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**WHO'S WHO**  
Meet your elected leaders  
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# ATA NEWS

November 17, 2020 | Volume 55, Number 5

News Publication of The Alberta Teachers' Association



## NO CONFIDENCE IN CURRICULUM PROCESS

ATA demands that teachers be re-engaged.

*See story on page 5.*

## Messages of thanks

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### List bargaining begins

Pandemic delay ends. Talks underway between teachers and employer group.  
*See story on page 4.*



### Aggression study released

Bullying and threats of violence ongoing concerns for Alberta teachers.  
*See story on page 4.*



### Public vs. private

Outspoken economist comments on government's contrasting approaches.  
*See story on page 7.*



### Louis Riel: Founding father or heretic?

Métis event a time for celebration and reflection.  
*See story on page 11.*

## DIGITAL NEWS

The ATA News is available in a digital format. Visit <http://bit.ly/ATAeNews> and sign up for the ATA eNews to receive an email when a new issue is available. The most recent issue is always available at [teachers.ab.ca](http://teachers.ab.ca) > News and Info > ATA News.



# A heartfelt thank you



## EDITORIAL

Jonathan Teghtmeyer  
ATA News Editor-in-Chief

I don't mind telling you that things were not going well in the Teghtmeyer household for a few weeks this past summer.

For me, work was incredibly busy. The Association was advocating hard for improvements to the back-to-school plan and with new developments and issues coming to light on a daily basis, there was lots to address. It was fast moving and high stakes.

My wife had an intensified work period as well, and we were both working primarily from home, with little privacy. Our children, aged seven and eight, were in their sixth month of being at home full time.

Busy work days, often with side-by-side Zoom meetings, meant that the children were much less closely supervised than we would have hoped. Fights between elementary-aged siblings are more frequent when they've been in the same house every day for 150-plus days. Daily structure had gone

out the window weeks before. We were in survival mode, and sometimes, I wasn't so sure we would make it.

Needless to say, by the time each intense work day ended, we would look up to see a house in disarray, a kitchen table that looked like a cluttered shared office, no dinner prepped and four tired, pent-up residents looking to grab a rest.

By mid-August, the idea of children returning to school seemed like both a blessing and a curse. We were like so many parents across the province: we

I recognize that it has not been easy and has taken an extensive toll on you. I know that teachers, principals and all school staff are working extremely long hours, taking on new tasks and going to great lengths to make schooling succeed.

So, from this parent: thank you! I cannot begin to describe how much I appreciate you.

But I am also angry. I am furious, actually, with how you've been treated. You were totally set up for failure.

not been a total disaster is not because the government had a good re-entry plan, but rather because teachers and school staff generally were determined to not let schools fail. It was incredibly unfair for the government to put you in this position.

As COVID numbers grow rapidly, the burden on schools from increased case numbers and higher absences will also grow. I appreciate that you will do all you can to keep schools functioning, but I also know that your sacrifices are not sustainable.

The province knows they need schools to be open to help support a functioning economy, but if they want schools to stay open, they must come to the realization that they need to support you better.

In the meantime, I offer you two things. First, my ongoing advocacy, as an ATA employee for improved conditions that will support you better and help schools succeed. And second, my undying gratitude and appreciation, as a parent, for all that you do to keep schools open and students safe.

Thank you. ■

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

*“ I cannot begin to describe how much I appreciate you. ”*

needed school to return, but we wanted to feel confident that school would be safe for them, for you and for us.

A little over two months into the school year, I, as a parent, need to tell you how very grateful I am for your incredible work. It has meant the world to my family and me to have schools open and staying open.

It is a testament to your extraordinary devotion and determination that schools continue to operate.

The provincial government had a responsibility to make sure schools and staff were safe and supported, and they have failed miserably. The federal government offered funding, but that should have been in addition to provincial support. The provincial government has not added a single dollar of new COVID-related funding outside of money already budgeted or planned. This is abandonment.

The fact the re-opening of schools has

# Substitutes over supervisors, every time



## Q & A

Dennis Theobald  
ATA Executive Secretary

**Question:** Are classroom supervisors the same as substitute teachers?

**Answer:** No. Classroom supervisors are not teachers.

Since the initial outbreak of COVID-19 and the shut down and restart of schools, the Alberta Teachers' Association has identified the shortage of substitute teachers and necessary restrictions on their deployment as a major issue affecting the quality of education and the health and safety of teachers. This issue has been the topic of written submissions and numerous representations by ATA president Jason Schilling and staff; however, the provision of adequate coverage for teachers absent from their usual work remains a significant challenge.

