



Jason Schilling elected ATA president

See [page 4](#) for complete PEC election results.



Women urged to lead change

See [page 9](#).

ATA NEWS

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MARK MILNE

An employee of Outfront Media attaches a chair to a billboard on the outskirts of Edmonton. Part of the ATA's latest campaign, the advertisement features 33 chairs bolted to the surface of the billboard to represent classroom overcrowding. See [pages 5 and 12](#).



Political opportunism

Consider door-knocking as a fun way to get involved.

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



More new curriculum a recipe for failure

Government plan represents more work for overburdened teachers, says ATA president.

See story on [page 5](#).



Running the middle distance

Teaching has become an unrelenting grind.

See Viewpoints on [page 3](#).



The race for equity

New working group addressing issues of race.

See story on [page 7](#).

Opportunity is knocking on some doors



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

This past Sunday was one of the warmest days of the year, so what better way to spend it than getting out for a walk and spending some time chatting with my neighbours. For me, this came in the form of door-knocking for the upcoming provincial election.

Door-knocking is the foundation of every local election campaign. Teams of volunteers, sometimes accompanied by the candidate, head out with a list of electors and go door to door, starting a conversation with residents about the upcoming election and some of the issues of interest in it. Typically, the goal is to identify people who are likely to vote for the favoured candidate.

It can seem daunting at first, but once you get into it, it quickly becomes easy and enjoyable. Most people you interact with are courteous and responsive. The campaign team will arm you with everything you need including some literature, a script, and a list of names and addresses for tracking the responses. If it is one of your first times out, they will likely have you buddy-up with someone who has done it before.

I really enjoy door-knocking. For me the benefits are many: I get to spend time outside in the fresh air; I get a bit of exercise; I get to meet my neighbours and get to know my community more; I get to know the candidate – someone who might be my next MLA – better; I get to talk about education and democracy – two things that are vitally important to me; and I feel like I am doing something active that is making a difference.

I follow the script, but I usually try to add in a comment about the value of public education as an issue that is important to me.

to many Albertans. Not everything that was in the platform was tested in the election, and I think that created a number of problems for the government after the election.

We need to get education talked about on the doorsteps, and one of the best ways to do that, in my opinion, is to have teachers out starting that conversation. It doesn't really matter which party you decide to support. All parties should see teachers as active participants and should see education being frequently discussed. It will serve us well regardless of which party is ultimately successful.

paperwork in the campaign office. If you're willing to help, I'm sure they will find a job that has value for them and is a good fit for you.

Every hour that you can give to the campaign is appreciated, and the best way to get started is to check out the party's website or drop in at the campaign office and tell them that you are willing to help.

And if time is hard for you to give, consider monetary donations – campaigns can always use more funds to support their work. Political donations also come with very generous tax write-offs. In fact, for the first \$200 you donate, you will receive three-quarters of it back at tax time. You will get half back for the next \$900 you donate after that.

Election time provides an abundance of opportunities to get involved and to advance a conversation about the issues that matter to you. All across the spectrum of issues, people will be participating and having their voice added to that important conversation. One of the best things we can do for public education is to ensure that teachers are part of it.

So strap on your runners, grab a clipboard and we'll see you on the doorsteps. ■

“ I think this is a really important election for public education. ”

I think this is a really important election for public education. In the last election, education was not seen as a very important issue, and the government that came in implemented a mandate that hadn't received a ton of public scrutiny. This created tension between what the government had in their platform and what was important

Even if door-knocking is not for you, there are many other ways that teachers can get involved and influence the conversation that occurs during the election. Volunteer work on a campaign team can include making phone calls to prospective voters, volunteer recruitment, building and erecting signs, data entry, or helping with reception or

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

Advancing the profession takes teamwork



Q & A

Dennis Theobald
ATA Executive Secretary

Question: After the recent Provincial Executive Council election, I was wondering, what is the relationship between Council and ATA locals and why do we have both? For that matter, why do we have an Annual Representative Assembly when we could have locals vote on policy and budget?

Answer: The structure of the Alberta Teachers' Association (ATA) is set out in provincial legislation, most importantly the *Teaching Profession Act*, and in bylaws that help establish structures, processes and procedures within that legislative framework.

To begin with, that legislation establishes the Alberta Teachers' Association as, well, an "association." This means that the provincial Association is the core and foundation from which individual locals and other subgroups derive their authority. Locals and subgroups are created by the provincial Association and can

be disestablished by the provincial Association.

Teacher organizations in some other provinces are, by way of contrast, established as "federations" and, conceptually, these provincial teachers' organizations are created by their constituent locals acting in concert. In these organizations, the individual locals are the source of governing authority that is granted to the central organization.

As an association, the ATA governance begins with the Annual Representative Assembly (ARA). While the allocation of delegates to ARA is calculated by local, ARA is not an assembly of locals. Once they arrive at the assembly, individual delegates are under no obligation to take direction from their local or vote in the same way as other delegates from their local. Votes are tabulated by a count of individual delegates and, for the duration of the meeting, these delegates are ideally supposed to be focused on the greater good of the larger association within the provincial context, rather than on the particular interests of the locals to which they belong when establishing a budget or considering policy resolutions.

Provincial Executive Council is established in legislation to act between ARAs in respect to managing the

Association, generally in accordance with the policy set at ARA. Members of Council are elected by teachers within a geographic district which, by design, will include more than one local within its boundaries. Table officers of the Association, which includes the president, past president and two vice-presidents, are elected in provincewide votes. This structure of representation means that members of Council have authority and legitimacy that is not dependent upon locals and reinforces the design intention that members of Council, in their deliberation and votes, look and see beyond their particular local or regional interests.

While local presidents will meet with provincially elected representatives at least three times a year, it is important to note that these meetings are intended to facilitate dialogue and consultation and do not have any capacity to make binding decisions.

