



## IN-PERSON CONVENTIONS RETURN

See page 5.



## FEBRUARY IS BLACK HISTORY MONTH

ATA resources: page 12.

# ATA NEWS

January 31, 2023 | Volume 57, Number 8

News Publication of The Alberta Teachers' Association



CHRISTINE CHEUNG

Students from Calgary's Highwood School celebrate Lunar New Year during a performance on Jan. 23. The concert, themed *Uniting in Celebration*, paid tribute to events such as the Calgary Stampede, Indigenous Powwow, the Mid-Autumn Festival, the Lantern Festival and Lunar New Year.



### Technically speaking

Despite advances in AI, teaching will always be human.

Read Dennis Theobald's Q&A on page 2.



### Roundtable events continue

Albertans keen to share their vision for education.

See story on page 4.

### You say career, we say career

Outdated understanding of career education shortchanges our youth.

See Viewpoints on page 3.

### Teacher struggles

New curriculum contributing to stress and burnout.

See story on page 4.



## As election approaches, beware of circuses



### EDITORIAL

**Shelley Magnusson**  
ATA News Interim  
Editor-in-Chief

When I was studying for my B.Ed., I majored in political science and minored in Shakespearean English, two different but similar ways of looking at society and how it is governed. *Hamlet*, *Julius Caesar* and *MacBeth*, among many other plays, explored the lengths people will go to in order to attain or retain power — much like the modern day *Yellowstone* series. In political science we looked at dynasties from the past, why they succeeded and why they failed. I was reminded of this on the weekend when speaking with a group of highly motivated K-3 teachers who make up the executive of the ATA's Early Childhood Education Council.

I was pontificating about some of the recent statements of our premier and some of the changes this government has made to the functions of our professional association. During my rant, I opined that the current

government is practising “bread and circuses.” The term *bread and circuses* originated in late first century CE during the time of the Roman empire. It referred to the Roman practice of providing free wheat to Roman citizens as well as circus games and other forms of entertainment as a means of distracting them while maintaining the emperor's political power. In today's political context, the phrase has come to mean the practice of generating

Minister Justin Trudeau, so just prior to the ethics commissioner's report, he announced a bill designed to drastically cut the cost of prescriptions for most Canadians and lay the groundwork for a national pharmacare plan. And while the plan itself might not be considered a circus, the timing of the announcement certainly was.

For an example closer to home, let's look behind the rhetoric surrounding teacher discipline in Alberta. In 2020,

teacher and teacher leaders had their certificates suspended or cancelled due to unprofessional conduct in 2020.

But if we are to believe the politicians, Alberta schools were being overrun with “bad” teachers. In press conferences and announcements, they created the impression that the entire discipline system was broken and the government had no choice but to step in and take over. Let's be clear, this was not done to protect Alberta students, this was a deliberate and calculated attack on the professionalism of teachers and a way to lessen the authority of the ATA.

We have a fight ahead of us as we approach a provincial election. We know the people of Alberta are concerned about health care, about their pensions and even about a provincial police force. We will need to remind our friends, our families and our colleagues that public education is more than a side issue, it is an integral part of our society. We will need to be persistent in our efforts to be heard above the roar of the big top. And when the political parties start to dazzle you with promises of what they will do after they are elected, remember to ask yourself, is this real or is this just another circus? ■

“The term bread and circuses ... in today's political context has come to mean the practice of generating public approval ... by distraction ...”

public approval, not by excellence in public service, but by distraction or by satisfying the most immediate requirements of the population.

There are many examples of this tactic from all parties, both federal and provincial. In 2019, the SNC Lavalin controversy continued to dog Prime

there were 53,000 total practising teachers and teacher leaders in Alberta; 46,000 were active members of the Alberta Teachers' Association. Of those, 115 or 0.25 per cent of practising Alberta teachers and teacher leaders had complaints filed against them. And eight or 0.018 per cent of Alberta

## Despite advances in AI, teaching will always be human



### Q & A

**Dennis Theobald**  
ATA Executive  
Secretary

**Question:** I've been hearing a lot about the potential impact that artificial intelligence (AI) and applications such as ChatGPT may have in the classroom. How should teachers react to the new technology?

**Answer:** As AI technology continues to advance, it is becoming increasingly common for teachers to come across tools like ChatGPT in the classroom. These technologies have the potential to greatly enhance the learning experience, but it is important for teachers to approach them with a critical and thoughtful mindset.

One of the main ways that ChatGPT and other AI technology can be used in the classroom is as a tool for providing personalized instruction. By analyzing students' responses and providing individualized feedback, these tools can help teachers better understand each student's strengths and weaknesses, and tailor their instruction to better meet the needs of each individual. This can be especially beneficial for students who may struggle with traditional classroom instruction, as it allows them to learn at their own pace and in a way that is tailored to their unique needs.

However, it is important to note that these tools are not a replacement for a teacher's expertise and experience. While they can provide valuable information and support, ultimately it is up to the teacher to interpret and use this information to make decisions about how to best support their students. Additionally, it is important for teachers to be aware of the limitations of these tools, and not to rely on them too heavily.

Another important consideration is the potential for bias in AI technology. As these tools are trained on large

amounts of data, it is possible that they may perpetuate or even amplify existing biases. For example, if a tool is trained on data that is predominantly from one demographic, it may not be able to accurately understand or respond to students from other backgrounds. Therefore, teachers should be aware of these potential biases, and take steps to mitigate them, such as by using a diverse set of training data or by providing additional support

to students from underrepresented groups. In conclusion, ChatGPT and other AI technology have the potential to greatly enhance the learning experience for students. However, it is important for teachers to approach these tools with a critical and thoughtful mindset, and to use them in conjunction with their own expertise and experience. Additionally, teachers should be aware of the potential for bias in these tools, and take steps to mitigate it. By doing so, teachers can help ensure that their students are able to fully benefit

“Over the centuries, many new technologies have been breathlessly promoted as being simultaneously the destroyer and the salvation of schooling.”

from the powerful capabilities of AI technology in the classroom.

