIVE REPORT

Melissa Purcell
ATA Executive Staff
Officer, Indigenous
Education

Sitting in circles, listening and learning alongside each other, and creating space for Indigenous teachers and school leaders from across the province has been the foundation of the ATA's new mentorship program called wícihtotân. Elder Mary Cardinal Collins gave the program its name in nêhiyawêwin (Cree), which means "let's help each other."

The 2021 Annual Representative Assembly approved the development of a mentorship program for Indigenous teachers, school leaders and central office leaders. Association staff worked with Cardinal Collins to plan the program, and over 70 Indigenous teachers and school leaders expressed

interest in joining the program for the 2021/22 school year.

The program entailed coming together for four online wícihtotân gatherings throughout the school year and included teachings from Cardinal Collins and opportunities to connect and reconnect with Indigenous teachers and school leaders from across the province. Research was shared from Indigenous scholars, such as Verna St. Denis, Dwayne Donald, Yvonne Poitras Pratt and Michelle Scott, as well as resource presentations from Rupertsland Institute and the National Film Board.

Actively increasing the number of Indigenous teachers and school leaders in school communities, along with providing the required supports, resources and opportunities in Indigenous education, is a positive pathway forward.

As Poitras Pratt, Bodnaresko and Scott described in an article published in the *Journal of University Teaching and Learning Practice* (vol. 18, no. 7, 2021), the wícihtotân mentorship program is an opportunity to engage in "ethical relationality viewed through an Indigenous lens as an alternative to the traditional hierarchical mentorship model." Feedback received from Indigenous teachers and leaders from the wícihtotân gatherings will continue to guide the pathway forward for this growing community. ■

Identified need

A need for ongoing mentorship opportunities was identified in the recently released ATA research report *Honouring the Voices of Indigenous Teachers and School Leaders in Alberta School Communities*. In this report, Dwayne Donald states,

Focus group participants expressed unanimous support for the creation of a network of Indigenous educators working in Alberta provincial schools who could offer support, guidance and mentorship to each other. Participants desire to be part of a provincewide collaborative network of Indigenous educators who share resources, strategies, ideas and experiences. Many felt that the creation of such a network would enhance the quality of their work and help them feel less isolated, marginalized and vulnerable.

In addition, survey data indicated that 57.7 per cent of teacher respondents and 50 per cent of school leader respondents were somewhat dissatisfied or very dissatisfied with mentorship opportunities for themselves.

FIND OUT MORE

For more information about the wícihtotân mentorship program, contact Melissa Purcell at melissa.purcell@ata.ab.ca or 780-447-9497.



ATA forms provincial GSA for teachers

Cory Hare
ATA News Managing Editor

The ATA now has a gender and sexuality alliance (GSA) aimed at providing a safe space for members to gather, share their experiences and provide support.

Adopted by Provincial Executive Council in April, the Alberta Teachers' Association Gender and Sexuality Alliance (ATAGSA) held its first official meeting April 19 and has held a meeting every month since. Held virtually, the meetings include discussions and guest speakers, with the hope that attendees will be able to share what they learn with friends, families, colleagues and students.



Rin Lawrence,
Acting chair, ATAGSA

"We had 90 people at our first meeting. It was incredible to see the response and that there is a need and that people were excited," said acting chair Rin Lawrence.

The alliance operates under the general direction of the ATA's Diversity, Equity and Human Rights Committee. Several ATA locals have GSAs that serve their members, but some teachers in smaller communities don't have access to a local GSA or any community supports. The idea of creating an organization with provincial scope has been in the works for several years, said Lawrence, who is also the chair of the teacher GSA for Edmonton Public Local No. 37.

"The idea for the ATAGSA came about through our desire to give every educational staff member a space to

which they can come and be connected to others," Lawrence said. "It's about reach and ensuring that everybody has a space to come to. The provincial lens provides that reach."

So far, the ATAGSA has attracted strong interest from teachers who are part of a sexual and gender diverse community, as well as those who want to be allies, said Lawrence, who sees an ongoing need to provide a safe avenue for all teachers to come together and express themselves.

"I believe that we still are seeing resistance in our society to embracing gender and sexual identity. There is still a lot of work to be done in dismantling homophobia and transphobia in our society," he said.

"We hope to continue to develop next year and welcome new and interested members to come, share, learn and grow with us throughout the year." ■

ATAGSA mission statement

The Alberta Teachers' Association Gender and Sexuality Alliance (ATAGSA) provides a safe and welcoming space for all sexual and gender diverse Alberta teachers and their allies. We seek to advocate, create awareness, and discuss the unique experiences faced by the 2SLGBTQIA+ community. We provide space to create connections, build relationships, socialize, and share successes and struggles. Additionally, we hold regular discussions, invite guest speakers to share their knowledge, and share this learning back with our friends, families, colleagues and students. We stand in solidarity with each other, seek learning and welcome all identities.