The legislated structure described above is echoed in matters relating to collective bargaining. The provincial ATA has authority under the *Public Education Collective Bargaining Act* (PECBA) to undertake bargaining on behalf of teachers across the entire province and when a vote on a matter related to the bargaining process is required, it is conducted on

a provincial scale. Even in matters of local bargaining, it is the provincial Association which, in accordance with the *Labour Relations Act*, holds the bargaining certificates that give it agency to act on behalf of individual bargaining units. That is why members of provincial Association staff assigned to assist with local bargaining are referred to as representatives of the bargaining agent (RBAs). Of course, in the case of local bargaining, votes are conducted at the bargaining unit level.

Now everything you have read so far is accurate, but when it comes to the practical matter of running an effective and responsive organization that can successfully represent and advance the interests of its members, culture is as or even more important. It is critical, and I hope a shared aspiration of all involved in Association governance provincially or locally, that elected representatives respect the legitimate role and responsibilities of their provincial and local counterparts and collaborate to move the Association forward for the benefit of the profession. ■

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



The middle distance

VIEWPOINTS



Kent Trew
Special to the ATA News

When I was young, I dutifully joined my elementary school's track team. Track at that phase of my life consisted of sprinting 4 x 100m or 8 x 100m and not much else. I was not and am not naturally gifted as a sprinter. I presume that my ancestors were just faster than the next poor sucker who had to outrun the wolves, thus ensuring that mediocre sprinting speed would be an annoying warm spot in my gene pool.

When I made it to high school, I again dutifully joined the track team. Lacking the upper body strength for throwing and the coordination for jumping, I chose to run middle distance.

Middle distance sucks. It doesn't have a marathon's promise of endorphins or the mercifully close finish line of a sprint, even though the pace feels almost as quick. It's basically sprinting for people who like to experience intense pain. It is track for masochists. As a middle-distance athlete, I was at best a "participant" and never to receive a medal, let alone a Canadian fitness test award for "excellence."

Ten years later I became a teacher, and I've been doing that for more than 20 years. I enjoy my job. I like seeing young people grow into themselves. I relish seeing my students take on challenges and winning. I even have grown to recognize that their success is not my doing, nor solely my responsibility. Instead, I get to be a bit player in my students' life-stories for a semester or two and hope that I can nudge them forward and avoid knocking them backwards. People, real people who aren't related to me say I'm pretty good at teaching.

At this point of my career, I'm left thinking about the middle distance. Recently my job has gotten harder. I'm likely at the peak of my teaching ability, but my job has taken on a "sprint-for-people-who-like-pain" quality. My classes are bigger, and my teaching schedule is "optimized" or more accurately

"completely maxed out." While technically I am teaching the same number of minutes as my previous maximum, I have more students and many with higher needs than ever before. Student stress and academic gaps have been magnified by the pandemic, while students face higher than ever competition to get into a desirable career. Teaching is more complicated than it has ever been and, if you're interested, a laundry list of concerns is only an internet search away.

The middle distance is grinding, not a sustainable marathon nor a short sprint. In my daily middle-distance effort, I am responsible for more than 100 students. I talk, mark, reflect, make decisions and act with empathy. It is tiring work. I go home feeling more emotionally drained than ever before and as inflation exacts a toll, I'm doing more work for less pay, as are so many others in my province.

“ The middle distance is grinding, not a sustainable marathon or a short sprint. ”

I have fewer than 10 years to retirement. I'll probably stick with teaching until then. I genuinely enjoy elements of my job, but a word of caution to people who assume my holidays and professional development days and supposed five-hour work days are easy and that I'm overpaid. You may have run before, but until you've put in your greatest effort to cover the middle distance, day after day, then you can't know what it is like to be in my shoes.

An extra word of caution to the people who balance the budget on the fulcrum of education. Young teachers can't sustain this pace for a whole career. Burnout is happening and will be a drain on the profession if not addressed. Children deserve great teachers, but no one can do their best if they aren't treated well. Acknowledging our challenges and working in good faith with your teachers will be more productive than using us as a political football. ■

Kent Trew teaches chemistry at J. Percy Page High School in Edmonton.

YOUR VIEWS

FACEBOOK FEEDBACK

On the government's rollout of new curriculum and their plan to roll out additional new curriculum this fall.

Julie Sabo

Teachers are still working hard to help the younger students catch up after COVID. They do not need more on their plate right now!

Dave Hardman

Especially one that is this flawed and has minimal input from Alberta teachers but is directed by pro right-wing American "educators" who wish to import extreme right-wing beliefs into our school system. Including a non-subtle attack on public education.

Karen Green

I saw the math curriculum. With its careless sequencing and with skills and concepts getting pushed ever downwards into lower grades, it practically guarantees the basics will never be mastered. I don't understand why any teacher would approve of it.

Katey Scully

Every teacher everywhere is a first-year teacher all over again. Usually the newbies get to lean on the experienced ones for resources, but not this year. Almost everything has to be revamped.

Celeste Harrison

Sadly, it isn't a joke. It's a disaster. Yes, the curriculum is in desperate need of revision, but this timeline, focus, application and these outcomes have been created in a vacuum without the consultation of the stakeholders responsible for its rollout. It's irresponsible, disappointing and extremely frustrating.