For those of you who have read this far and are thinking “Finally, Dennis is providing a coherent, succinct and thoughtful answer to a question,” you should be aware that the text above was generated by the computer program Chat GTP, in response to the prompt “Write an essay about how teachers

should react to Chat CPT and other AI technology.” You can play with the application yourself by visiting [openai.com](https://openai.com) (be warned, though, the site is often overwhelmed by traffic and you might not get through the first time; once you're in, you also may find yourself spending way too much time having the program write on virtually any topic in any style — I did a version of the prompt above adding that the essay should be written in the style of Dr. Suess).

I bring a historian's sensibility to this topic. Over the centuries, many new technologies have been breathlessly promoted as being simultaneously the destroyer and the salvation of schooling. These include printing on paper, the telephone, radio, television, ball-point pens, graphing calculators and the internet. I expect that AI technology will be added to the list. It will change the way teachers do their work with students and how and what students will be required to learn. But teaching and schooling, both intensely human and relational activities, will go on. The Association is watching developments in this area closely and considering research and policy responses. I, for one, welcome our new AI overlords and stand willing to do their bidding. ■

Image credit: Yuet Chan

Questions for consideration in this column are welcome. Please address them to Dennis Theobald at [dennis.theobald@ata.ab.ca](mailto:dennis.theobald@ata.ab.ca).





# YOUR VIEWS

## INSTAGRAM REACTION

**With teachers' conventions set to take place in person for the first time since the pandemic began, what are you most looking forward to?**

**sparky\_3**

I'm looking forward to seeing people across our school division that we don't get to see throughout the year! Convention is a great opportunity to network and build connections that you simply can't online. Plus you're able to escape from school! Online wasn't ideal with our rural internet. We also have a chance to spend time with coworkers in a setting that is out of work. Huge win for our staff!

**glendagray**

Connecting with my colleagues!

**forever\_me\_chelsea**

In-person conversation and connections.

**cognitive.jory**

Definitely not ready for the crowds.

**kaemcfadzen**

I really liked the online sessions. I was able to attend more varied sessions and it was far more convenient.

**nette.nette**

I love spending time with colleagues, friends and the learning, but it's a lot to expect rural teachers to find and

pay for two days and nights of child care, food, gas, hotels ... all during one of the coldest weekends with the worst road conditions. The option to do it from home is much more inclusive for teachers far from cities.

**wonderwithwehlage**

Not. I'm so disappointed at the in person. Online was so much more effective and accessible! We need to be more new age and recognize that learning doesn't mean we have to all go to one place! We have the technology, why not use it?

**runcrysrn@wonderwithwehlage**

I agree with you but also as a single mom and teacher I'm excited to be in a room with lots of smiles and have lunch at a fancy place downtown.

**mizfearless@wonderwithwehlage**

Online meant I could get into any session I wanted without an hour's drive to a different city, fighting for parking, booking hotel accommodations, or worrying about where my session was or what I would do if it was full. Sigh.

**mrsrawabdeh**

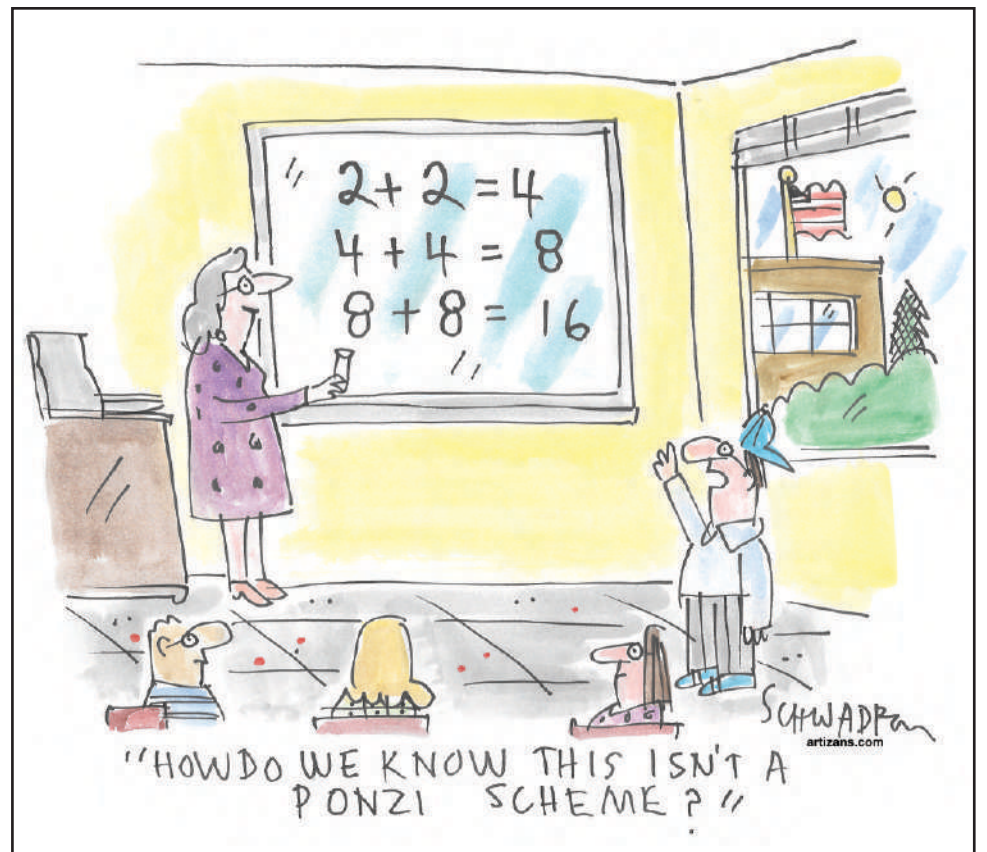
I get so much more out of in person than online. I feel renewed after — something about making the trip out to Edmonton for that special time is one of the highlights of the year. This time of year I always feel bogged down and drained, so I can't wait to renew my spirits with a great keynote.

