

Who's who in 2022/23 *See page 6-7*

**DIGITAL
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ATA NEWS

November 22, 2022 | Volume 57, Number 5

News Publication of The Alberta Teachers' Association



CAROL SHEPPARD

A fall break visit to Banff National Park enabled Edmonton teacher Carol Sheppard to capture this image of a train passing through Morant's Curve near Lake Louise. For more examples of what your colleagues got up to during their fall breaks, see page 12.



Public education is the best choice

School choice is code for private options but it doesn't have to be.

Read Shelley Magnusson's editorial on page 2.



The more things change ...

New curriculum means making adjustments but many teaching methods still apply.

See Viewpoints on page 3.



Off Script

Can teachers and government be partners?

See story on page 5.



Creating a vision

Next phase of Stand for Education campaign to unfold throughout Alberta.

See story on page 5.

Public education is the best choice



EDITORIAL

Shelley Magnusson
ATA News Interim
Editor-in-Chief

School choice is a mantra that we will likely hear a lot as we head into a spring provincial election, and on its surface, it sounds reasonable. Why shouldn't parents have choices for their children? But that choice comes at a price, and that price is more than just the cost of tuition. It is an erosion of a public system that is the backbone of our democracy.

In September 2022, during a UCP leadership debate, Danielle Smith said she wants to see more public dollars go toward supporting private schools and homeschooling. She went on to say that she wants to move Alberta toward a "voucher-style" funding model for education by increasing subsidies for students who attend private schools and doubling direct subsidies for homeschoolers. Alberta is already the most generous province in its subsidies for private education, with private schools receiving 70 per cent of the per student grants available to public jurisdictions.

But what is the link between public

schools and democracy? First, let's be clear that when the Alberta Teachers' Association says it supports public education, we mean we support schools that are governed by an elected board that is answerable to the electorate. As such, this includes public, separate (Catholic) and francophone schools.

In an address to members of the Canadian Teachers' Federation in 2001, Canadian writer and political philosopher John Ralston Saul said, "...

public education plays in making us a civilized democracy."

The strength of our public education system is that it serves so many different communities; it is capable of enormous diversity. We have witnessed this first-hand as schools and teachers have successfully integrated into regular classrooms students who need extra assistance in learning, even though many of the supports promised in Alberta Education's 2009

and schools made those technologies available or provided alternate learning modalities. Again, the strength of the public education system is its immense ability to provide quality education to all learners.

Today we have a largely urban population. Our cities and towns are filled with a highly mobile population, two-job families, high divorce rates, single-family homes, non-traditional homes and long working hours for many parents. All of these factors have contributed to a loss of community identification and an increased divide between the haves and the have-nots.

As a consequence, the public education system is the only public structure that is still capable of reaching all citizens. In the true sense of inclusive democracy, for many, those buildings we call schools are actually the only remaining portals to citizenship.

Today, more than ever, we need the public education system. We must recognize that education is far more than training students for the world of work; it is the primary tool we have to ensure that our children grow up to become citizens in a democratic society. So, when politicians say they support choice, we need to remind them that public education is also a choice; it just happens to be the best choice. ■

“Public education is a simile for civilized democracy ... any weakening of universal public education can only be a weakening of democracy.”

— John Ralston Saul

public education is a simile for civilized democracy ... any weakening of universal public education can only be a weakening of democracy. I personally do not believe that citizens—Canadian citizens in particular—have any desire to abandon the true strengths of their society. I believe that there is a profound understanding in our society of the long-standing essential role universal

Setting the Direction Framework never materialized.

Recently, as a result of the COVID-19 pandemic, teachers were required, with very little notice, to completely shift their classroom teaching to an online environment focused primarily on literacy and numeracy. For those students who did not have access to the required technologies at home, teachers

Gov't takeover of teacher conduct raises many questions



Q & A

Dennis Theobald
ATA Executive
Secretary

Question: I understand that the Alberta government will soon be taking over the Alberta Teachers' Association's discipline processes, so what does that mean for teachers and their association?

Answer: The proclamation of Bill 15, the *Education (Reforming Teacher Profession Discipline) Amendment Act*, on May 31, 2022, set into motion a process for creating the office of the Alberta teaching profession commissioner to oversee teacher and teacher leader conduct and competency complaints for the profession.

In accordance with the act, beginning in the new year, the commissioner will be assuming responsibility for the professional regulation of teachers and the enforcement of a code of professional conduct and practice that will be set by the minister of education. Any new complaints about alleged unprofessional conduct or practice

must then be directed to the teaching profession commissioner.

As part of the incredibly complex transfer process mandated by the provincial government, the Association will complete hearings initiated prior to Jan. 1, 2023. Investigations initiated and already under way under the auspices of the Association prior to that date will be completed by the Association, with reports turned over to the commissioner for further action if and as she determines.