Jason Swanton

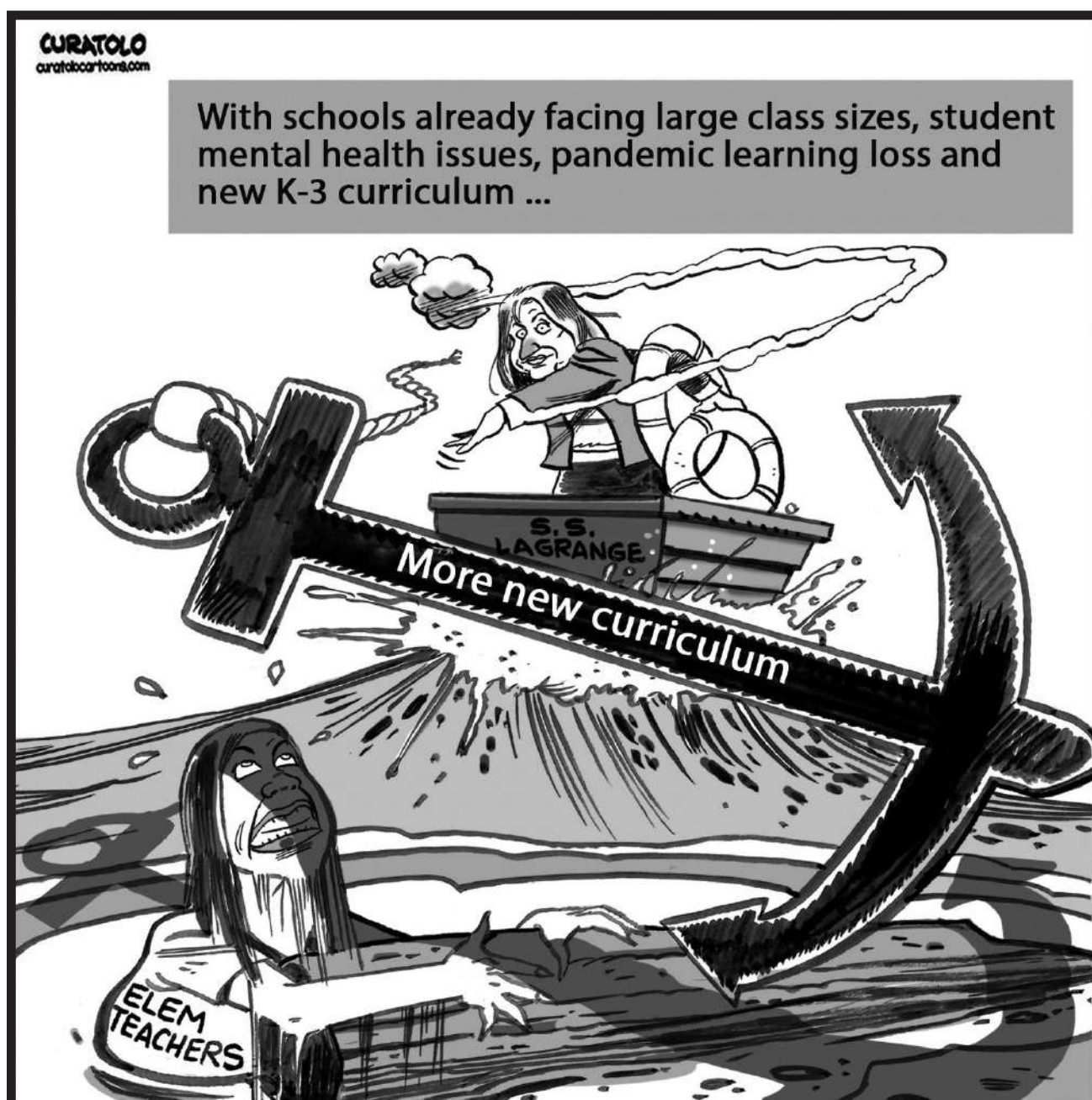
Other than mentioning our disappointment, does PEC have a plan to deal with this?

Letters to the editor: We welcome letters to the editor. Please limit your submission to 300 words. Only letters bearing a first and last name, address and daytime telephone number will be considered for publication. Teachers are also asked to indicate where and what they teach. All letters are subject to editing for length, clarity, punctuation, spelling and grammar. Email managing editor Cory Hare: cory.hare@ata.ab.ca.

FOR THE RECORD

“ The CASS board of directors appreciates the ministry's responsiveness to feedback and supports phased implementation that provides school authorities flexibility to implement new curriculum based upon local contexts. ”

- Scott Morrison, president, College of Alberta School Superintendents, regarding the government's plan to roll out new curriculum in fall 2023.



Schilling returns as ATA president

Provincial Executive Council to welcome five new members

Mark Milne
ATA News Staff



Jason Schilling will continue as ATA president after being re-elected for a third term during the recent election of Provincial Executive Council (PEC). Schilling edged out current vice-president Jenny Regal for the top chair with 5,390

votes to Regal's 2,335.

Schilling said he's looking forward to the next two years as president.

"I've always valued the work that the Association does," he said. "I wanted to continue the work that we've started in the last two terms."

Schilling said the last couple of years have been very challenging for members. Throughout his campaign he has heard from teachers about curriculum, class size and composition, wages, inflation and bargaining issues.

"I don't work in a silo by myself. I work with a group of individuals as a team and we'll approach those challenges head on," he said.

Schilling has spent more than 14 years on council and said he looks forward to continuing his efforts to make schools a better place for students and teachers. He said that listening plays an important

role in the PEC discussions, and that he believes council needs to approach the current issues and conversations with an open mind, trying to understand where people are coming from.

"We must work towards unifying people," he said. "We have to look forward to the future and not get bogged down by rehashing the past."

One new VP

Greg Carabine will be returning for a second term as vice-president. One of the challenges he sees for PEC is improving member engagement.

"We only had 50 per cent of teachers vote on the mediator's recommendation," Carabine said, "with a 50 per cent split with those that did vote."

Joining Carabine as vice-president is former North West district representative Peter MacKay.

"As district representative I served as a liaison for the teachers of the North West. I communicated their views at the PEC table and I brought news from the provincial association to their local councils and committees," said MacKay. "As a VP, my focus becomes the health of and effectiveness of the organization as a whole."