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

“ We urgently need to ask ourselves what kind of society we hope to maintain, foster and create and link that to how universities can best serve that society. ”

– Marc Spooner, University of Regina education professor, in an article entitled, “What are universities for?”  
Published on theconversation.com.



# You say career, we say career

*Outdated understanding of career education shortchanges our youth*

## VIEWPOINTS



**Dave Redekopp and Kris Magnusson**  
Special to the  
ATA News

We've all heard the saying, "you say tomato (ta-may-toe), I say tomato (ta-mah-toe)," which has become code for "there's more than one way to look at that issue."

In the career development world, we've devised our own version of this saying: "you say career, we say career." This is relevant because, although many may assume that the meaning of career is clear and beyond argument, our experience shows that different people do in fact have very different interpretations of the word.

When most people hear the word career, they think of either "profession" (e.g., doctor, lawyer, dentist) or "work/vocation" (i.e., the occupation you will have, likely for some time). It follows, then, that, when they hear "career education," most people think "getting students ready to figure out what they want to do," or "teaching them the vocational skills they need to pursue their chosen work" — or both.

These understandings are misleading because they capture such a small fragment of what career and career education can and should be. And, when those misleading understandings are held by people who influence education curriculum in general and career curriculum in particular, the value of career education can be lost.

When career development specialists say career, we mean one's course through life, the development of which forms a pathway toward a preferred future through a series of roles, both chosen and required. These roles include work roles but also roles as student, spouse, parent, volunteer, citizen and more.

When we say career education, we mean learning the skills, knowledge and attitudes that are helpful to living out one's career intentionally and effectively. This education involves developing competencies such as decision making, problem solving, critical thinking, reflection, values clarification, analysis and synthesis and how these and other competencies are used in processes such as identifying one's strengths, determining areas to develop, exploring the labour market, developing a vision or preferred future, setting and abandoning goals, making and modifying plans, and putting these processes together within a rolling strategy for one's career path.

We use the term "career development education" to avoid confusion with what people hear when prompted with "career education," but arriving at a common understanding is still elusive.

Unfortunately, the Career Education Task Force that Alberta Education formed in 2022 appears to be based on more limited understandings of career. The task force is charged with reviewing Alberta's career education programming (Grades 7–12) and advising on changes. The second sentence of their mandate states, "The purpose of career education programming is to offer students learning pathways from high school to post-secondary and/or the world of work, increasing their successful transition to employment."

Pursuing career education programming with an outdated and incomplete understanding of the aims

and processes of career development in the 21st century will simply reinvent what we have always done but with fancy technology that will make it look fresh. Some students will be pushed along a pathway toward the trades — others pushed toward universities.

Both outcomes are completely fine for the right student at the right time, of course, but wouldn't it be so much better if students and their parents were making choices about learning and work in the context of a full understanding of who they are, what they value, how they might change, where the economy is headed, and the opportunities that will be available to them that we can't even name yet?

Simply put, the rapid pace of change demands and places much higher value on adaptability skills and attitudes over narrowly bound decision skills.

No matter how you say tomato, the important questions to ask include, what makes a good tomato, what substitutes for a tomato, why do you want a tomato, what's more desirable than a tomato, what if someone tries to force you to eat a tomato, how do you prepare a tomato, and what goes well with a tomato?

Students deserve to learn how to ask and answer these types of questions about all the various roles they take on, and move on from, throughout their lives. ■

*Dave Redekopp, PhD, is president of the Life-Role Development Group Ltd., an Edmonton-based consulting firm specializing in career development. He has been involved in the career development field since 1988.*

*Kris Magnusson, PhD, is dean of Simon Fraser University's faculty of education. He has been involved in the career development field for more than 40 years.*



# Roundtable events continue

Chris Sikkenga  
ATA News Staff

The future of public education in Alberta is being discussed all around the province, as parents, grandparents, teachers and community members continue to share hopeful visions during a series of roundtable discussions being hosted by the Alberta Teachers' Association.

The ATA scheduled a total of seven roundtable discussions, both in person

## SCHEDULE FOR FRENCH LANGUAGE ROUNDTABLES

- **Thursday, Feb. 16, 7 – 9 p.m.**  
In person, Edmonton (venue TBD)
  - **Tuesday Feb. 28, 7 – 9 p.m.**  
Zoom
- Sign up at [defendonsleducation.ca](https://defendonsleducation.ca).

and online, as a continuation of its ongoing Stand For Education campaign. These have taken place in Edmonton, Calgary, Grande Prairie, Medicine Hat and online. Still to come on the schedule are two French language roundtables, in person in Edmonton on Feb. 16 and virtually on Feb. 28.

Greg Mady, the president of the Edmonton & District Labour Council, attended the first Stand For Education Roundtable in Edmonton on Dec. 1. Mady said he believes public education is an equalizer, an opportunity for every Albertan to grow.

"Everyone needs a foundation to grow from, and if we aren't funding it properly, we will leave people behind," Mady said, "Quite frankly, our society isn't going to prosper if we leave people behind."

At the Calgary roundtable on Dec. 6, Eloy Rivas-Sanchez, an assistant professor of sociology at Athabasca University, shared his personal story of

growing up in Mexico. As children, his parents had no access to education in rural Mexico. They believed their son would benefit from public education and emigrated north to support their children's growth and future.