Interested in attending the ATAGSA?

Email rmdlawrence@gmail.com for more information.

The ATA library has a guide related to sexual and gender minorities available through its website: <https://teachers-ab.libguides.com/lgbtq>.

2SLGBTQIA+ = two-spirit, lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual and plus



Teachers narrowly approve mediator's bargaining proposal

ATA News Staff

Alberta's teachers have narrowly accepted a mediator's recommendations for central table bargaining.

After electronic voting ended on June 8, 51.1 per cent of members who voted had chosen "yes" and 48.3 per cent voted "no."

These results send a clear message that teachers have run out of patience, even though they are willing to live with the mediator's recommendations, said ATA president Jason Schilling.

"We know that most teachers, regardless of how they voted, feel that the mediator's recommendations were inadequate," Schilling said. "The results clearly show that this offer is the absolute minimum that teachers were willing to accept, and this tells the

current government that their actions and rhetoric on issues like pension, curriculum, professionalism and basic respect have pushed teachers to the limit of their tolerance."

"These results communicate to TEBA that teachers' concerns on these important issues cannot be ignored in the future," Schilling added.

The board of directors of the Teachers' Employer Bargaining Association (TEBA) met on Friday, June 10, and also voted to ratify the mediator's recommendations. With both sides ratified, the recommendations become an agreement, and central table bargaining is concluded. The recommendations will be incorporated into the 61 collective agreements for teachers and school boards.

Schilling said teachers will expect the government to fully fund the costs of

the agreement, without diverting funds from the classroom.

Sean Brown, ATA associate co-ordinator of collective bargaining, said the vote result establishes a strong mandate for the next round of collective bargaining.

"For three rounds of bargaining, the government and TEBA have refused to address key issues around teaching and learning conditions, and teachers, students and classrooms cannot wait any longer," he said. "So with local bargaining looming and as the provincial election draws near, teachers will use public advocacy and political action to press for much-needed and long-overdue improvements. And in the next round of central table bargaining, those accounts will come due."

Teachers can view the full details of the recommendations in the Members

Only area of the ATA website. They are encouraged to reach out to their Teacher Welfare Committee (TWC) member if they have questions. ■

VOTE RESULTS

YES | **NO**

11,721 votes

11,080 votes

51.1%

48.3%

ABSTAINED

120 votes

0.5%

Total votes = 22,921



Teachers from Alberta and Australia meet via Zoom as part of the ATA's e-exchange program.

Teacher exchanges to take place in person and virtually next year

Cory Hare
ATA News Managing Editor

After two years of offering its short-term teacher exchange as a virtual rather than in-person experience, the Alberta Teachers' Association is getting set to proceed with both options next school year.

"It was exciting to see how the pandemic opened up new opportunities for teachers to work together. We're pleased that teachers can choose between virtual and in-person options, or perhaps do both to enhance their experiences," said ATA associate executive secretary Joni Turville, who oversees the exchange program.

Traditionally held as a two-week exchange whereby participants take turns hosting and shadowing each other, the program switched during the pandemic to a series of virtual idea exchange sessions. As it turned out, this format opened the door to participants who otherwise would not have applied, so virtual exchanges will continue even as in-person exchanges return.

"Offering virtual exchanges really has created a niche," said exchange liaison Carolyn Freed. "There are plenty of folks who are too busy to do the in-person program who jump at the chance to exchange virtually."

Freed describes the virtual exchanges as a "scaled-up professional pen pal experience." Teachers connect with their exchange partners outside of class hours to virtually explore a variety of topics over six weeks, such as inclusion, student and teacher wellness, rural and remote education, STEM (science, technology,

engineering and mathematics), second language learning, Indigenous education and leadership development.

The program is now accepting applications for school leaders and teachers for the e-exchange with Australia, Spain and Germany.

In-person exchanges

The ATA's short-term, in-person exchange program is a seven- to 10-day exchange, whereby participants are hosted by their exchange counterpart and accompany them to their school for one to two weeks. Participants then host their counterpart for one to two weeks so they can experience our school system. Alberta participants travel during a break period in their school year, typically spring break.