As a result, there has been an increase in the use of classroom supervisors by various school divisions across the province since schools restarted operation in September. This increase

is due to the insufficient number of available substitute teachers and is most notable in rural areas.

A teacher holds a teaching certificate issued by the minister of education after having completed a recognized education program. Under the *Education Act*, a teacher has the responsibility to plan, teach and assess student growth, among other duties, and these responsibilities cannot be delegated to a non-certificated individual.

Classroom supervisors may have a degree or certificate of some kind, but the majority, if not all, do not have teaching credentials in the province of Alberta. This is why they are not substitute teachers — they are classroom supervisors. They are often paid less than a substitute teacher.

These individuals cannot and must not perform any duties that a teacher

would normally perform. The classroom supervisors can hand out material, put the work to be done on the whiteboard and monitor student behaviour while in the room. They cannot teach, assess or evaluate student progress at any time. If there is a classroom management issue, they are to call a school leader in the office for assistance.

Finally, a classroom supervisor should only be called in when no certificated substitutes are available. The school

Teachers who believe that classroom supervisors are being called before a certificated substitute are encouraged to contact their local Teacher Welfare Committee so this can be investigated. The Association's position on this is clear: we want schools to stay open. Students should be in school. They should be receiving instruction from a certificated teacher at all times. In the event that a substitute teacher is not available, then a classroom supervisor can be called in. Ensuring vacancies are appropriately filled will assist in easing some of the concerns of teachers and school leaders providing internal coverage, which adds to their workload.

For any questions or concerns on this topic, please visit the ATA website or contact Teacher Employment Services at 1-800-232-7208. My thanks to my colleagues Robert Mazzotta, co-ordinator of Teacher Employment Services, and Sean Brown, associate co-ordinator of Collective Bargaining, for their substantial assistance in drafting this answer in response to a very timely question. ■

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

*“ A classroom supervisor should only be called in when no certificated substitutes are available. ”*

division must demonstrate that it has called all the substitute teachers on its roster and that no one was available. This is for that day only. If the same teacher is absent the following day, then the process needs to be repeated — every substitute teacher is called first and the classroom supervisor is called in only if there are no substitutes available.



# Teachers: Thank you from parents



## VIEWPOINTS

**Brenda Rai**  
President  
Alberta School Councils' Association

As I sit in front of yet another device, with another task related to education in front of me, I can feel the fatigue twinges in my eyes and wrists.

I'm a parent of five children, and this pandemic has offered me no reprieve from worry related to their mental health and physical survival of a deadly virus that has infiltrated so many aspects of our daily lives. As a parent who has done my very best to navigate choices, weigh risks and mitigate detrimental consequences for our precious children, I have felt overwhelmed and at some points, terrified. What has helped me move from the perpetual doom and gloom into some semblance of routine and optimism related to education?

Teachers. Full stop.

Teachers have helped my family survive and thrive during a global pandemic.

The hard work, dedication and perseverance of teachers has no doubt exhausted them. It has no doubt worn them down to little nubs, like the pencils that gather at the bottom of bins and backpacks at the end of a long year. Teachers are June tired in October, and as parents we are comrades in the weary work. We see the creativity, innovation, compassion and professionalism of teachers pouring into classrooms across the province, in the physical rooms as well as the online spaces. We see the caring embedded in every lesson plan, every assignment so carefully orchestrated and every follow up to see if our children are doing OK so far.

What I want so desperately to convey in this short space is that we, as parents, see you. We see teachers and the way you show up for our children, day after day, throughout a global pandemic. The countless hours you've put into working and reworking schedules, lessons, support plans and new health protocols has not gone unnoticed or unappreciated.

Families have been able to return to work, create a semblance of familiar routine and begin to rebuild a life while COVID weaves itself into the fabric of our society. They have been able to do these

endeavours. It is through education that our communities have, generation after generation, continued to build, serve and share in their prosperity. There is no Alberta without education. There is no education without compassionate professionals like you teaching our children.

It is your wisdom and skill that sees our children through their daily class work. It is to you that we, as parents, and as a province, owe gratitude for continuing to provide quality education to our students.

The Alberta School Councils' Association recognizes parents as partners in education. We recognize the value of parent engagement in student success and the meaningful collaboration that occurs between parents and teachers. Parents are working closely with their teachers and schools to help students transition into a new school life with a

“ Teachers have helped my family survive and thrive during a global pandemic. ”

things in no small part because of the teachers in our province who have returned to the classroom, in unprecedented times, to continue their noble work.

Children are able to learn and build meaningful concept connections because of teachers just like you. You keep showing up to remind all of us that education is the framework by which all other societal structures are fastened.