Both MacKay and Carabine see communication and unity as key priorities for PEC.

"We need to revitalize the connections between our school representatives, our locals, and PEC," said MacKay. "This means that we need to focus on our communications and make ourselves a more agile and cohesive association, because we are going to need that agility and cohesion in the near future."

District representatives

Council will feature five new district representatives.

In the Edmonton McMurray district, incumbent Carmen Glossop will be joined by newcomers Greg Meeker and Jay Procktor. Meeker is principal at Grandview Heights School in Edmonton. Procktor works at Metro Continuing Education and is the division one representative for Local 37.

Calgary City sees the return of Darren Moroz and Kevin Kempt as district representatives. Joining them for her first term on council is Allison Scott Davies, who works at Our Lady of Peace Elementary and Junior High School in Calgary.

Another newcomer to council is Brice Unland, who will be the Central district representative. He teaches social studies at Ecole Secondaire Notre Dame High School in Red Deer.

Karen Nakaska returns in Calgary District and Paul Froese as DR for Edmonton District.

The remaining six representatives were acclaimed to their positions. They are: Brenton Baum (Central), Rhonda Kelly (North West), Rick Kremp (Central North), Murray Lalonde (Central East), Heather McCaig (South East) and Katherine Pritchard (South West).

This is Kelly's first term with PEC. Having taught many different grade levels, she's currently teaching Grade 6 in the Grande Prairie Roman Catholic Separate School Division. ■



PRESIDENT



Jason Schilling

VICE-PRESIDENTS



Greg Carabine



Peter MacKay

PAST-PRESIDENT



Greg Jeffery

DISTRICT REPRESENTATIVES

CALGARY CITY



Kevin Kempt



Darren Moroz



Allison Scott Davies

CALGARY DISTRICT



Karen Nakaska

CENTRAL



Brenton Baum

CENTRAL EAST



Murray Lalonde

EDMONTON McMURRAY



Carmen Glossop



Greg Meeker



Jay Procktor

EDMONTON DISTRICT



Paul Froese

CENTRAL NORTH



Richard Kremp

CENTRAL SOUTH



Brice Unland

ABOUT PEC

The Provincial Executive Council (PEC) leads and transacts the business of the Alberta Teachers' Association on behalf of its 40,000-plus members. PEC is made up of the Association's five table officers (the president, two vicepresidents, the past president and the executive secretary), plus 15 district representatives.

The president and vice-presidents are elected by a provincewide vote of Association members. District representatives are elected by members in their geographic district. All elected positions are subject to two-year terms. Terms for elected members will begin July 1, 2023.

NORTH WEST



Rhonda Kelly

SOUTH EAST



Heather Dawn McCaig

SOUTH WEST



Katherine Pritchard

New billboards address class size in three dimensions

Jen Janzen
ATA News Staff

Chairs nailed directly to a billboard is the latest way the Alberta Teachers' Association is alerting the public of the growing problem of large class sizes.

The newly created advertisements feature 33 chairs — one third of them red, the rest white — mounted on the surface of a billboard alongside the words "Alberta's classrooms are over capacity." The three billboards are located in Calgary, Edmonton and Red Deer.

"They offer a pretty stark representation of a real Alberta classroom," says ATA president Jason Schilling, referencing the Commission on Learning study that recommended K-3 classes have no more than 17 students and grades 4-6 classes have no more than 23 students.

In reality, Schilling notes, half of Alberta teachers are working in classrooms with 33 or more students.

The billboards are part of a comprehensive campaign that includes advertisements running on TV, radio, online and in newspapers. The aim is to raise awareness of issues like class size, class complexity and learning supports for vulnerable students and, thus, make public education a key issue in the upcoming provincial election.

There are also posters available for teachers to put in their windows to prompt discussions with door-knocking candidates. The posters show the message "We stand for public education; will you?" and include talking points about key education issues.

"When candidates come to your house, they'll see right away that public education is an issue that matters to this homeowner," Schilling said.

ATA locals will also be receiving copies of the posters to hand out in the community so that concerned Albertans can echo the message to candidates. It's all part of the Association's larger Stand for Education campaign, a year-long effort that seeks to create a new vision for public education in Alberta. ■



Workers install chairs on an Edmonton billboard that's part of an ATA campaign to raise awareness about issues like overcrowded classrooms. MARK MILNE

FOR MORE INFORMATION

Visit standforeducation.ca. Extra copies of the posters are also available by contacting distribution@ata.ab.ca.

More new curriculum a recipe for failure, says ATA president

Mark Milne
ATA News Staff

Another layer of work has been heaped onto an already overburdened and overworked teaching force. That's the response from ATA president Jason Schilling to the recent announcement that the second phase of the new K-3 curriculum would roll out this fall. This will include science, French language arts and French immersion language arts.

Schilling says the hasty implementation of this curriculum is the last thing teachers need on their plates right now.

"Everything, everywhere, all at once might be an Oscar-winning concept for a movie, but it's a lousy way to release curriculum," he added. "We're setting up our classrooms for failure if we take the current state of our schools and the current state of curriculum implementation and pile even more demands on top of it."

Schilling points to large class sizes, pandemic-exacerbated learning gaps and the lack of funding for curriculum supports as reasons why students and teachers are struggling right now. He'd like to see a pause in any new curriculum implementation to allow our public education system to catch its breath.

Alberta Education said it's delivering on their commitment to provide an

updated curriculum with essential knowledge and skills.

"Curriculum renewal is essential to help prepare our students for a rapidly changing labour market," said Education Minister Adriana LaGrange, "which is placing an ever-increasing premium on adaptability and transferable skills."