The Association is, to the best of its ability, expected to complete outstanding investigations by June 30, 2023. Any investigations that remain ongoing will then be handed over to the commissioner for completion, although the commissioner may request extensions.

Where a complaint has been received and a "preliminary investigation" ordered but not commenced before Jan. 1, 2023, responsibility for the preliminary investigation will be transferred to the commissioner.

The government's regulatory processes will apply not just to active members of the Association but to all certificated teachers in the province, including teachers, school leaders, central office staff and superintendents in public, separate, francophone, charter

and private schools and systems. They will be subject to a new code of professional conduct and practice that, as I am drafting this column, is still being developed behind closed doors with minimal input from the profession.

From the perspective of the teachers who will be subject to the government's process, the most worrying aspect of it is that it is subject to political interference. The commissioner is not a teacher and is not independent of the department of education, although I hope that she will take steps to assert a degree of autonomy and ensure that the processes that she will be administering meet requirements for natural justice and fairness in accordance with the established principles of administrative law.

Given Education Minister Adriana LaGrange's recent history of interventions and mischaracterizations of the Association's processes, it is particularly alarming to me that all decisions made by hearing panels will be reviewed and are subject to being unilaterally overturned or altered by the minister.

Effective Jan. 1, 2023, the Association will be assisting and representing its active members who are the subjects of investigations, alternative resolution processes or hearings administered by

the commissioner to ensure procedural integrity and to protect member interests. This is an entirely new role for the Association as it has not previously represented teachers in disciplinary matters. The scope and nature of Association assistance provided to members will be determined on a case-by-case basis.

It is astonishing to me that with less than six weeks before the scheduled government takeover, so much about the new regulatory regime remains uncertain. In the face of the resulting ambiguity, Provincial Executive Council has passed interim policy and will be working with staff and our legal counsel to develop processes and capacity to ensure that the rights of its members are appropriately protected.

The critical takeaway from all this is that after Jan. 1, 2023, teachers who are advised that they are the subject of a conduct or practice complaint should contact the ATA without delay for advice and support and decline to respond to related inquiries without appropriate guidance from Association staff. ■

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



New curriculum means changing ... some things



VIEWPOINTS

Colette Mondor
ATA Curriculum Committee Member

When you talk to teachers about the new curriculum, there are different points of view. Some dislike it. Some are indifferent. Some see both positives and downsides. And a few like it. However, no matter where you sit on the spectrum of opinions, if you are teaching one of the three implemented subjects, you must teach it. How will the change in curriculum impact teachers' day-to-day planning, instruction and assessment? The short version is—not a lot. The majority of teachers' practices can remain the same.

Let's start with a quick reminder of what subjects and grades are currently being implemented. English language arts and literature and mathematics are being implemented for kindergarten to Grade 3, and grades 4 to 6 are available for optional implementation. Also, elementary schools are implementing physical education and wellness for kindergarten to Grade 6. More information on curriculum implementation and piloting can be found on the new LearnAlberta website.

While it is true there are changes to what is in the curriculum, how the curriculum is taught is still up to the teacher. If you walked into classrooms before the pandemic, you might have seen teachers using guided reading and writing, a workshop approach, read-aloud modelling and various other instructional approaches. Many of these approaches were reimagined during remote and online instruction.

Many tried-and-true practices will still work with much of the new curriculum content. Students will continue to learn language through reading, writing, listening,

speaking, viewing and representing. The 2022 English language arts and literature curriculum has more explicit language and specific content teachers must attend to. In kindergarten to Grade 3, the biggest change is probably the added phonological awareness and phonics component; the previous curriculum did not spell out (pun intended) the phonological awareness and phonics content to the same degree that the new curriculum does.

It is also unlikely that teachers will need to change their teaching practice drastically for mathematics. For example, most math activities that worked with the previous curriculum will continue to help students learn and practice mathematical concepts and skills. Teachers will find that some of the content has shifted into different grades. For example, Grade 1 students will now learn about fractions. However, starting with the concrete and working up to pictorial and abstract will continue to be an effective approach for fractions and many other mathematical concepts.

In my opinion, the place with the most significant change is Grade 3 mathematics. For example, previously, Grade 3 students needed to know place value up to 1,000. Now, students learn place value up to 100,000. That is a big jump. However, the methods teachers use to teach place value to Grade 3 students are unlikely to change. Teaching students to recognize the relationship between place value and patterns will help them understand place value up to 100,000. It is also important to remember that students have all year to achieve the learning outcomes. So, while Grade 3

students now have to learn place value up to 100,000, they have the entire year to do so.

The final subject is physical education and wellness. It replaces the 2000 health and life skills and the 2000 physical education curriculum. While the name has changed, the minutes of instruction remain unchanged, as physical education and health previously shared minutes of instruction. The updated guide to education has the minutes of instruction at 10 per cent for physical education and wellness. As with the other two subjects, yes, some new content and concepts may require teachers to find new resources or activities, such as consent and financial literacy. However, students still need to be active and have time in the "gym" or alternative environments and still need time to learn concepts traditionally associated with health.