The ATA has in-person exchange partnerships with Germany, Iceland and Spain. The program is also taking expressions of interest for a possible two-week exchange to Australia. Applications for exchanges for teachers and school leaders are now open for the 2022/23 school year. ■

Exchange info

Details on short-term exchange opportunities and the application process can be found at www.teachers.ab.ca or by contacting exchange liaison Carolyn Freed at Carolyn.freed@ata.ab.ca or exchanges@ata.ab.ca.

Besides its short-term exchanges, the ATA runs year-long exchanges. That program is currently paused.

Curriculum feedback reinforces teacher concerns

Cory Hare
ATA News Managing Editor

Newly released feedback on the government's draft K-6 curriculum once again shows what teachers and the Alberta Teachers' Association have been saying all along: teachers' input and concerns have been ignored while the government presses on with its controversial plans.

On June 2 Education Minister Adriana LaGrange announced on Twitter that the government had released hundreds of pages of reports from stakeholders and public survey feedback on the draft K-6 curriculum.

"We are listening to experts, educators and all Albertans as we work to finalize a new K-6 curriculum for our students," LaGrange tweeted.

An internal ATA review of the data validated the concerns that teachers have been expressing throughout the curriculum development process, said ATA president Jason Schilling. The posted material shows that Albertans are concerned about the drafts being overloaded with content that is not age appropriate.

"They had to scrub 12,000 of the 20,000 responses from one one question on the online survey results because these respondents were unable to find anything positive to say about the curriculum," Schilling said.

Even then, at least 62 per cent and as many as 71 per cent of respondents were providing negative feedback, Schilling noted, adding that stakeholder groups were near unanimous in expressing concerns.

Four themes emerged from the overall feedback:

1. Absence of foundational skills and over-emphasis of memorization
2. Lack of resources and support for educators
3. Timeline for implementation too short
4. Public engagement process and information sharing too limited

Schilling said it was "really interesting" that the feedback from curriculum working groups and from piloting teachers was not released.

"The teacher feedback continues to be hidden and ignored," Schilling said, "yet the government continues to soldier on." ■

In their words

"The overwhelming assessment is that the draft curriculum is beyond fixing."

– Metis Settlements General Council

"Content load in all subjects will not allow for breadth or depth of understanding which are essential components for student learning."

– College of Alberta School Superintendents

"Participants [are] all strongly of the view that this draft curriculum is not nearly ready for implementation."

– Association of Independent Schools & Colleges in Alberta

"There is not enough time for quality PD prior to implementation."

– Alberta School Boards Association



FILE

2022 gotcha! PHOTO CONTEST



Teachers snap their way to success

The 2022 Gotcha! Photo Contest drew dozens of submissions from Alberta teachers. Here are the judges' top-three picks, along with some honourable mentions.

The contest judges were Yuet Chan, veteran *ATA News* photographer and graphic designer, and Cory Hare, *ATA News* managing editor.

Prizes are awarded as follows

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

FIRST PLACE

Country road

A phys-ed class hits the road on their bikes.

Photographer: Laurie Dirsa, Breaking Point Colony School, Manning

Date of photo: May 13, 2022

Judges' comments: *Evocative* is the word that best describes this photo, which owes its success to several elements:

- Diagonal lines that bring the eye to the subjects
- Subjects who are somewhat distant and cast in shadow
- Black-and-white finish
- The tilt of the lens



SECOND PLACE 📷 Grit and determination

Grayson Butler of Red Deer fends off a would-be tackler during tournament play in Sherwood Park.

Photographer: Lesley Young, Hunting Hills High School, Red Deer

Date of photo: April 30, 2022

Judges' comments: This photo captures the intensity and determination of sport, earning high marks for freezing a visceral facial expression while isolating two competitors against a relatively clean background and amid rugby's chaotic swirl of bodies.



2



3

THIRD PLACE 📷 Dancing to the light

Teacher Jessica Smeall displays her confidence following her first performance as a fancy shawl dancer.

Photographer: Nicole Kelley, École Mountain View School, Hinton

Date of photo: April 24, 2022

Judges' comments: The sun's backlighting of the dancer enhances the colour of the fancy shawl, which contrasts beautifully with the muted mountain landscape.



Honourable mentions



HM

Goodbye mask

Student Callum LaRoi tosses his COVID mask toward a waste receptacle.

Photographer: Mark Knoch, McNally High School, Edmonton

Date of photo: April 6, 2022



Budding botanist

Kindergartner Sarah gets up nice and close to observe a sunflower.

Photographer: Michelle Dickie, Varsity Acres School, Calgary

Date of photo: Oct. 6, 2021



HM

↑ Say "I do"

Jasmine Fillatrault plays Donna and Cameron Roscoe plays Sam as students perform the wedding scene during a production of *Mamma Mia!*

Photographer: Lesley Young, Hunting Hills High School, Red Deer

Date of photo: March 4, 2022

Follow the leader →

Grade 5 students demonstrate leadership during phys-ed class.