"Although illiterate, [my parents] had faith in education as an emancipatory instrument and motivated me to go to school. My teachers, mentors and the public education system did all the rest," Rivas-Sanchez said. "It was through public education that I could become a professor. Education helps us to be better human beings. It also helps to attain our dreams."

After all the roundtables have taken place, the ATA will compile the results into a report that informs the next focus of the Stand For Education campaign: engaging citizens to ask questions of all candidates running for public office to learn how each candidate and party, if elected, will support public education. ■



ALBERTA TEACHERS' ASSOCIATION  
Eloy Rivas-Sanchez speaks during a roundtable consultation held in Calgary on Dec. 6.

## ONLINE INPUT

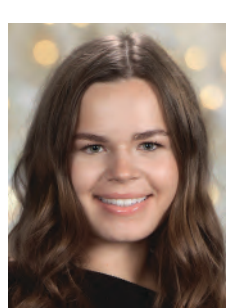
If you were unable to attend any public forums, you can still share your hopeful vision at [standforeducation.ca](https://standforeducation.ca).

# Teachers struggling with new curriculum

Cory Hare  
ATA News Managing Editor

The rollout of new K-3 curriculum has been a rough ride for elementary teachers who are already feeling pressure from the heavy demands of government-mandated assessments, large class sizes and high student complexity.

In September, new curriculum in math and English language arts launched across all K-3 grades, while new curriculum in physical education and wellness launched for grades K-6.



Cheyenne Kopinsky,  
curriculum committee

"It's been a very tense rollout for teachers," said Cheyenne Kopinsky, a teacher with Edmonton Catholic Schools who sits on the ATA's Curriculum Committee. "It just seemed like a really rushed rollout for us," Kopinsky said.

Finalized last May, the new curriculum left teachers and school districts with little time to prepare for September.

Government-mandated assessments kept grades 1-3 teachers occupied for most or all of September, Kopinsky said. Learning gaps due to Covid have been

noticeable and teachers have been so overwhelmed by students' complex needs that they haven't been able to deliver the curriculum the way they'd like to.

"They're really struggling. A lot of us, we kind of feel abandoned by the government," Kopinsky said.

Districts have been trying to help by providing professional development sessions, but many teachers are so burned out that they can't attend them, Kopinsky said.

"It's a very solemn time and a tough time for teachers across the province having to deal with this."

## Lack of resources

A major addition to the time pressure and anxiety associated with the curriculum rollout has been the absence of curriculum-aligned resources, said Richelle Marynowski, a curriculum expert and University of Lethbridge professor.

In the past, rollouts of new curriculum have included specific approved resources, but with this rollout teachers are spending a lot of their own time "cobbling together resources to meet the curriculum demands," Marynowski said.

"The phasing in of the curriculum doesn't seem to be very well thought out," she said. "There's a limited amount of time in a teacher's day. They can only do so many things that are asked of them



Richelle Marynowski,  
University of Lethbridge

at a provincial level. It's kind of reaching a breaking point at this moment."

The simultaneous rollout of four grade levels of new curriculum has added to teacher and student stress, as some new curriculum outcomes are a significant jump from what students were prepared for under the previous curriculum. An example can be seen in math, where the new curriculum requires Grade 3 students to grasp numbers up to 100,000, whereas the previous Grade 2 curriculum covered numbers only up to 100.

This apparent lack of linking between old and new is set to repeat, as new curriculum is scheduled to roll out in grades 4-6 in the fall.

## More challenges ahead

Shelley Gartner, an elementary math consultant with the Calgary Catholic School District, fears that some students who were previously confident in math will suddenly find themselves struggling because the old curriculum doesn't lead well into the new one, on a grade-by-grade basis. Plus, the new curriculum contains more content overall.

"That's going to be a really challenging

time for both teachers and students," Gartner said. "I just worry about our students not feeling that success that they once felt."

On the positive side, teachers have appreciated some aspects of the new curriculum, Gartner said.



Shelley Gartner,  
curriculum committee

"The architecture of the curriculum and the organizing ideas, it holds together those concepts for teachers, especially with mathematics," Gartner said. "That's one of the things that our teachers are really enjoying — they

see the big picture with math concepts. I guess the one wish is that it would be more of a staggered rollout."

Based on her experience with the 2022 rollout, Kopinsky has some recommendations for teachers who will be facing new curriculum in the fall of 2023: explore the new curriculum outcomes as far in advance as possible, start asking questions sooner than later and seek preparation time from administration if possible.

"Until you actually look at the outcomes and know how you're going to assess those outcomes, you don't really know how to effectively teach the new curriculum," she said. ■

## Off Script

with ATA President Jason Schilling



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

# Conventions offer world-class PD

Professional development and enhancing one's teaching practice is one of the hallmarks of being a teacher. As teachers, we know that learning is an exciting and empowering experience. When we engage with meaningful learning, it challenges us to learn more and keeps us engaged.

In a few weeks, teachers across the province will be heading to teachers' conventions. It will be the first time they are held in person since 2020. As a teacher, to me convention is always an exciting time, whether the professional learning happens online, as in the last two years, or in person, as this year will be once again. Convention provides opportunities to learn something new, to reflect on current practices and to reconnect with colleagues who

we've not seen in awhile. There is always something to learn and do at convention.

Convention has also provided me with opportunities to take my learning beyond the session and follow up with the speaker in more detail after the fact. This was the case one year after hosting an excellent session on junior high poetry at the South West convention. I was able to adapt the ideas for my Grade 11 English class after talking with the presenter after the session. This helped me create a lesson that some students said was the hardest assignment they had ever completed. (We hadn't started the Shakespeare unit yet.)