LaGrange said that, in the 2022-23 school year, 941 teachers across the province piloted the new draft curriculum. The province has earmarked \$47 million to provide teachers with resources to support students in transitioning to the new curriculum. Alberta Education said it is working with the province's four largest school authorities to develop science resources, but Schilling says that's not enough.

"Actions speak louder than words," he said. "This government's track record for providing resources and supports for successful curriculum implementation is severely lacking."

Survey highlights dissatisfaction

Schilling said a recent ATA survey of 1,000 randomly selected teachers paints a much bleaker but more accurate picture. It shows only 37 per cent of teachers are satisfied with the language arts curriculum. That rating drops to 30 per cent for physical education and wellness and 26 per cent for math.

"The government has not done a good job of asking teachers how curriculum implementation is going," said Schilling.



ATA president Jason Schilling addresses media with his thoughts about the government's plan to introduce new curriculum in the fall. MARK MILNE

"They have asked superintendents and trustees. They have asked their implementation committee, but those people are not responsible for teaching and working with this curriculum on a daily basis."

According to the study, only 16 per cent of teachers feel they have received the teaching and learning resources necessary to successfully implement the new curriculum.

Schilling said K-3 teachers need more time to refine the language arts and mathematics curriculum

before building on an already shaky foundation. He would like to see the creation of K-3 teacher working groups to review their colleagues' feedback and provide revisions to the curriculum documents.

"The government has an opportunity to learn from their mistakes with the last curriculum redesign and implementation process," said Schilling. "Re-engage with the Association and the profession and have this done in a way that makes sense and will support our students." ■



STORIES AND PHOTOS WANTED

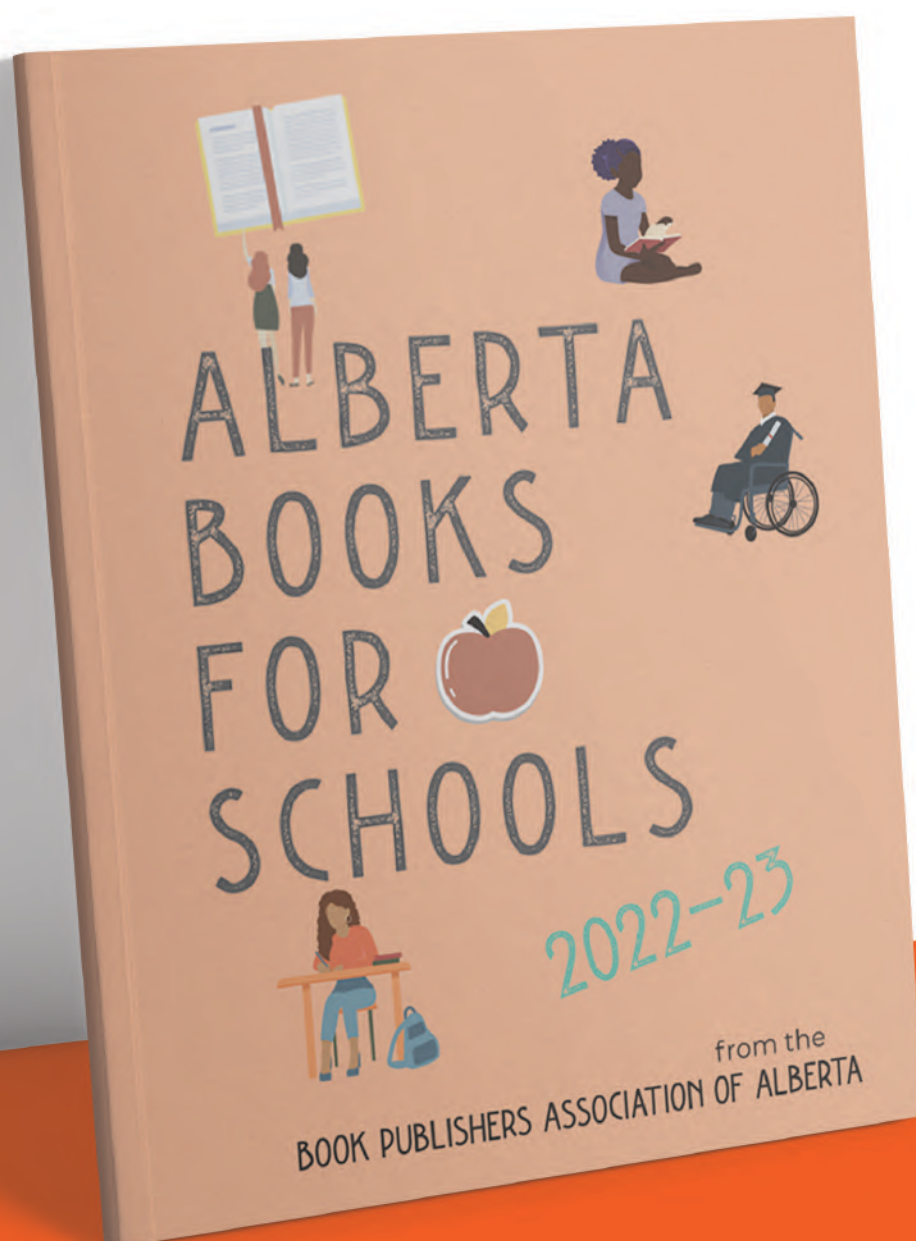
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Off Script

with ATA President Jason Schilling

Albertans need to stand up in face of new curriculum

While I was travelling the province during teachers' convention, the number one topic teachers asked me about was curriculum. You'd think that most of the teachers who were concerned about this were our K-3 colleagues and school leaders, but this was not the case. Teachers in grades 4-6, junior high school and high school were all concerned about the never-ending drama called curriculum design. Teachers highlighted the concerns that the ATA has been raising throughout the entire process — lack of resources, the sequencing of subject content, lack of collaboration time with their colleagues to plan and the overuse of standardized testing.