Photographer: Jennifer Cheung, River Valley School, Sundre

Date of photo: Jan. 12, 2022



HM



HM



HM

↑ Capturing the sun

Hinton teacher Nicole Kelley takes a moment to dance with nature after performing at an Indigenous education conference in Jasper.

Photographer: Jessie Smeall, École Mountain View School, Hinton

Date of photo: April 24, 2022

Do you have 5 minutes?

Please help us gather information on the state of school leadership across the province. The survey is part of a partnership development grant between the UofA, ATA and CASS.

For more details, please visit the link below, scan the QR code or contact Elissa Corsi at elissa.corsi@ata.ab.ca.

https://ualberta.ca1.qualtrics.com/jfe/form/SV_d1hgeMzoSq0i1T0



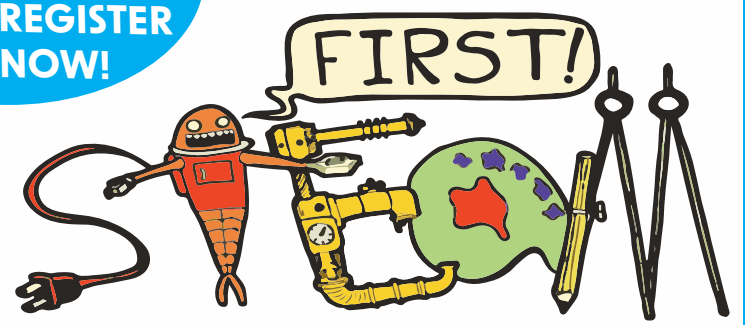
Your response is greatly appreciated!



The Alberta Teachers' Association

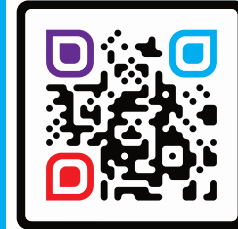
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REGISTER NOW!



A joint conference of the ATA Fine Arts & Science Councils

October 20-22, 2022 • Banff Centre • Banff, AB



SPRING SPECIAL: Sign-up by June 15th for early-bird pricing and limited-edition swag!

[L.EAD.ME/ATA-STEAM](https://www.lead.me/ata-steam)

The Alberta Teachers' Association



The spring issue of the ATA Magazine has landed!

Feature

Arts education in school helps students grow into fully-realized humans

Spring issue of the ATA Magazine now available in schools.

Digital version at www.teachers.ab.ca

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The ATA Educational Trust

Morgex/Johnson Insurance Centennial Fund for Teacher Development (\$600)

Through this grant program, the Trust encourages teachers to advance their knowledge and teaching skills by attending a non-ATA conference, a workshop, a seminar, an institute or a symposium. Grants are paid after the recipient has attended the professional development event, submitted proof of payment and a completed claim form.

Application deadline: September 30, 2022

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Each year, the Trust awards a number of grants to help defray the costs associated with attending an ATA specialist council conference. Eligible expenses include registration, accommodation, fuel and food. Only expenses not covered by other grants will be considered for compensation.