Education is the great equalizer and enabler of all global citizens. It is through education that ideas and initiatives become game-changing

COVID lens. Teachers are working together and with parents to help every student succeed. I sincerely thank you for this collaboration. I deeply thank you for all that you do and will continue to do to support our precious babies.

Your work matters, your mental well-being and safety matter, and you matter.

Thank you, thank you, thank you. ■

*Brandi Rai lives in Edmonton and has five children in grades 5 through 10.*

## YOUR VIEWS

### LETTERS TO THE EDITOR

Dear people who work in our schools ...

It is very important during the situation we are in locally and globally to express gratitude to those well-deserving individuals who make our lives better.

Thus, we feel it is very important to acknowledge our teachers, principals, school support staff and superintendents, who have emerged as front-line workers throughout our province. Your commitment and dedication to educating students and supporting parents/guardians during this unprecedented and evolving COVID-19 pandemic have been, and continue to be, outstanding! You have courageously opened your schools and daily provide face-to-face and online opportunities to further student learning, given the high degree of risk and uncertainty of teaching and learning under pandemic conditions.

We would also like to thank you for generously and graciously welcoming our preservice teachers into your classrooms! We are extremely appreciative of our partnerships with schools so that our preservice teachers can experience this new teaching "reality" and be mentored into the teaching profession. This is essential as we graduate future teachers, who will positively impact student learning and position our province for success going forward. Indeed, education is our most important and accessible resource!

We have requested that the Government of Alberta, through the Ministry of Education, recognize the teaching profession for your significant and meaningful accomplishments during the challenging situation brought about by the pandemic!

We look forward to continued collaboration and are most appreciative of our strong relationship with the Alberta Teachers' Association. We are deeply committed to maintaining high quality K-12 education in the province, and again, want to acknowledge the incredible efforts of teachers, school support staff, principals and superintendents during these challenging times.

With deep gratitude,

**Dr. Edgar Schmidt**  
Dean, Faculty of Education,  
Concordia University of Edmonton

**Dr. Henry Algera**  
Dean, Faculty of Education,  
The King's University

**Dr. Jennifer Tupper**  
Dean, Faculty of Education,  
University of Alberta

**Dr. Martine Cavanagh**  
Associate Dean, Education,  
University of Alberta, Campus Saint-Jean

### FOR THE RECORD

“ I hope the government realizes it's not time for massive change in education; not time to pick a fight or play politics. ”

— During a pandemic, politicians should simply ensure schools have adequate support and thank staff for soldiering on.

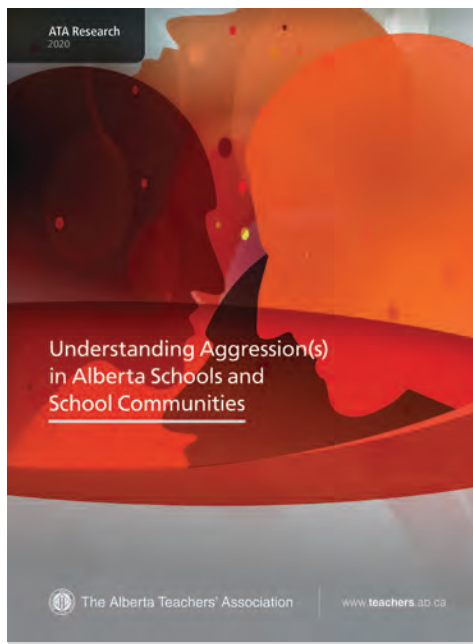
— Elise Stolte, Postmedia columnist





# Teachers facing increased aggression

*Report finds threats of violence and bullying are commonplace*



ATA Research 2020

Understanding Aggression(s) in Alberta Schools and School Communities

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

ALBERTA TEACHERS' ASSOCIATION

**Read it in full.**  
The full report is available for viewing at [www.teachers.ab.ca](http://www.teachers.ab.ca)  
> Public Education  
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Cory Hare  
ATA News Managing Editor

A new ATA-led study has found that violence and bullying against teachers is widespread in Alberta.

A report released by the Alberta Teachers' Association reveals that 93 per cent of respondents have experienced some form of bullying or aggression during their career. The study was a response to reports of increasing aggression against teachers in Alberta and across Canada, and the results are consistent with findings in other provinces.

Conducted in the summer of 2019, the survey found that some teachers were at higher risk of experiencing aggression or bullying, such as

- women,
- teachers working with special needs students,
- teachers with heavy workloads,
- teachers at schools with large student populations, and
- elementary and middle school teachers.