Curriculum change does mean change. However, it does not mean changing everything. Teachers should review the new curriculum and identify the new content they need to address. Yes, teachers will need to spend time planning how to address this new content. However, it will be equally important for teachers to give themselves permission to continue using the quality instructional approaches, processes, strategies and resources they have honed and gathered over the years for most of the content. And even before thinking about curriculum and instructional strategies, starting with where their students are at will be important.

I recommend teachers visit the new LearnAlberta website to better understand the new curriculum and watch the posted on-demand professional learning videos. Also, remember that your colleagues are going through this too. Reach out, collaborate and share the load. ■

Colette Mondor is a curriculum and learning supports program co-ordinator for Edmonton Public Schools.

YOUR VIEWS

ON TWITTER

On Education Minister Adriana LaGrange's statement on respiratory virus outbreaks in schools and masking

Lee Martin @lee_r_martin

Some schools are making plans for remote learning. The minister says to stay home if sick and wash your hands. How are your classes teachers?

Sean Beaton @backcountrynut

I am not a psychologist, but I work closely with psychologists and mental health professionals. Masking is not the cause of the mental health concerns we are seeing. This is categorically false.

Kelden Formosa @KeldenFormosa

Gr. 2 teacher here. @AdrianaLaGrange is right. Unnecessary restrictions, including forced masking, harm kids' learning and mental health. Those who advocate such restrictions show they don't understand how children play and learn in a school environment.

Dr. Angela Grace @DrAGrace_cyhtt

As a child psychologist, I can attest that not one single child I've seen since March 2020 has mentioned masks as an issue. They do mention fear of death & anxiety/OCD/eating disorders/migraines after having COVID brain inflammation.

Ms. Lutzmann @MsLutzmann

Can we pause for a moment to reflect on the fact that @AdrianaLaGrange's false statements today don't even meet the minimum requirements of the new GRADE FIVE science curriculum? She expects more from 10 year olds than she herself delivers.

Heather M. Wright @WrightInTheory

LaGrange said that she had heard from parents, teachers and students that masking contributed to the current mental health crisis. That may have been what she heard, but it is not reality. The ministry needs to be making data- and science-based decisions.

Claire Kraatz @ClaireKraatz

Making decisions based on ideology is not in the best interests of children.

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



I have heard from many parents and students that it was masking that contributed to mental-health challenges and feelings of anxiety.



- Education Minister Adriana LaGrange addressing the issue of mandating the use of masks in schools.



MORE THAN 90%

of teachers report feeling exhausted by the end of each day.

THE MAJORITY OF TEACHERS

report spending their own personal funds to acquire resources to help with teaching the new curriculum.

NEARLY 40%

of teachers report having class sizes between 30 and 40 students, with the average size being in the mid-30s.

Survey highlights ongoing struggles

ATA News Staff

Teachers are feeling less isolated this year, but stress levels remain high while classes grow more complex. That's the finding of the ATA's latest pulse survey.

Conducted in the fall of 2022, the latest in a series of pulse surveys that began in 2020 asked teachers and school leaders about their well-being, class size and conditions, class complexity, COVID-19 and more. ATA president

Jason Schilling said the findings reinforce a growing body of data showing that Alberta teachers and school leaders are experiencing unsustainable levels of stress.

"This is taking a huge emotional toll," he said, "which is why it's critical that we keep putting pressure on our elected officials to properly fund public education."

The survey results represent responses received from more than 800 teachers and school leaders. ■

Class size and conditions of professional practice

73% of school leaders report class size increases in their schools

65% of teachers report increases in their class sizes

60% of respondents report an increase in diagnostic testing across grade levels

57% of respondents report a decrease in supports for students with exceptionalities

Curriculum

Respondents who teach K-6 (about 400 rural/urban/suburban teachers) were asked about their level of satisfaction with the new programs of study.

	Dissatisfied	Satisfied
K-3 mathematics	58%	14%
K-3 English language arts and literature	43%	21%
K-6 physical education and wellness	60%	15%

78% of respondents did **not** feel that they had the curriculum inservicing and planning time required to successfully implement the new K-6 curriculum by September 20

72% of respondents reported that they did **not** have the teaching and learning resources for the new curriculum necessary for a successful start in September 2022.

Complexity

88% of school leaders reported an increase in the complexity of their student populations

86% of teachers reported an increase in the complexity of their classrooms

Effects of COVID-19

86% of teachers reported that students in their classrooms are struggling with learning

84% of teachers reported students having gaps in their understanding of curriculum

Future career plans

Looking ahead to the next five years:

51% of respondents plan to temporarily interrupt their teaching career to pursue other activities or interests in the next five years

72% of this group say they will pursue other job interests

ATA names new PD co-ordinator

Kim Clement
ATA News Staff



Nancy Luyckfassel, new PD co-ordinator

The next co-ordinator of the Professional Development program area will be Nancy Luyckfassel, who has served as associate co-ordinator since 2021.