The ATA also has several opportunities for you and your colleagues to enhance your professional development beyond

convention. This includes workshops on professional matters such as the new code of conduct and discipline model. You can also access workshops on Indigenous education, resilience and assessment, to name a few. Also, please take time to use your complementary specialist council membership, and check out one of our greatest resources, the ATA library. These are just a few ways your Association can support your professional development and learning.

As we enter this year's convention season, I would like to thank the teachers who volunteered their time to organize such world-class professional development for their colleagues. Professional learning opportunities by teachers for teachers is pretty awesome, if you ask me. ■



# Conventions return to in person

ATA to gather feedback and decide on future of teacher-directed PD



Teachers' conventions will take place in person in 2023. The ATA will assess teachers' feedback in deciding how to proceed with future conventions.

**Cory Hare**  
ATA News Managing Editor

Teachers' conventions will resume as in-person events this year, and the ATA will be paying close attention to the feedback this generates.

After two years of virtual conventions, Provincial Executive Council decided last spring to return to in-person conventions for 2023.

The decision came after consultation with convention organizers and local presidents as well as a survey of members. The conclusion: teachers were evenly split between those who wanted to return to in person and those who wanted to continue with virtual. Feedback gathered after the 2023 convention cycle will inform council's decision on what to do next with conventions.

"It was not an easy decision, but we also knew that this decision and this sort of convention hopefully will feed a better understanding of how we want to approach conventions in the future," said ATA president Jason Schilling.

Schilling said there's no consensus to be found in the feedback he's heard from teachers. Those who prefer online like being able to switch easily from one session to another and watch other sessions that have been recorded. Avoiding travel and hotel stays are other selling points for virtual conventions. On the other side of the spectrum, some teachers miss interacting with their

colleagues, catching up and sharing ideas in person.

"Council was trying to find that balance about what best serves the membership and ultimately with teachers' convention it's about providing professional development opportunities for teachers to enhance their practice," Schilling said.

Convention is also shaping up to be a topic of discussion at the Annual Representative Assembly in May, when delegates will discuss and vote on ATA policy.

A resolution is expected to come forward that seeks a hybrid approach to conventions. A different resolution is expected to propose a rotating system whereby conventions cycle between in person and virtual from year to year.

## Teacher control

Schilling pointed out that, as outlined in the *Teaching Profession Act*, teachers' conventions are the responsibility of the profession rather than being directed by government or school boards. Conventions are organized by teacher volunteers and Schilling wants to ensure that teachers and the Association make full use of them lest a future government be tempted to change the legislation.

"These are teacher-directed, teacher-organized professional development opportunities," he said. "I would like us to keep that in our control as much as possible." ■

## Council aims for town hall with premier

### PEC POINTS

**Audrey Dutka**  
ATA News Staff

**Highlights of the Provincial Executive Council meeting held Jan. 19–20 at Barnett House, Edmonton.**

1. Approved the 2023/24 proposed budget for presentation to locals.
2. Approved, for presentation to the 2023 Annual Representative Assembly (ARA), a resolution maintaining the annual fee payable by a full-time, active member at \$1,347, effective Sept. 1, 2023.
3. Approved, for presentation to the 2023 ARA, a resolution maintaining

the annual fee payable by an associate member at \$202.05, effective Sept. 1, 2023.

4. Approved the names of two recipients for honorary membership in the Association, which is reserved for members and other persons who have given meritorious service to the teaching profession, to the Association or to the advancement of education.

5. Approved, for presentation to the 2023 ARA, 13 executive resolutions to update Association policy to reflect the coming into force of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated changes to regulatory

**PEC POINTS**  
continued on page 7

## GET READY FOR CONVENTION

Teachers' conventions enhance professional practice by providing teachers and school leaders with opportunities to share innovative practices, discuss professional issues and meet the learning goals identified in their professional growth plans.

### NORTH CENTRAL TEACHERS' CONVENTION

Dates: Feb. 9–10  
Location: Edmonton Convention Centre, Westin Edmonton and offsite venues  
Contact: Carryl Bennett, president: president@nctca.ab.ca  
Website: [www.mynctca.com/](http://www.mynctca.com/)

### CALGARY CITY TEACHERS' CONVENTION

Dates: Feb. 16–17  
Location: Calgary TELUS Convention Centre, Hyatt Regency Calgary and offsite venues  
Contact: Lisa Fulton and Shae Frisby, co-presidents: cctcapresident@gmail.com  
Website: [www.cctca.com](http://www.cctca.com)

### ENDLESS SKIES TEACHER'S CONVENTION

Dates: Feb. 16–17  
Location: Edmonton Convention Centre  
Contact: Melissa Petruk, president: estcapresident@gmail.com  
Website: <http://estca.teachers.ab.ca>

### CENTRAL ALBERTA TEACHERS' CONVENTION

Dates: Feb. 23–24  
Location: Red Deer Polytechnic  
Contact: Brenda Lewis, president: brendalewis@gmail.com  
Website: [www.mycatca.com](http://www.mycatca.com)

### PALLISER DISTRICT TEACHERS' CONVENTION

Dates: Feb. 23–24  
Location: Calgary TELUS Convention Centre and Hyatt Regency Calgary  
Contact: Jill White, president: president@pdtca.org  
Website: [www.pdtca.org](http://www.pdtca.org)

### SOUTHEASTERN ALBERTA TEACHERS' CONVENTION

Dates: Feb. 23–24  
Location: Medicine Hat College  
Contact: Cam Bernhard, president: cam.bernhard@grasslands.ab.ca  
Website: <https://seatca.atapd.ca/>

### SOUTH WESTERN ALBERTA TEACHERS' CONVENTION

Dates: Feb. 23–24  
Location: University of Lethbridge  
Contact: Pascale Jakobsson, president: jakobsson@gmail.com  
Website: [www.swatca.ca](http://www.swatca.ca)