Two recent announcements by the government are telling about the road forward regarding curriculum and assessment. The first was the budget that came out on February 28. The budget includes details about funding targeted for curriculum implementation — \$47 million has been set aside for next year — but the language in the budget is general about how that money will actually be spent.

The details will be in the just-released school authority funding manuals. One concerning development is the increased funding to expand standardized testing, which our students in grades K-3 experienced, into Grade 5. As teachers, we know our students have areas to catch up on from the disruptive

pandemic school years, but testing our way out of it is not the solution. Teachers need time to teach, build relationships with students and have the supports they need to help students succeed. Not another test.

The second announcement came on March 17, when the government announced their plans to move ahead with the implementation of new curriculum for K-3 science, French first language and literature, French immersion language arts and literature, as well as grades 4-6 math and English language arts and literature. There is a lot to unpack in the new final draft.

The fact that the government is moving ahead with the new curriculum is troublesome and unfortunate given what the ATA has heard from members about the implementation of the K-3 curriculum. It is obvious that the government is once again not listening to the concerns of teachers, parents and school leaders.

One thing we can expect is more announcements from the government as we get closer to the provincial election. That is why the ATA's Stand for Education campaign also focuses on curriculum as well as class size and complexities. As MLA candidates come to your door, or you attend a forum, ask them about curriculum and what their thoughts are. Regardless of what grade we teach, we all want our students to have a modern, diverse curriculum. ■

Tous à la franco-fête! Franco-fun for all!

Mars est un mois spécial pour les Franco-Albertains. Plusieurs activités sont organisées au sein des écoles afin de souligner la langue et la culture des francophones de toutes origines. L'une des journées les plus appréciées des élèves fut la journée « cabane à sucre », lors de laquelle petits et grands étaient invités à porter une chemise à carreaux. Après la levée du drapeau franco-albertain et un spectacle aux accents folkloriques, les élèves sont allés dehors pour se sucrer le bec. Si certains ont trouvé la tige d'érable trop sucrée, d'autres ont essayé d'en avoir une deuxième portion! Cette douce journée ensoleillée a permis aux élèves et aux membres du personnel de passer des moments agréables, de discuter, d'échanger des blagues, de chanter en français et de vivre la francophonie hors de la salle de classe. ■

March is a special month for Franco-Albertans. Schools organize a number of activities to celebrate the language and culture of francophones from all backgrounds. One of the most popular events among students was "sugar shack day," where participants of all ages were encouraged to wear a plaid shirt. Following the raising of the Franco-Albertan flag and a folk-inspired performance, students went outside to indulge their sweet tooth. While some found the maple taffy too sweet, others asked for seconds! Students and staff enjoyed themselves on this mild, sunny day, socializing and joking with each other, singing French songs and experiencing francophone culture outside the classroom. ■



Photos fournies par l'école la Mosaïque et l'école du Nouveau-Monde (Calgary).
Photos supplied by École la Mosaïque and École du Nouveau-Monde, Calgary.

ATA group works to address issues of race



EXECUTIVE REPORT

Andrea Berg
ATA Staff Officer

The Status of Racialized Teachers working group is actively seeking input from members about their professional experiences. Teachers who identify as racialized are invited to attend the Diversity, Equity and Human Rights (DEHR) conference at Barnett House on April 27 and 28. One of the sessions is a facilitated listening circle that will help shape Association services and supports to meet the needs of racialized teachers. To sign up, speak to your local president.

History of the working group

At the 2020 Annual Representatives' Assembly (ARA), resolutions were approved to enable a study and report to explore the need for a committee on the status of visible minorities within the profession. Staff conducted a literature review and collected information through interviews with teachers from diverse ethnocultural backgrounds.

Research shows a longstanding difference between the population of racialized people in Alberta and the relative population of teachers from the same ethnocultural groups. According to the most recent (2016) Canadian census data, 23.5 per cent of Albertans identified as being members of a visible minority and 6.5 per cent identified as Indigenous. By comparison, the Association's latest (2023) Member Opinion Survey found that only 5.4 per cent of respondents identified as members of a community of colour and 3.6 per cent identified as Indigenous. So although 29.5 per cent of all Albertans identified as members of a racialized community, only nine per cent of teachers identified as such.

At the 2021 ARA, the assembly approved the formation of a working group to explore the status of racialized teachers. The term racialized was chosen as a title for the working group as it describes how people come to be the subjects of discrimination, oppression and violence based on their physical appearance and ethnocultural backgrounds.

Today's working group

Visible minority and Indigenous populations are the fastest growing demographic groups in Canada and Alberta, but comparative growth is not seen in the relative population of these groups in the teaching profession. There is a persistent diversity gap between the teaching profession and the general population, and Alberta's teaching workforce remains predominantly white. This disparity is a significant concern of the Status of Racialized Teachers' working group.

The frames of reference for the Status of Racialized Teachers outlines the group's goals as follows:

1. To study and advise the Diversity, Equity and Human Rights Committee on matters of concern regarding racialized teachers
2. To make recommendations to the DEHR Committee concerning Association policy related to racialized teachers
3. To make recommendations to the DEHR Committee concerning the work of the Association and supports related to racialized teachers
4. To receive representations from education partners and friends of public education as appropriate
5. To represent the Association, as authorized, with groups and at events concerning issues of interest to racialized teachers

This committed working group is populated by co-chairs Richard Krempt (district representative for Central North) and Fitz Sherman from the Battle River Local. Cecil Hall, Rupi Bergamin and Kenny Yeung, all from Calgary Public Teachers' Local No. 38, make up the rest of the group. ■

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in style

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New discipline process puts ATA in your corner



PITFALLS & PRECAUTIONS

Chris Gibbon
ATA Staff Officer

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.