An ATA staff officer since 2016, Luyckfassel has focused much of her attention on improving the work and effectiveness of the Association's PD instructors and administrator instructor corps in addition to undertaking other assignments related to the Curriculum Committee, Beginning Teachers and Ever Active Schools.

"I very much look forward to taking up the role of co-ordinator," Luyckfassel said. "I am excited to continue leading my team at the Association, and proud to continue serving the teachers of Alberta."

Prior to joining the Association, Luyckfassel worked as a teacher and

school leader in Elk Island Public Schools and, prior to that, taught with Rocky View Schools.

In addition to her B Ed, Luyckfassel possesses masters of education degrees in secondary education second language instruction, and in school counselling, focusing on teacher wellness.

Replacing the retiring Mark Swanson, Luyckfassel will assume her new role in early 2023. ■

Honesty is key when using leave time



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.

During a hearing held a year ago, the Professional Conduct Committee determined that a teacher had misused sick leave on at least three occasions to either work in another school division out of province or extend an out-of-country family vacation.

Teachers have long known the importance of sick leave for day-to-day illnesses, medical treatment or as a bridge to extended disability. This is why, over the course of many collective bargaining cycles, teachers have worked incrementally to earn leaves in their collective agreements at the expense of salary increases. This individual teacher's actions showed a clear disregard for the hard work done by the Association in both local and provincial bargaining.

Unfortunately, a small percentage of teachers in the profession will abuse these leaves and seek other employment like this teacher did. While the teacher may have

indeed required sick leave to get well again, the fact that they worked in another school division out of province brings into question the validity of the leave. Further, their use of sick leave to extend a family vacation is an affront to the school division, their students and colleagues, as well as the profession. The collective agreement affords other leaves for teachers who wish to extend a family vacation over a holiday, or for reasons beyond their control, return late from their vacation and miss school days.

It is important to be honest when accessing leaves. It is not necessary to disclose a diagnosis when accessing sick leave, but the employer is entitled to a prognosis and the knowledge that the teacher is under the care of a doctor if treatment is to take place over a longer period.

Leaves are contained in collective agreements to support teachers at a time of need, and most teachers use them in that manner. Once a teacher has broken their employer's trust, it is a difficult fence to mend. The teaching profession is a tough gig, one that relies on honesty and supports from the collective agreement. ■

Share your vision for public education

Stand For Education campaign moves to second phase

Chris Sikkenga
ATA News Staff

What are your hopes for Alberta’s children and our public schools so that they can thrive now and into the future?

That is the guiding question at the core of a series of public discussions that the Alberta Teachers’ Association will roll out throughout the province from November to February. The series of seven “round table discussions” is the next phase of the Stand For Education campaign that saw more than 4,000 people rally at the Alberta legislature on Oct. 22.

“These round tables are a crucial part of setting a bold vision for the future of public education, a vision that Albertans can use to engage public and elected representatives around the importance of education during the upcoming election campaign,” said ATA president Jason Schilling.

The discussion sessions will allow Albertans to share ideas, needs and solutions for how they want the government to support public education. A committee will review the priorities identified and create key messages that ATA locals and the public can use to pressure candidates into making concrete commitments to public education.

In-person events will be held in four regions (south, Calgary, Edmonton, north). Two online round tables will take place for Indigenous and francophone communities. Finally, a third online public round table will be available for those who may have missed any of the previous events. Furthermore, those unable to attend any of the round tables may submit their response to the guiding question on StandForEducation.ca.

In addition to the seven public round tables, ATA local officers have a toolkit and training to promote and facilitate their own round tables around the province.

“I encourage everyone to engage their friends and family to share their hopeful views for Alberta children and public education,” Schilling said. ■



A series of public forums will help Albertans define their priorities for the future of education.