### GREATER EDMONTON TEACHERS' CONVENTION

Dates: March 2–3  
Location: Edmonton Convention Centre, Westin Edmonton and offsite venues  
Contact: Lloyd Bloomfield, president: president@getca.com  
Website: [www.getca.com](http://www.getca.com)

### MIGHTY PEACE TEACHERS' CONVENTION

Dates: March 9–10  
Location: Charles Spencer High School, St Joseph Catholic High School  
Contact: Jodie Dell, president: mptcpresident@gmail.com  
Website: [mptca.teachers.ab.ca](http://mptca.teachers.ab.ca)

### Some convention-related travel expenses are tax deductible.

Convention attendance is a condition of employment; therefore, reasonable expenses to attend convention (mileage, accommodation and meals) are eligible tax deductions. Teachers must retain appropriate supporting documentation of their expenditures and will have to request that their employer complete a T2200 form that outlines certain aspects of the conditions of employment. The T2200 does not have to be included with the tax return. However, CRA can request it any time after you file the tax return. If you are having difficulty obtaining a completed T2200 from your employer, you can show the request from CRA and inform them that they have obligation to certify the T2200. For more information, you may wish to consult your accountant, visit the CRA website and contact your ATA local office.

### Teachers' conventions will take place in person in 2023.



For the latest updates on your convention, please visit its website. If you have general questions, visit [ataconventions.ca](http://ataconventions.ca) and select "Convention Attendance Expectations for Online Conventions."

Further questions can be directed to executive staff officer Danny Maas at [daniel.maas@ata.ab.ca](mailto:daniel.maas@ata.ab.ca).



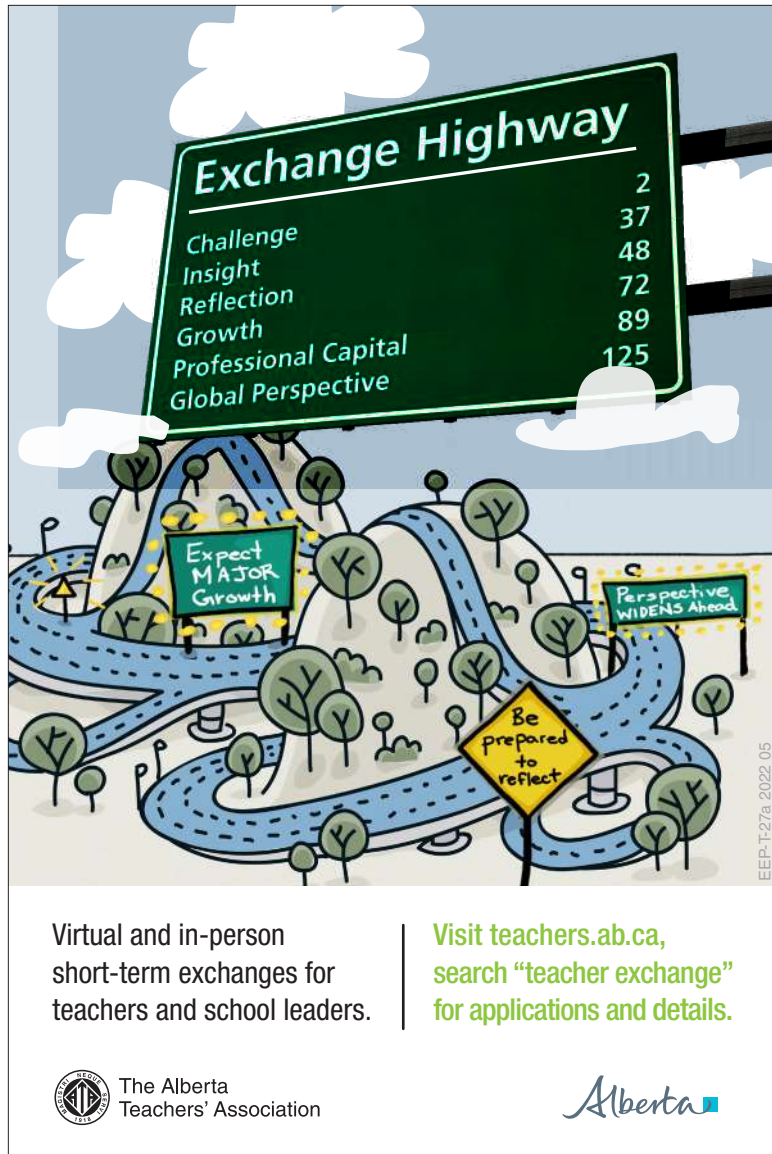


2023 **Celebrate** SUBSTITUTE TEACHERS' APPRECIATION WEEK

MARCH 13 14 15 16 17

The Alberta Teachers' Association | www.teachers.ab.ca

TES-MS-15-10-EXT 2022.05



Exchange Highway	
Challenge	2
Insight	37
Reflection	48
Growth	72
Professional Capital	89
Global Perspective	125

Expect MAJOR Growth

Perspective WIDENS Ahead

Be prepared to reflect

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The Alberta Teachers' Association

Alberta

EEP-T-27/a 2022.05

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The Alberta Teachers' Association



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## PEC POINTS

continued from page 5

processes related to professional conduct and professional practice.

6. Approved proposed amendments to 10 resolutions arising from the six-year review of policy and approved amendments to the Disposition of Immediate Directives, for submission to the 2023 ARA.

7. Approved, for presentation to the 2023 ARA, one resolution that asks the Government of Alberta to develop pandemic responses for public health emergencies in schools that are consistent with the recommendations from the Government of Canada's Centre for Research on Pandemic Preparedness and Health Emergencies and from Health Canada.

8. Approved that the reports on resolutions 2-3/22 and 3-24/22 requiring a report to the 2023 ARA be published in the *Resolutions Bulletin* and *ARA Handbook*, and further authorized the report on resolution 2-10/22 be referred back to staff and Resolutions Committee.