The responses show that most

## FORMS OF VIOLENCE AND BULLYING

The ATA's study classified incidents of violence and bullying as lesser, moderate or serious.

- Lesser** Remarks that offend, intimidate or harm a teacher's reputation
- Moderate** Chronic intimidation, threats of violence and property damage
- Serious** Attempted or actual physical violence, threatened or actual violence against a family member, and stalking

bullying involved face-to-face, direct communication, but that 35 per cent of the incidents occurred online, such as through email or social media.

"Schools allegedly have zero tolerance for such behaviour, but the results of this study show that teachers experience a lack of effective tools, active support or political will to deal effectively with the problem," the report states. "The combination of established routines (such as evacuating other students) and ineffective tools suggests that violence against teachers is becoming normalized as a condition."

Teachers participating in the study reported that bullying was mainly perpetrated by students. About half of these incidents occurred during class time, and 28 per cent occurred during

classroom management or discipline activities.

Student perpetrators directly taught by the victim had the following characteristics:

- 92 per cent were male
- 38 per cent were in grades 1-3
- 76 per cent had a history of violence

The study also noted that societal factors like consequence-free access to social media and lowered expectations regarding acceptable behaviour have led to increased parent aggression.

"Expectations for parents are neither clear nor well understood," the report states.

The study found that weapons were

**REPORT continued on page 7**



## What are lessons from *Jeopardy*, Alex?

On Nov. 8, we learned that Alex Trebek had passed away after his courageous battle with cancer. Like many, I was quite saddened to hear of Mr. Trebek's passing. I am not sure about you, but I found that through the initial lockdown in March, I was craving entertainment that was not dark and twisty, and that would be a good distraction from the stress, anxiety and frustrations of the pandemic.

This was when I rediscovered *Jeopardy*. It was like visiting an old friend (albeit one that knows everything), and I found myself making it part of my daily routine. I was inspired watching Mr. Trebek host the show, knowing of his diagnosis, and I laughed at his dry humour when he stated that he needed to fight cancer since he still had three years left on his contract.

After his death, people began to share the reasons they loved Alex Trebek and *Jeopardy* — they found him funny and smart. People noted that the show helped them learn English, or they watched it with their family every night. This reminded me of when I was

about 11. I'd visit my grandmother and we would watch *Jeopardy* after supper (sometimes my grandmother "watched" the show through her eyelids, but that's another story). Little did my grandmother know that I would often watch the show at an earlier time so when we'd watch together, I could answer more questions. She would always be so impressed at how many of the questions I got correct. I thought I was so clever, but I suspect that she knew what was up the entire time.

It's tough sometimes to remember or find the humour in stressful times. This is why I chose to share this story as opposed my original column about the polarization in the United States after their recent election (and how extraordinarily great it is that Kamala Harris was elected!). However it may look for you, it's important during these times that we take breaks from the anxiety and stress life is handing us. We all need to find a bit of humour these days and allow ourselves to enjoy it. Even if it's just a moment to provide the answer in a form of a question. ■

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



## List bargaining officially begins

ATA News Staff

List bargaining has begun and has been productive so far.

That's the message contained in a new Bargainers' Blog post by Peter Mackay, chair of the ATA's Central Table Bargaining Committee (CTBC).

In the post, dated Nov. 4, Mackay explains that members of CTBC and representatives of the Teachers' Employer Bargaining Association (TEBA) have officially met for two days following an agreed-upon delay prompted by the COVID-19 pandemic.

Under the province's two-tier bargaining process, negotiations begin with discussions about which matters are to be negotiated at the central table

and which issues will be discussed during local bargaining.

"Both parties are focused on finding matters where agreement can be found while remaining mindful of and faithful to their bargaining mandates," the post states.

Some matters have been agreed to, many more remain to be discussed and further dates have been scheduled in early December.

"While list bargaining continues, we also continue to prepare for central table matters bargaining," Mackay writes. "Thank you to everyone who participated in our relaunched bargaining survey this fall. The information is very important in guiding our work."

Teachers can expect to receive more updates as negotiations progress. ■

To read Mackay's more detailed explanation of the situation, and stay abreast of further developments, active ATA members can access Bargainers' Blog by visiting [www.teachers.ab.ca](http://www.teachers.ab.ca) and clicking on My ATA > Members Only.



## STORIES AND PHOTOS WANTED

If something newsworthy is going on in your school, district or local, please let us know. We will also consider articles, photos and cartoons. Please email tips and submissions to managing editor Cory Hare: [cory.hare@ata.ab.ca](mailto:cory.hare@ata.ab.ca).