Application deadline: September 30, 2022

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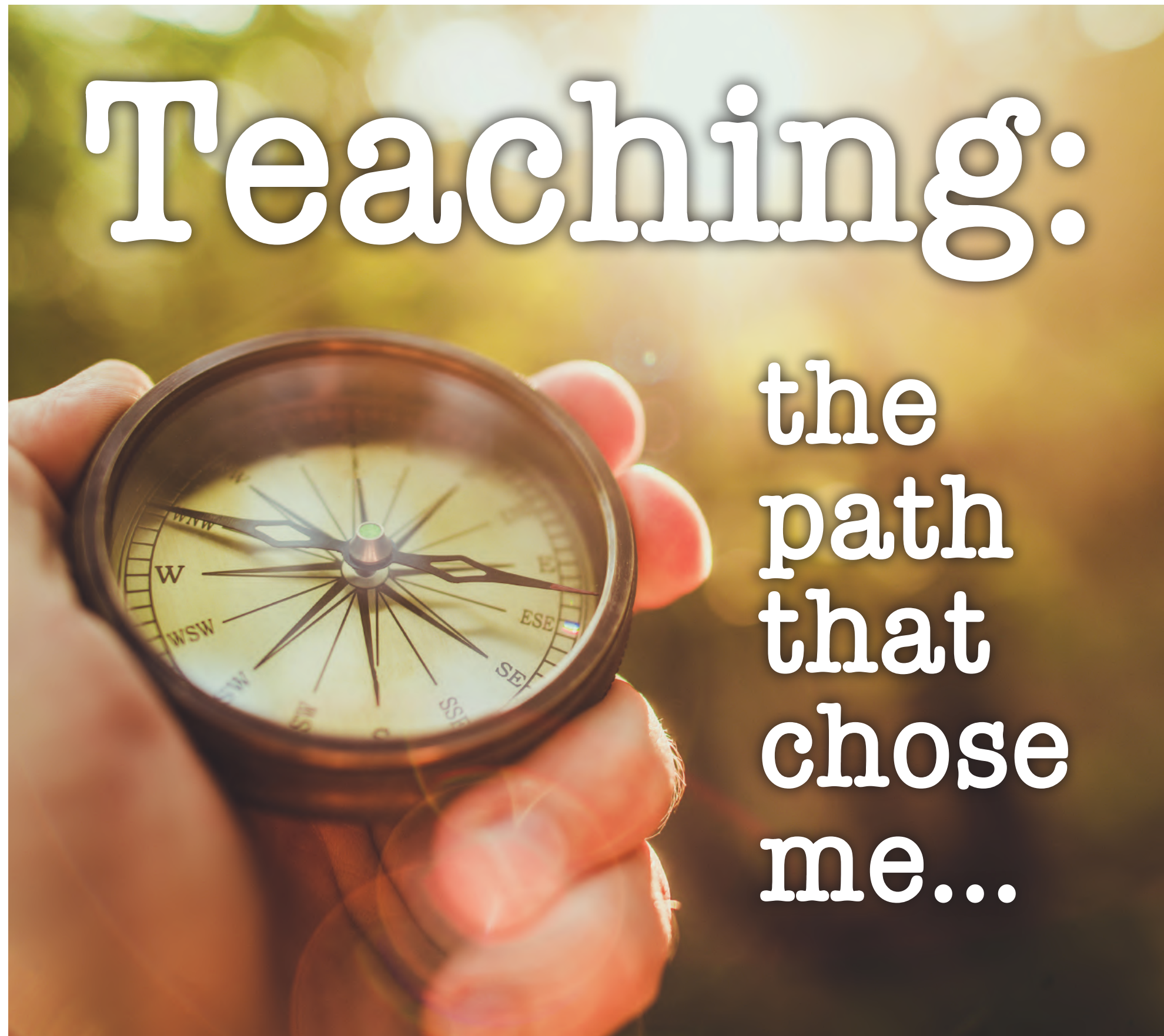
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MOOT POINTS

Bradley Drader
Special to the *ATA News*

After I graduated with a bachelor of science degree and had no luck finding related work, my wife encouraged me to return to university to obtain my teaching degree. Although I had doubts about my career choice, I worked very hard and managed to secure a continuing contract.

During those first few difficult years as a new teacher, I began to realize that my teaching strengths stemmed from my interpersonal communication skills. What I lacked in imagination I made up for in humour, storytelling, discussions and building relationships. Having conversations with students became a critical part of my daily routine.

My early teaching assignments often

had “difficult” students who struggled in school. Many students thanked me for making the materials more entertaining and easier to understand. In retrospect, I believe that they simply wanted to do better and I provided those avenues for success.

Midway through my career, I was encouraged to take on more leadership roles at both the school and the division levels. I completed my master’s degree in educational leadership and became an elementary school vice-principal. Unfortunately, the role of school administrator did not allow me the interpersonal interaction and the “aha” moments I had enjoyed as a classroom teacher. So back I went as a full-time junior high teacher.

Bound by traditional teaching methods, I managed to create a comfort zone combining old-school pedagogy and classroom management techniques with humour, storytelling and sharing. This gave students opportunities to



SUPPLIED

learn, laugh and express themselves in a setting based on trust and respect. It gives me great joy when students tell me how much fun they have had with

their learning (even if it was just math). Over the last few years, many students have told me that their parents were happy I was their teacher, because when I taught them (the parents) so many years ago, I made learning fun and I cared. This is the legacy I hope to leave behind.

Now, as I come to the conclusion of my 30-year career, I realize that it was the student connections I made that guided the career path I followed. It is now those connections that have made my decision to retire so difficult.

Teaching as a career was certainly never my first choice. However, the longer I remained, the more passionate I became about the young people I worked with. I am so very grateful that this career chose me. ■

Bradley Drader has primarily been a science and math teacher with the Wild Rose School Division for 30 years. He currently teaches Grade 8 science at H.W. Pickup Middle School in Drayton Valley.