9. Approved in principle and referred to Resolutions Committee for processing one resolution put forward by the Indigenous Education Committee and two resolutions put forward by the Diversity, Equity and Human Rights Committee.

10. Approved that the position paper on working conditions for professional service be posted on the Association's website.

11. Adjusted the Association kilometrage rate to 65 cents, effective Jan. 1, 2023,

representing the midpoint of the Canada Revenue Agency rates for 2023.

12. Adjusted the grant-in-aid kilometrage rate to 45 cents, effective Sept. 1, 2023.

13. Authorized the Association to facilitate a town hall between the Hon. Premier Danielle Smith, premier of Alberta, and the teachers of Alberta.

14. Authorized the Association to facilitate a town hall between the Hon. Rachel Notley, leader of the official opposition, and the teachers of Alberta.

15. Renamed the Association's Discipline unit within the Government program area to the Regulatory Affairs unit with designated responsibility for Association functions and activities relating to professional regulation.

16. Received the report of a hearing committee that found a teacher guilty of one charge of unprofessional conduct for assaulting a teaching colleague by making physical contact with their buttocks. The committee imposed the penalty of a letter of severe reprimand and a fine of \$2,000.

17. Received the report of a hearing committee that found a teacher not guilty of one charge of unprofessional conduct. The teacher had been accused of sarcastically using the term "mommy" in speaking with a student.

18. Received the report of a hearing committee that found a teacher not guilty of nine charges of unprofessional conduct and guilty of three charges of unprofessional conduct for inappropriate posts and commentary on Instagram. The hearing committee ordered the penalty of letters of severe reprimand and fines of \$750 for each charge and a strong recommendation that the teacher consider pursuing professional development or

coursework focused on diversity and inclusion, cultural sensitivity and professional social media use.

19. Received the report of a hearing committee that found a teacher guilty of two charges of unprofessional conduct for, in the teacher's role as a principal, acting in a manner that resulted in school staff feeling intimidated, bullied, or fearful of retaliatory action and for engaging in a manner where the teacher treated staff members differently and showed favouritism towards some staff members. The hearing committee imposed a penalty of a fine of \$8,000 for both charges.

20. Received the report of a hearing committee that found a teacher not guilty of one charge of unprofessional conduct and guilty of three charges of unprofessional conduct for engaging in messaging through social media with a student. The committee found that the teacher made derogatory comments of a sexual nature, made an inappropriate comment via social media messaging to a recently graduated student about their looks, and made a comment through social media to a recently graduated student that included "xo" and/or "xoxo."

The hearing committee imposed a penalty as follows: charge one—a severe letter of reprimand, a fine of \$1,000, and the teacher must successfully complete the Alberta Respect in School course and submit the course certificate to the Association by a specified date; charge two—a letter of reprimand and a fine of \$200; and charge three—a letter of reprimand and a fine of \$200.

21. Received the report of a hearing committee that found a teacher guilty of three charges of unprofessional conduct for reading a statement to students in the teacher's care about the teacher's

disagreement with their employer and posting it in their classroom; for discussing with the teacher's students their disagreement with their employer and potential for termination of their contract of employment; and, while in professional debate with the teacher's administrators, for failing to accept the authority of the school and division administrators. The hearing committee ordered a penalty of a letter of reprimand and a fine of \$200.

22. Received the report of a hearing committee that found a teacher guilty of four charges of unprofessional conduct. The committee found that the teacher did not take steps to adequately address their medical health, which resulted in the teacher, as principal of the school, failing to act upon, or respond to, staff concerns or inappropriately delegating administrative duties to others.

The committee also found that the teacher

- did not provide staff with opportunities to express their opinions or bring forward suggestions regarding the administration of the school;
- engaged in actions and commentary, including making implicit or explicit threats to staff members, and misused their position of authority to intimidate staff; and
- treated staff members in a differential manner, where some staff were favoured while other staff were targeted, thereby creating a toxic work environment at the school.

The hearing committee imposed a penalty of a letter of severe reprimand and a fine of \$5,000 for all charges.

23. Received a notice of reconvening of an appeal hearing and a notice of an appeal hearing. ■

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# We have your back.

Have you received notice of a complaint from the Alberta Teaching Profession Commission?

Help is available to Association members but timelines are tight.

## Please contact us immediately!

[professionaldiscipline@ata.ab.ca](mailto:professionaldiscipline@ata.ab.ca)

780-447-9460



The Alberta Teachers' Association



## SLIP US A TIP!

We want to hear about news in your school, district or local.  
Please email managing editor Cory Hare at [cory.hare@ata.ab.ca](mailto:cory.hare@ata.ab.ca).



Wait!

I need to know more about LD & ADHD!

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## DIGITAL NEWS

The ATA News is available online.

For the latest issue, visit [www.teachers.ab.ca/news](http://www.teachers.ab.ca/news).  
Subscribe to receive an email when a new issue is available.  
<http://bit.ly/ATAeNews>

## Want to Serve on a CTF/FCE Advisory Committee?

Each year, the Association is eligible to submit nominations for the CTF/FCE advisory committees. For 2023/24, opportunities are available on the following advisory committees:

**APPLY TODAY!**  
Application deadline  
March 22, 2023

- CTF/FCE Advisory Committee on Diversity and Human Rights
- CTF/FCE Advisory Committee on Indigenous Education
- CTF/FCE Advisory Committee on the Status of Women
- CTF/FCE Advisory Committee on the Teaching Profession

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

» All applicants are encouraged to reach out to their district representative(s) to better understand the work that Association committees undertake. If you have any questions, please contact Lindsay Yakimyshyn at [lindsay.yakimyshyn@ata.ab.ca](mailto:lindsay.yakimyshyn@ata.ab.ca), 780-447-9425 or 1-800-232-7208.