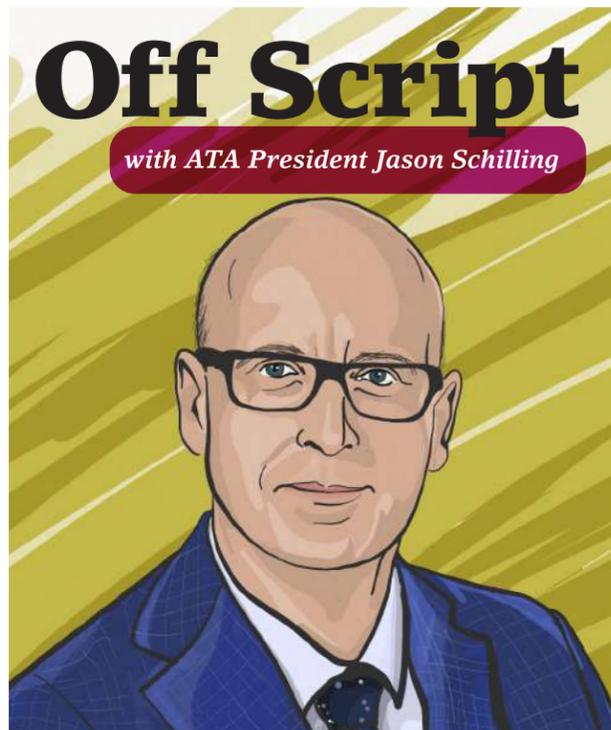
ALBERTA TEACHERS’ ASSOCIATION

WHEN & WHERE

DEC. 1	DEC. 6	JAN. 19	JAN. 26
EDMONTON	CALGARY	GRAND PRAIRIE	MEDICINE HAT
Barnett House 11010 142 Street	Glenmore Inn 1000 Glenmore Court	Pomeroy Hotel and Conference Centre 11633 100 Street	Location TBD

Visit StandForEducation.ca for event times and to reserve your seat.

Teachers and government: can we be partners?



On Nov. 1, I attended a forum hosted by several ATA locals in the southeast for the MLA candidates in the Brooks–Medicine Hat byelection. This was a great opportunity to hear specifically what candidates thought about current issues in public education and to clarify their thoughts about the future of public education.

The audience was made up of teachers, school leaders, other education workers and parents from the community. As you would expect, questions focused on curriculum, class sizes, the complexity of our students’ needs, education funding and mental health. I will not go into the specific details of each candidate’s responses, as most teachers can pretty much guess what the candidates said—we need to increase funding, provide supports such as adding more educational assistants to the system, and address the needs of students so that they can learn. It was all messages you have heard before.

Back in June, the ATA had a meeting with Danielle Smith, who also took part in the leadership forum the ATA hosted at our annual Summer Conference in August. During the most recent forum in Brooks, I was particularly interested to see if the new premier would be consistent in her messaging now that she

has won the leadership race. For the most part, her comments were essentially the same.

The one answer I felt was amiss came in response to a question about whether or not administrators should remain part of the Association. The premier didn’t really address the question. Instead, she began her response by musing about “what is the problem that needs to be solved?” She then talked about discipline and the ATA’s regulatory function and school leaders’ roles in that process. As I sat in the crowd and reflected on my notes from previous meetings, it reminded me that the ATA must continue to reach out to elected officials to discuss the important nuances of public education.

After the forum in Brooks, and Smith’s subsequent election as MLA, I wrote a letter requesting more meetings with the premier so we can talk in further detail about the concerns teachers and school leaders are facing and to offer tangible solutions to these issues. As I drafted the letter, I recalled Smith’s closing comments from the Brooks forum, where she stated that teachers and government should not be adversaries and that she sees teachers as “equal partners.”