Too often, members of the public and of the teaching profession express the belief that the Alberta Teachers' Association protects bad teachers. This is untrue. Over the last few months alone, in the course of completing its remaining cases as oversight of teacher discipline transitions to the provincial government, the Association has issued suspensions, cancellations, hefty fines and severe letters of reprimand. Under the new teacher discipline process that the government has created, the Association is now prepared to work with teachers to ensure that members are afforded due process and procedural fairness.

If by chance you have a complaint filed against you through the province's new registrar's office, you will be contacted by the Alberta Teaching Profession Commission by email with a notice that a complaint has been received. You will also receive an email or phone call from a professional assurance officer, who will set up a time to meet so that they may conduct a preliminary inquiry into the allegations. The moment you receive notice that there are allegations against you, you should reach out to the Association's new regulatory affairs and membership support (RAMS) branch, which will assist you with your initial intake.

The ATA has three staff members who are ready to assist with this initial intake and gather all your required information. After that, you will work with one of three highly qualified and experienced staff officers, who will assist you with your initial meeting with the practice assurance officer and, if warranted, the investigator assigned to your case. Depending on the outcome of the initial meeting, there will be three possible outcomes:

1. The case is dismissed. (The complainant can appeal that decision.)
2. The case is moved to mediation or dispute resolution.
3. The case is moved on to further investigation.

Should the investigation result in a disciplinary hearing being ordered, the staff officer assigned will also represent you in this venue.

The three staff officers who will both represent you and prepare you for further matters are **Dan Coles** – former teacher/administrator and Association investigator and presenting officer;

Richard Svoboda – former teacher/administrator, human resources superintendent and Association investigator and presenting officer; and

Tim Jeffares – former teacher/administrator, director of investigations and governance branch at Alberta Education, associate co-ordinator of the Association's discipline branch pre-2023 and of the current RAMS branch.

Know that if you are working with these three staff, you will be treated with respect and dignity, and they will insure that the process will be followed fairly. This process will not protect teachers who have been found guilty of indictable offenses against children and society, but it will ensure that due process unfolds in a fair and just manner. ■



Dan Coles



Richard Svoboda



Tim Jeffares



CORY HARE

Women urged to lead change

Annual summit explores leadership issues and potential

Cory Hare
ATA News Managing Editor

Modern society is just beginning the necessary work of unlearning colonialism, and women should be at the forefront of this movement.

This was one of the messages shared by University of Alberta professor Florence Glanfield during the ATA's fourth annual Women in Leadership Summit.



Florence Glanfield

“Gender equality, my god, why are we still talking about that? It's because the colonial structures are still in place that we as women have to stand up and do something about it,” Glanfield said. “We have to be the role models for other beautiful humans that identify as women. We have to find the courage to speak out.”

The summit attracted 136 participants from around the province on March 10 and 11. The event featured two keynote speakers and breakout sessions on a variety of topics, including mentorship and allyship, finding and using your voice, health and well-being, and intersectionality.

Glanfield's opening keynote address was entitled *Leading of/for/as Learning*. She concluded it by saying she wants to celebrate the work that teachers do every day.

“I also want you to find the courage to push back against those systems that prevent beautiful humans ... from becoming who they were created to be. We are all on a journey of figuring out who we were meant to be and we never stop learning,” Glanfield said.

“So when you're leading ... in whatever role you are, I invite you to be leading and learning and to be learning about yourself and who you are meant to be.”

There's bias in all of us

During her keynote address entitled “The Human Side of Unconscious Bias,” diversity and inclusion expert Tina Varughese explained that every human has biases that they are unaware of, and that the only way to unlock these is through tests such as the Harvard Implicit Association Test. Such tests tend to provide results that are surprising and difficult to accept, she said.

Varughese also outlined the various types of microaggressions that people may face and had suggestions for what to do if you're on the receiving end of a microaggression.

“Simply say ‘what do you mean by that?’ Big smile on your face. Give people an opportunity to explain, because, quite frankly, I don't feel most people are inherently racist or discriminatory,” Varughese said.

She explained the importance of getting past a

fear of offending in order to have the courageous conversations necessary for people to better understand and accept each other.

“We're walking on eggshells right now in our world and, quite frankly, not having the courageous conversations that we should be having,” Varughese said. “Personally, I think that political correctness is the antithesis of psychological safety ... and that we need to cancel cancel culture.”

Following an interactive exercise whereby summit attendees anonymously shared their reaction to a specific scenario, Varughese pointed out how even people in similar career roles have very different lived experiences.

“So just take the time to talk to each other,” she said. “Minimally, get to know one another, and that in itself will move the dial in this space.” ■



“Diversity is who's on the team. Inclusion is who gets to play.”

– Tina Varughese, diversity and inclusion expert

How to be seen, heard and acknowledged

Among the many statistics that she shared, diversity and inclusion expert Tina Varughese said that women are twice as likely to be interrupted during a meeting (even by women). She shared the following strategies for being seen, heard and acknowledged.

Take up space

With your stance, ideas and convictions

Be aware of language

Avoid prefacing your opinions with phrases like:

“I'm not sure this is right, but ...”
“I'm just a ...”

Avoid “upspeaking”

When people are nervous, their voice naturally tends to rise at the end of a spoken statement, making the statement sound like a question. This conveys that they're lacking conviction in their opinion, which undermines their level of influence among others.