# No confidence

## Council seeks teacher return to curriculum work

Jen Janzen  
ATA News Staff

Teachers have lost all confidence in the government's curriculum process and are demanding the province re-engage teachers in future curriculum discussions.

On Oct. 23, Provincial Executive Council (PEC) passed a resolution expressing, on behalf of Alberta teachers, its lack of confidence in the processes for curriculum development introduced by Education Minister Adriana LaGrange.

The PEC motion calls on the minister to restore the 2016 memorandum of understanding that established a partnership between the government and the ATA for the development of new curriculum. Council also called on the minister to convene working groups to consider, accept, modify or reject recommended changes to previous curriculum drafts.

The decision came after recommendations by a government-appointed committee were leaked to the news media suggesting that K-4 curriculum be edited to eliminate all references to residential schools and equity.

"We are honestly gobsmacked by these recommendations," said ATA president Jason Schilling. "To suggest that young children should be learning about feudalism instead of residential schools, and should be memorizing lengthy lists of events and names is, frankly, embarrassing."

Schilling added that advice such as this shows that teachers need to be part of the curriculum process.

"Teachers understand the readiness of young students for different pieces of content, and they understand what it means to bring curriculum to life in the classroom. If teachers aren't at the table when curriculum development occurs, the curriculum is destined for failure."

The Council motion also calls for the public release of any recommendations made to the curriculum working groups and by those groups. Schilling says these calls to action are a way for the province to avert the risk of discrediting itself.



FILE

Launched at the end of October, an online petition calling for the recently exposed curriculum advice to be immediately scrapped garnered more than 15,000 signatures in just over a week. In a letter to LaGrange on Nov. 4, Schilling reminded her that in the legislature, she admitted some of the recommendations weren't realistic at the ages that were suggested.

"This is hardly a ringing endorsement of the curriculum advice you are receiving through the process that you yourself put in place," he wrote.

To read more about the curriculum review and the ATA's correspondence with Minister LaGrange, please visit [www.teachers.ab.ca](http://www.teachers.ab.ca) > News and Info > News Releases. ■

### Resolution passed

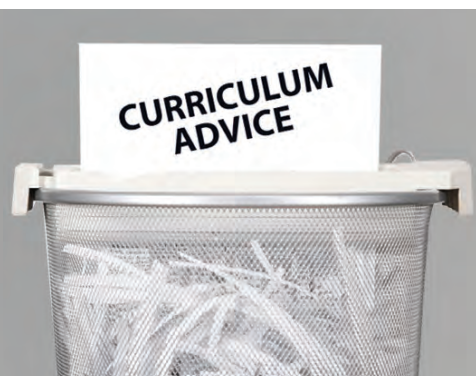
At its meeting on Oct. 23, Provincial Executive Council (PEC) passed a resolution to call upon Education Minister Adriana LaGrange to

- restore the 2016 memorandum of understanding between the ATA and the province that established a partnership for curriculum development;
- recognize that pedagogy must be steeped in research;
- affirm that curriculum working groups will be able to accept, modify or reject in part or in whole modifications made to the draft curriculum since the groups' last submission;
- affirm that all materials, including drafts, general information and recommendations provided to the curriculum working groups be publicly released when they are provided to the groups;
- affirm that all recommendations and submissions made by the curriculum working groups to the minister will be publicly released when they are submitted.

# SHRED IT

View the petition here:

[www.thelearningteam.ca/shred\\_it](http://www.thelearningteam.ca/shred_it)



# AUPE and government square off

## Union reacts to finance minister's proposal of wage rollbacks

Cory Hare  
ATA News Managing Editor

The union representing more than 90,000 public-sector workers is considering a bad-faith bargaining complaint after the government announced that it is now seeking a four per cent wage rollback after initially seeking a one per cent rollback.

The Alberta Union of Provincial Employees (AUPE) says this latest offer is "an escalation" of the employer's opening proposal of a one-per-cent rollback followed by three years of zeroes.

"Our members have literally kept government running during this crisis, but the UCP rewards them by attacking them," said AUPE vice-president Kevin Barry.

Barry criticized the government's move to reduce the corporate tax rate at a cost of nearly \$5 billion.

"It is becoming clearer every day that this government does not work for Albertans. It works only for big corporations," he said.

Negotiations between the union and government resumed Nov. 5 after an eight-month delay due to the COVID-19 pandemic. In a Nov. 6 news release

announcing the offer, Finance Minister Travis Toews described it as "fair and reasonable."