Well, I’d like to put those words to the test. ■

Who's who – Provincial Executive Council members and local presidents 2022/23

TABLE OFFICERS



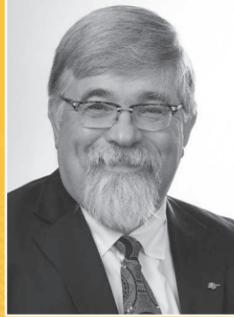
JASON SCHILLING
ATA President



GREG CARABINE
ATA Vice-President



JENNY REGAL
ATA Vice-President



GREG JEFFERY
ATA Past President



NORTH WEST



PETER MacKAY
District Rep



FRED KIRBY
Fort Vermilion
Local No. 77



RHONDA KELLY
Grande Prairie and
District Catholic
Teachers Local No. 42



JACKIE BASNETT
Greater Peace
Local No. 13



JENNIFER TAYLOR
High Prairie
Local No. 62



DEBBIE HARRIS
Northern Spirit
Local No. 6



**KRISTEL
LADEROUTE**
Northland
Local No. 69



ANDREW BOYLAN
Trumpeter
Local No. 26

CENTRAL EAST



**MURRAY
LALONDE**
District Rep



**STEPHANIE
CUMBLETON**
Aspen View Local No. 7



**ROSS
MACDONALD**
Battle River Local
No. 32



**SARJENKA
KURLIWI**
Greater St. Paul Local
No. 25



LYNNÉ VINING
Lakeland Catholic
Separate Local No. 30



KELLY MURPHY
Northern Lights
Local No. 15



BRIAN SKINNER
Park Plains East
Local No. 31

CENTRAL NORTH



RICK KREMP
District Rep



JESSIE SMEALL
Evergreen Local
No. 11



SUSAN KIRK
Evergreen Catholic
Local No. 44



KATRINA ZACK
Northern Gateway
Local No. 43



**SARAH
CRESSWELL**
Parkland Teachers'
Local No. 10



MICHELLE SAVOIE
Pembina Hills Local
No. 22



**KIMBERLEY
NAHIRNIAK**
Woodland Rivers
Local No. 40

SOUTH EAST



HEATHER McCAIG
District Rep



BRENT MEYER
Grasslands Local
No. 34



VACANT
Medicine Hat
Local No. 1



**DEANNA
BURZMINSKI**
Medicine Hat Catholic
Teachers Local No. 39



MARK BREADNER
Prairie Land Local
No. 36



**STUART
SHIGEHIRO**
Prairie Rose Local
No. 2



**MICHAEL
ROBERTSON**
Three Drums of
Wheat Local No. 20

SOUTH WEST



**KATHERINE
PRITCHARD**
District Rep



JOHN TEMPLIN
Holy Spirit Catholic
Local No. 5



SEAN DUPUIS
Horizon Local No. 4



DEREK RESLER
Lethbridge Public
School Local No. 41



RON GILLESPIE
Livingstone Range
Local No. 14



**NATALIE
TOWNSHEND**
Palliser Local No. 19



**STEPHEN
GIBBINGS**
Westwind Local No. 12

EDMONTON DISTRICT



PAUL FROESE
District Rep



DENEEN ZIELKE
Elk Island
Local No. 28



RHONDA BOROWSKI
Elk Island Catholic
Teachers' Local No. 21



CARRYL BENNETT
Greater St. Albert
Catholic Local
No. 23



ELLEN SNAITH
St. Albert Public
Teachers' Local No. 73



SHERRI DEVOLDER
Sturgeon Local No. 27

EDMONTON MCMURRAY



NANCY BALL
District Rep



DARRIN BAUER
District Rep



CARMEN GLOSSOP
District Rep



RON ZACHARKO
Edmonton Catholic
Teachers Local No. 54



HEATHER QUINN
Edmonton Public
Teachers Local No. 37



SHANNON DUBE
Fort McMurray
Local No. 48

CENTRAL



BRENTON BAUM
District Rep



KIM ST. ANDRE
Black Gold Teachers'
Local No. 8



JEAN PORTER
St. Thomas Aquinas
Teachers' Local No. 45



MIKE WHEELER
Timberline Local
No. 9



STÉFANE KREINER
Association des enseignantes
et des enseignants
francophones de l'Alberta



MORGAN SPRUYT
Wetaskiwin Local
No. 18

CENTRAL SOUTH



DON BROOKWELL
District Rep



SHEVERYN DESCHAMBAULT
Chinook's Edge Local
No. 17



COREY VAN ZANDBERGEN
Clearview Teachers
Local No. 33



BRICE UNLAND
Red Deer Catholic
Local No. 80



NATE SILER
Red Deer City
Local No. 60



MICHAEL DOLL
Wolf Creek Local
No. 3

CALGARY DISTRICT



KAREN NAKASKA
District Rep



MONICA BULAS
Canadian Rockies
Local No. 59



CHRISTIAN SCHELL
Christ the Redeemer
(formerly Chinook)
Local No. 29



WADE WESTWORTH
Foothills Local No. 16



JENN HUMMEL
Rocky View
Local No. 35

CALGARY CITY



KATHY HOEHN
District Rep



KEVIN KEMPT
District Rep



DARREN MOROZ
District Rep



STEPHANI CLEMENTS
Calgary Public
Teachers Local No. 38



ALLISON MCCAFFREY
Calgary Separate
School Local No. 55

STUDENT LOCALS

EDWARD TIET
University of Alberta ESA, Student Local No. 1

KEVIN DANG
University of Calgary ESA, Student Local No. 2

ANNIKA MOULY
Red Deer College EUS, Student Local No. 3

ASHLEY VUONG
University of Lethbridge EUS, Student Local No. 4

ANICA HABERSTOCK
Medicine Hat College EUS, Student Local No. 5

BRYANA PERLETTE
Concordia University ESA, Student Local No. 6

AKOMAN CHANTAL EHUI
Association des étudiants en éducation de la Campus
Saint-Jean Local No. 7 EUS