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2023 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, 2022 and May 15, 2023, are eligible.
- 4 Please email photos to cory.hare@ata.ab.ca. Entries must be received by 5 p.m. on May 15, 2023.
- 5 Each entry must be accompanied by a description of the activity; the names (if possible) of the people in the photo; the date when the photo was taken; and the photographer's name, school and contact information.
- 6 Cash prizes will be awarded to entrants whose photos place in the top three, as follows: first place, \$200; second place, \$100; and third place, \$50.
- 7 Each winner will also receive a certificate of merit, as will those receiving honourable mention.
- 8 Up to 20 additional entries may be selected for an award of honourable mention.
- 9 Each entrant may submit up to five photos but no entrant can win more than one top-three prize.
- 10 A panel of individuals with photography, publishing and teaching experience will judge the entries. The decision of the judges is final.
- 11 Winning photographs will be published in the ATA News.
- 12 Photos submitted for the contest may be published in the ATA News, the ATA Magazine or other Association publications.
- 13 Please read carefully. Failure to comply with any of these rules may result in disqualification.

Get snapping and good luck!

COMM-65-1 2023.02

<h2>ADVERTISING IN ATA NEWS</h2>	<p>For advertising information, contact Trevor Battye at Trevor Battye Advertising Sales 1-778-773-9397 trevor@tbasales.ca</p>	<p>Next deadline Thursday, Apr. 13, 2023, 4 p.m. (Publication date Apr. 25, 2023) Advertisers are encouraged to book early – space is limited.</p>
<p>Circulation: 38,000</p> <p>We accept Visa, Mastercard, cash or cheque.</p>		

Including Students with Developmental Disabilities in STEM Using Universal Design for Learning

A workshop with Dr. Vicki Knight

April 14, 2023 | 9 am - 4:30 pm | Fantasyland Hotel, Edmonton | \$210

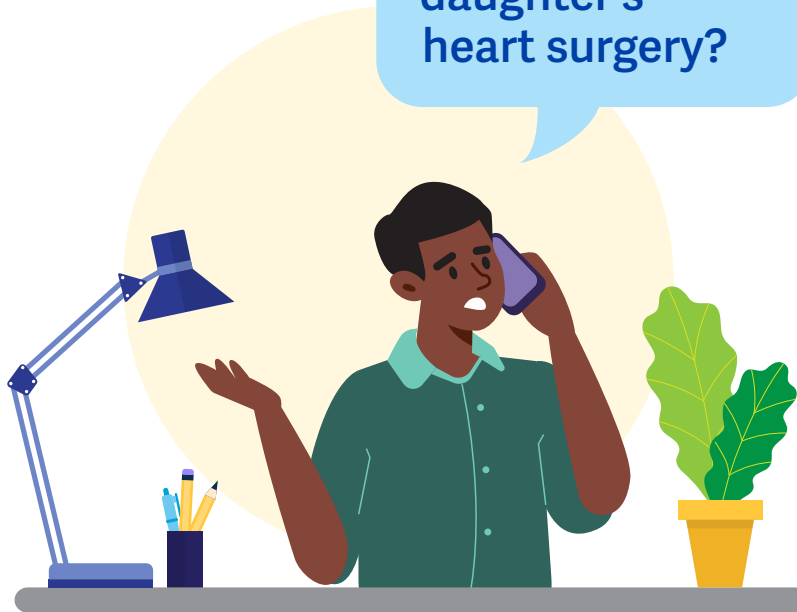
Come explore the 'three block model' of Universal Design for Learning.

In this interactive workshop, Dr. Vicki Knight will share practical methods for teaching Science, Technology, Engineering, and Math (STEM) to students with developmental disabilities in inclusive classrooms through the lens of Universal Design for Learning.

To learn more and to register, visit inclusionalberta.org



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Alberta Advisory Committee for Educational Studies

APPLICATION FOR GRANTS Descriptive or Experimental Studies

Deadline: May 1, 2023, 4:30 PM

Applications will be accepted by e-mail; however, they must be received as a single letterhead-oriented attachment to the e-mail.

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

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

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

Online applications and the guidelines for grant applications are available at: [Alberta Teachers' Association > Public Education > Education Research > Alberta Advisory Committee for Educational Studies \(AACES\)](http://Alberta Teachers' Association > Public Education > Education Research > Alberta Advisory Committee for Educational Studies (AACES))

Application forms may be e-mailed to sudeep.dua@ata.ab.ca OR submitted to

Administrator, Alberta Advisory Committee for Educational Studies

c/o The Alberta Teachers' Association
11010 142 Street NW, Edmonton AB T5N 2R1

Telephone 780-447-9432 or 1-800-332-1280

Completed applications received by May 1, 2023, will be considered at the spring meeting of AACES.



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Beyond Self-Care: Tools to Sustain our Compassion During Complex and Challenging Times.

"You want me to do that with what?": Navigating Moral Distress in the School System

Keynote- **Michael Ungar**- Resilience Research Centre, Dalhousie University
Nurturing Resilience: Nine Ways Families, Schools, and Communities can Help Children Thrive

Nurturing Resilience: Skills for Psychosocial Intervention
Friday Night Social

Comedian- **Kelly Taylor**
Spend the evening laughing and sharing joy and humour with colleagues, sips by the fire on the patio under the moon and the stars.

REGISTER HERE



TALENT **END**

April 4, 2023 | Volume 57, Number 11

CHAIRS OF THE **BILLBOARD**

Created by TAG Advertising, the ATA's latest campaign includes billboards bearing actual chairs that represent an overcrowded Alberta classroom. They are part of a campaign to highlight issues affecting the public education system in advance of a spring provincial election.



TAG Advertising employees Sophie Haines (front) and Jessica Sherman execute the difficult job of converting white chairs to red.



After 112 chairs were assembled and 39 painted red, they await shipment to their temporary homes on billboards throughout the province.



A crew from Outfront Media took approximately two hours on March 15 to affix 33 chairs to a billboard next to a freeway connecting Edmonton and Sherwood Park. Similar billboards are in place in Red Deer and Calgary.