Find more details and application information on the ATA website

COMM-182-11 2023 01

## Storage shed for sale

The Alberta Teachers' Association has a storage shed for sale **as is**. The exterior has vinyl siding and asphalt shingles, and the interior is insulated with plywood walls. There is no floor. The shed is 105 x 244 inches, with an 83 x 83-inch overhead door and a standard entry door on the side for quick access.

This is a sealed-bid auction. Please mail your bid letter in a sealed envelope marked "Attn: Tracy Pohl—Shed Bid" to Alberta Teachers' Association, 11010 142 Street, Edmonton, AB T5N 2R1. Bids will be accepted until **March 17, 2023**, at 5:00 PM.

Your bid should reflect the fact that the buyer is responsible for all related costs, including relocation and insurance. The shed should be picked up by June 30, 2023.

For more information or to make an appointment to view the shed, please contact Marvin Bushie at [marvin.bushie@ata.ab.ca](mailto:marvin.bushie@ata.ab.ca) or Tony Vandenberg at [tony.vandenberg@ata.ab.ca](mailto:tony.vandenberg@ata.ab.ca) or by telephone at 780-447-9400 or 1-800-232-7208 (toll free in Alberta).

OP-FIN-17 2023 01

## ADVERTISING IN ATANEWS

<p>For advertising information, contact Trevor Battye at Trevor Battye Advertising Sales 1-778-773-9397 <a href="mailto:trevor@tbasales.ca">trevor@tbasales.ca</a></p>	<p><b>Next deadline</b> Thursday, Feb. 9, 2023, 4 p.m. (Publication date Feb. 21, 2023) Advertisers are encouraged to book early – space is limited.</p>	<p><b>Circulation:</b> 38,000 We accept Visa, Mastercard, cash or cheque.</p>
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# TALENT

January 31, 2023 | Volume 57, Number 8

The ATA library has the following web guides and books dedicated to Black History Month, antiracism, diversity and inclusion.

## FEBRUARY IS BLACK HISTORY MONTH

### WEB GUIDES

#### Black History Month (February)

<https://teachers-ab.libguides.com/blackhistory>

This guide features the history of the Black community in Alberta as well as information about the Underground Railroad and the history of Black Loyalists in Canada. Teachers will find fascinating biographies of famous Black-Canadians and influential non-Canadians, as well as teaching resources focused on Black History Month. Both the achievements of the Black community and the struggle against racism in Canada are included throughout the guide.

#### Mois de l'histoire des Noirs (février)

<https://teachers-ab.libguides.com/histoiredesnoirs>

Ce guide présente l'histoire de la communauté noire en Alberta ainsi que des informations sur le chemin de fer clandestin et l'histoire des loyalistes noirs au Canada. Les enseignants trouveront des biographies fascinantes de Canadiens noirs célèbres et de non-Canadiens influents. Les réalisations de la communauté noire et la lutte contre le racisme au Canada sont abordées tout au long du guide.

#### Antiracism

<https://teachers-ab.libguides.com/antiracism>

Our Antiracism guide includes links to Canadian and American antiracist materials as well as links to lesson plans, TED Education videos and ATA-produced materials.

#### Lutte contre le racismisme

<https://teachers-ab.libguides.com/antiracisme>

Notre guide sur l'antiracisme comprend des liens vers des documents antiracistes canadiens ainsi que des liens vers des plans de cours, des vidéos et des documents produits par l'ATA.



### BOOKS

#### Black, Brown, Bruised: How Racialized STEM Education Stifles Innovation

*Ebony Omotola McGee*

#### Change Starts With Me: Talking About Race in the Elementary Classroom

*Madeleine Rogin*

#### Don't Look Away: Embracing Anti-Bias Classrooms

*Theoma Iruka et al.*

#### The Education of African Canadian Children: Critical Perspectives

*Awad Ibrahim and Ali A. Abdi*

#### Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education

*Özlem Sensoy and Robin DiAngelo*

#### Open Windows, Open Minds: Developing Antiracist, Pro-Human Students

*Afrika Afeni Mills*

#### Racial Microaggressions: Using Critical Race Theory to Respond to Everyday Racism

*Daniel G. Solórzano and Lindsay Pérez Huber*

#### Policing Black Lives: State Violence in Canada from Slavery to the Present

*Robyn Maynard*

#### Social Studies for a Better World: An Anti-Oppressive Approach for Elementary Educators

*Noreen Naseem Rodriguez and Katy Swalwell*

#### Start Here, Start Now: A Guide to Antibias and Antiracist Work in Your School Community

*Liz Kleinrock*

#### Strong Black Girls: Reclaiming Schools in Their Own Image

*Danielle Apugo et al.*

#### Diversity and Inclusion

<https://teachers-ab.libguides.com/diversity>

Our diversity pages from our Diversity and Inclusion guides include resources on immigration, racism and tolerance.

#### Diversité

<https://teachers-ab.libguides.com/diversite>

Notre guide de la diversité comprend des ressources sur l'immigration, les brimades et les droits de l'homme.

#### Unsettling the Great White North: Black Canadian History

*Michele A. Johnson*

#### Until We Are Free: Reflections on Black Lives Matter in Canada

*Rodney Diverlus*

#### Why They Hate Us: How Racist Rhetoric Impacts Education

*Lindsay Pérez Huber*

#### Subtle Acts of Exclusion: How to Understand, Identify, and Stop Microaggressions

*Tiffany Jana and Michael Baran*

#### Teachers of Color: Resisting Racism and Reclaiming Education

*Rita Kohli and Daniel G Solórzano*

#### There's Something in the Water: Environmental Racism in Indigenous & Black Communities

*Ingrid Waldron*

YUET CHAN