"The mandate presented to the union reflects the province's current economic and fiscal reality. The government is asking unionized public service employees to be part of the solution, as we face the worst economic crisis in nearly a century. ■





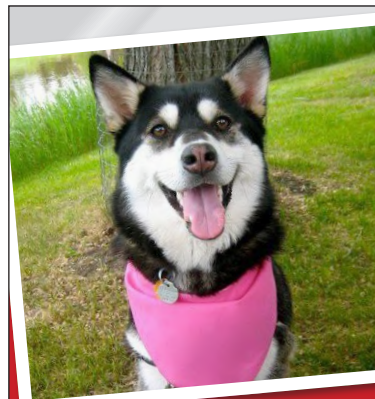
## Evolving Every Day

Our member service team is here for you. We are more committed than ever to finding innovative ways to continue supporting our members and providing exceptional service – especially during these challenging times.



ATRF  
Alberta Teachers' Retirement Fund Board

Visit:  
**ATRF.com**



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

**DEADLINE: DEC. 11, 2020**



## SHOOT US A SHOT!

Have an education-related photo you want to share? Send it in!

If we use it as the main photo on our front page, we'll send you \$50! Email managing editor Cory Hare at [cory.hare@ata.ab.ca](mailto:cory.hare@ata.ab.ca).



## Apply now

for an ATA Fellowship or Scholarship

*Applications are now being accepted for the following:*

**ATA Doctoral Fellowships in Education**

- Two awards of \$15,000
- For members entering or in first year of a doctoral program in education

**Nadene M Thomas Graduate Research Bursary**

- One award of \$5,000
- For a member enrolled in a graduate program in education
- A research focus on teacher health issues and/or teachers' working conditions

**John Mazurek Memorial—Morgex Insurance Scholarship**

- One award of \$2,500
- For members who pursue relevant professional development

**For more information and to apply**

- Visit [www.teachers.ab.ca](http://www.teachers.ab.ca) > MyATA > Grants, Awards and Scholarships
- Contact Jessica Grayson, [jessica.grayson@ata.ab.ca](mailto:jessica.grayson@ata.ab.ca), 780-447-9499 (Edmonton area) or toll free 1-800-232-7208

**Application deadline: Monday, March 1, 2021**



PD-3-9 2020.09



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The Alberta Teachers' Association



## The Alberta Teachers' Association

The Alberta Teachers' Association invites applications for the position of

## EXECUTIVE STAFF OFFICER, TEACHER EMPLOYMENT SERVICES—COLLECTIVE BARGAINING

**Competition: ESO3/20**

**Location: Edmonton**

**Commencement: February 1, 2021 or to be negotiated**

This position will assist in the work of the Teacher Employment Services—Collective Bargaining (TES—CB) program area with duties that may include being responsible for the organization and execution of field service in Teacher Employment Services; advising individual members on collective agreement entitlements; acting as a representative of the bargaining agent in collective agreement negotiations; handling collective agreement grievances; acting on committees and participating in the organization and conduct of TES—CB area conferences; serving as Association resource person in specific areas of expertise (eg, provincial or jurisdictional education finance, employee benefits, pensions, employment insurance or equity issues); and working on special or continuing assignments in other areas of Association operation. General information regarding the Teacher Employment Services program area and the services it provides is available in the Programs and Services section of the ATA website.

Candidates must demonstrate

- effective communication skills;
- strong organizational skills and attention to detail
- superior leadership and collaboration skills;
- ability to foster effective working relationships with both internal and external stakeholders;
- experience in bargaining and labour relations;
- experience with the application of collective agreements; and
- appreciation of the strategic context of collective bargaining.

In addition, the following are required:

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

The ability to work in the French language, A demonstrated commitment to the Alberta Teachers' Association (or other Canadian teachers' organization), course work in labour relations, experience in an/or knowledge of pensions and benefits are considered assets.

Total compensation for these positions includes a starting salary of \$136,000, pensionable service under the Teachers' Pension Plan of the Alberta Teachers' Retirement Fund Board and employer-paid benefits as stipulated in a collective agreement. The initial location will be in Edmonton, but future assignments may be to any present or future Association office. Duties will commence on February 1, 2021 (negotiable).

Applicants should quote position ESO3/20 and include the names, phone numbers and e-mail addresses of at least two referees who are not Association employees or elected officials of its provincial executive. Applications must be received by 1700 on Friday, **November 20** and should be addressed to

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

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

OP-HR-47b-2020 11



# Public vs. private

## Applying an economic lens to UCP government's actions



### ANALYSIS

Cory Hare  
ATA News Managing  
Editor

On Nov. 6 the government announced that it is seeking a four per cent wage rollback from public sector workers represented by the Alberta Union of Provincial Employees, which is in the midst of bargaining a new collective agreement.