MOIRA MCRANN
Northwestern Polytechnic ESA, Student Local No. 8

KEISHA GENDRON
Keyano College ESA, Student Local No. 9

KYLE JOSEPH
Mount Royal University EUS, Student Local No. 10

TBA
MacEwan University EUS, Student Local No. 11

BROCK HADDEN
Ambrose University College ESA, Student Local No. 12

MARY DOUCETTE
King's University College ESA, Student Local No. 13

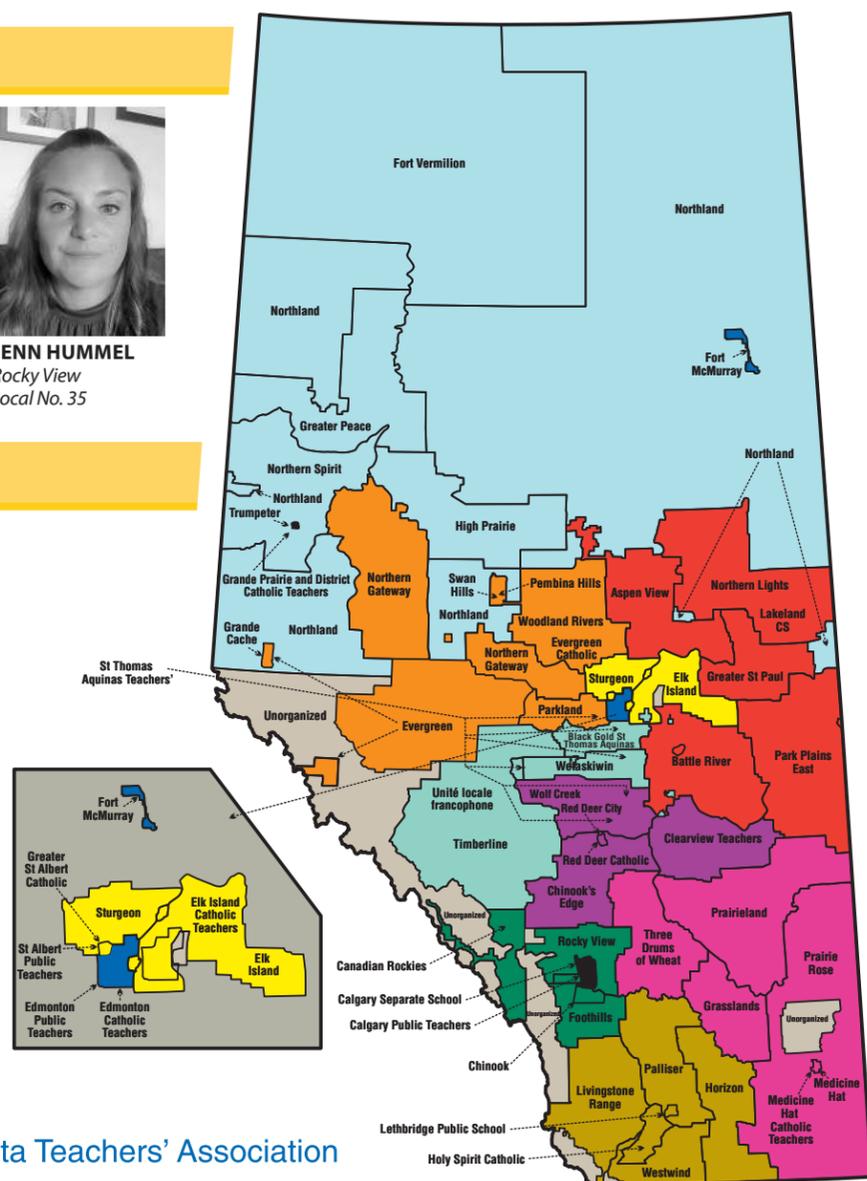
KARNJIT SINGH
St. Mary's University College Local No. 14

SPECIAL LOCALS

MARILYN BOSSERT
Alberta Retired Teachers' Association
Special Local No. 1

ATA geographic districts and locals

- Calgary City
- Edmonton McMurray
- Calgary District
- Edmonton District
- Central
- North West
- Central East
- South East
- Central North
- South West
- Central South





VISTA VIRTUAL SCHOOL

Providing quality, accredited, distance education in Alberta since 1996

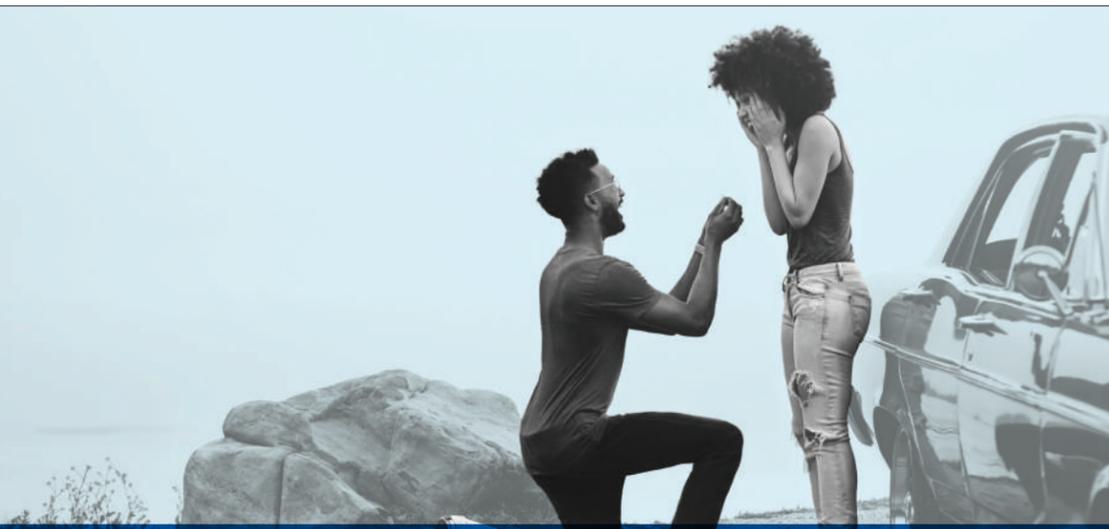
- Leader in distance education
- Alberta curriculum
- Primary, Non-Primary and Adult programming for grades 1-12
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wicihtotân



The Alberta Teachers' Association

wicihtotân
Let's Help Each Other

Are you interested in connecting with Indigenous teachers and school leaders from across the province, sharing your learnings and experiences, and belonging to a circle of support?