The government had previously asked public sector unions to delay their contract negotiations until March 31, 2021, when it's hoped that there will be more clarity on the impact of the global pandemic.

Also, in mid-October, news emerged that the government will lay off between 9,700 and 11,000 Alberta Health Services employees who work in laboratories, linen services, cleaning and in-patient food services. These jobs will be outsourced to private companies.

And in August, the government passed Bill 32, *Restoring Balance in Alberta's Workplaces Act*, which requires that unionized employees opt in to having their fees used for political activities.

Turning to the private sector, this past summer the government fulfilled a campaign promise to lower Alberta's corporate income tax rate from 10 per cent to eight per cent.

More recently, it created the Innovation Employment Grant to provide incentives to industry for research and development expenditures and also pledged \$5 million for the Alberta Enterprise Corporation's Accelerate Fund, which helps launch new technology start-ups. In October the government announced a three-year property tax exemption for companies drilling new oil and gas wells and building new pipelines.

Within this context, the *ATA News* spoke to economist Jim Stanford, director of the Centre for Future Work, for his thoughts on the Alberta government's recent moves and fiscal approach.

### What is your assessment of government's recent decisions in terms of the private and public sectors?

It seems to me that the Kenney government doesn't really know how to respond to this unprecedented economic crisis.

They're going back to tried and true ideological principles that have always guided them, which is a vision of the provincial economy that is dominated by private business, that assumes smaller government is always better, and that concludes anything that enhances the profit and freedom of private business will ultimately be good for the provincial economy.

It's all wrapped up in the assumption that petroleum is the driving force of Alberta's economic development. Now we've got a pandemic, we've got a recession, we've got the biggest deficit in Alberta's history and all they can think of is the same recipe book.

All of these disparate and desperate actions have a common underlying theme: restrict government, downsize government, control the workers of government, cut taxes, subsidize and otherwise assist private business, and wait for the market to deliver the solutions.

### What do you make of this approach?

There's a couple of fundamental features of this pandemic and the pandemic recession that they haven't acknowledged. The first one is that it has been a shock to the petroleum industry globally. The shock to demand globally and prices is an indication that petroleum will never be the engine of growth again.

Instead of studying this and trying to understand it and trying to develop solutions to it, the Kenney government is still pretending that it didn't happen.

They are also not appreciating the role of the public sector in the response to the pandemic and the economy coming out of the pandemic. Public servants have played a vital role, obviously delivering essential services to Albertans, health care in particular, but other services too.

### Can you elaborate on the merits of the public sector from an economic standpoint?

The public service is a vital anchor of stability for the economy. The public service and the public sector are not subject to the same roller coaster ups and downs as private sector activity. This is a good thing, not a bad thing.

Instead of seeing the public sector as a cost or a drain, we should see the public sector as an industry in its own right, and as a growth industry. Our

demand as a society for education and health services is growing, and this is a good thing, not a bad thing.

The jobs that can be created in those sectors should be celebrated rather than trying to suppress that natural growth and suppress the income associated with it. Public services like education and health care are industries in their own right and they contribute directly to Alberta's GDP and Alberta's incomes and Alberta's consumer demand.

### How do you interpret Kenney's actions?

By turning his guns on public sector workers like teachers and nurses and civil servants, Kenney is actually undermining one of the important sources of strength for the provincial economy at this time, and it's very perverse.

### We're seeing wage freezes and even a desire on the part of government for rollbacks, public sector workers being laid off and unions feeling like they're under attack. What do you make of this?

This whole nonsensical crusade against unions and their lobbying and political activities all stem from an assumption that anything that interferes with the power of private employers to hire and fire at will for the cheapest costs possible must be bad and we'll try to get it out of the way.

Alberta's economy has been the worst of any province in Canada during the pandemic and Kenney's actions will undermine Alberta's recovery even further.

### What approach would you suggest?

We should be hiring more people, not laying off staff in our schools and our hospitals and our public health agencies. We should be providing regular wage increases and engaging in normal collective bargaining with those workers as a way of supporting average wage growth and consumer demand.

In terms of the rest of the economy, outside of the public sector, we should be moving forcefully to diversify Alberta's economic structure, nurture and expand other industries, including value-added and innovation-intensive industries, embrace the energy revolution instead



Economist Jim Stanford says that the Kenney's government's approach to the public sector is based on flawed ideological principles.

of trying to deny and delay it.

Sometimes [Kenney] does seem to recognize that the writing is on the wall in terms of the long-run future of the petroleum industry, so some of the proposals that are out there [to foster innovation and diversification] ... some of those look very promising, but on the whole he has still doubled down on the centrality of the petroleum industry in Alberta's future.