The Alberta Teachers' Association is seeking First Nations, Métis and Inuit teachers and school leaders to **join wicihtotân** and attend four gatherings throughout the school year:

- December 2**, 1:00 – 3:30 p.m., online via Zoom
- January 27**, 1:00 – 3:30 p.m., online via Zoom
- April 21**, 1:00 – 3:30 p.m., online via Zoom
- May 26**, 9:00 am – 3:30 p.m., Edmonton, location TBD

To Register go to <https://surveys.teachers.ab.ca/s3/w-cihtot-n-Gathering-Registration-2023>.

Registration Deadline: November 28, 2022

For More Information
Contact Melissa Purcell, Executive Staff Officer, Indigenous Education, at 780-447-9497 (in Edmonton), 1-800-232-7208 (toll free in Alberta) or melissa.purcell@ata.ab.ca.

PD-2018-2022-10



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Visit www.teachers.ab.ca to login to your ATA account and update your contact information.



The Alberta Teachers' Association

COMM-256-1 2022-27

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Amanda Kiat
Secondary Principal

Amanda started her teaching career here in 2010 as a homeroom teacher. Over the last twelve years she has served as a Division Coordinator, a Vice-Principal, and this year she is the Secondary School Principal.



Nick Chignall
Elementary Vice-Principal

Nick joined TIS in 2012 as an Elementary teacher and began his duties as Elementary Vice-Principal in 2016.

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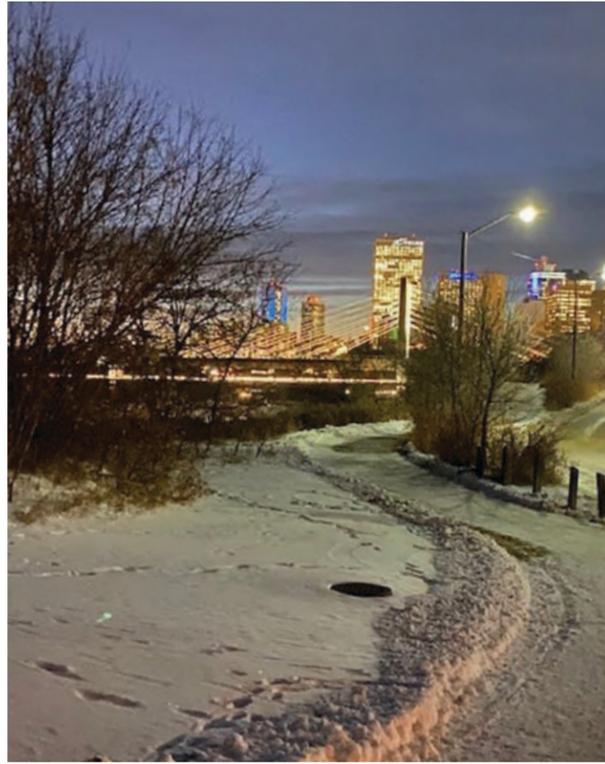


TALENT

November 22, 2022 | Volume 57, Number 5



Recharging the batteries in Palm Springs. We need all the energy we can muster these days. – Linda Zazula



A lovely run at night sans Sunday scaries. – Mary Sekulic



Climbing wall at Canmore. – Stephanie Mellross

FALL BREAK

Many Alberta teachers recently took a well-deserved fall break. Here's a selection of their adventures and attempts at relaxation.



Skiing at Sunshine with the family! – Candice Medynski Riehl



Enjoying a warm getaway. – Rhonda Brunken



We two teachers found a converted school bus AirBnB on Vancouver Island! – Kathleen Marie

SEEKING FURRY SUBMISSIONS



The ATA News is seeking entries for Teacher's Pet, which profiles teachers' furry, feathered or even scaled friends.

If you have a cuddly companion that you'd like to share with your colleagues, please send us a picture, along with the following required information:

- Your name, grade, school and the subject(s) you teach
- Your pet's name and breed

Also, please answer these two questions:

- 1) What makes your pet special?
- 2) How does your pet help you in your profession?

A selection of entries will be published in an upcoming issue of the ATA News.

Please email your submissions to cory.hare@ata.ab.ca.

DEADLINE: DEC. 7, 2022