### What can we learn from other countries?

Governments all over are running deficits and, for the most part, governments have not embraced austerity as a response to this pandemic. In some cases they have, but in most parts of the world — including in the industrial countries — governments have recognized "we're going to have big deficits. This is going to be crucial as we try to respond to the pandemic and support jobs moving forward."

This idea that the only choice is to cut spending and cut public services is nonsense. Most of the rest of the world has recognized that that's not possible. The World Bank and the International Monetary Fund concluded their annual meetings in Washington [recently] and they both came out and urged governments to spend more, not less, as the economies recover from COVID.

The general view of economists around the world is, certainly, we need more government, not less. ■

## REPORT

continued from page 4

used in 12.4 per cent of the cases of violence or bullying. Of the 88 respondents who reported the use of a weapon, six instances involved a gun and four involved a knife.

The survey responses show that two-thirds to three-quarters of perpetrators of violence or bullying are repeat offenders, and that current practices for dealing with violence or bullying do not prevent repetition.

"It is clear that it is time to examine practices in schools to determine what actions tacitly sanction or create repeated incidents," the report states.

Despite the presence of legislation and policy aimed at ensuring that schools are welcoming and safe, respondents reported that policy was not followed more than half the time. Only 58 per cent of the respondents who reported an incident said that it was handled to their satisfaction.

### Negative consequences

A high percentage of respondents (90 per cent) reported experiencing

emotional effects such as stress, frustration and anxiety, while 84 per cent reported career-related effects such as loss of job satisfaction, lower morale and reduced teaching effectiveness. Meanwhile, 70 per cent of respondents reported physical effects like sleep disturbance, fatigue and headaches. Physical injuries were reported in 25 per cent of the incidents of violence.

The study's report includes 11 recommendations that touch on better understanding existing policies, raising awareness, undertaking additional training and engaging in further study.

"This is a complicated problem. There is no one-size fits all solution," said ATA staff officer Lisa Everitt, who sat on the committee that was formed to research aggression in Alberta schools.

The study is a first step and will help guide the creation of policy and advocacy aimed at increasing safety, said ATA president Jason Schilling.

"Safety in schools has always been a priority, and schools are generally safe," Schilling said. "Traditionally, the focus has been on the safety of students, but this study shows the need to expand safety concerns to include teachers. ■



# Who's who—Provincial Executive Council members and local presidents 2020/21

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ATA President



**DARRIN BAUER**  
ATA Vice-President



**JENNY REGAL**  
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**GREG JEFFERY**  
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District Catholic  
Teachers Local No. 42



**MICHAEL ALDRIDGE**  
Greater Peace  
Local No. 13



**JENNIFER TAYLOR**  
High Prairie  
Local No. 62



**MARIA MURRAY**  
Northern Spirit  
Local No. 6



**KRISTEL LADEROUTE**  
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Local No. 69



**RAY BUZIAK**  
Trumpeter  
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District Rep



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Aspen View Local No. 7



**KARIN BRUSSÉ-PATERSON**  
Battle River Local  
No. 32



**LEON WARD**  
Greater St. Paul Local  
No. 25



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Lakeland Catholic  
Separate Local No. 30



**MARJORIE CHARLES**  
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**BRIAN SKINNER**  
Park Plains East  
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**VANESSA AMYOTTE**  
Evergreen Catholic  
Local No. 44



**KATRINA ZACK**  
Northern Gateway  
Local No. 43



**RICK KREMP**  
Parkland Teachers'  
Local No. 10



**MICHELLE SAVOIE**  
Pembina Hills Local  
No. 22



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

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District Rep



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**VALERIE BROWNE**  
Medicine Hat  
Local No. 1



**DEANNA BURZINSKI**  
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**DOUG LERKE**  
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**STUART SHIGEHIRO**  
Prairie Rose Local  
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**LOUIS PERREAULT**  
Three Drums of  
Wheat Local No. 20

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**ERIC CLOUTIER**  
Unité locale  
francophone No. 24



**AL BLACKER**  
Wetaskiwin Local  
No. 18

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District Rep



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Chinook's Edge Local  
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Clearview Teachers  
Local No. 33



**STEPHEN MERREDEV**  
Red Deer Catholic  
Local No. 80



**KELLY ALEMAN**  
Red Deer City  
Local No. 60



**MICHAEL DOLL**  
Wolf Creek Local  
No. 3

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District Rep



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Canadian Rockies  
Local No. 59



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



**WADE WESTWORTH**  
Foothills Local No. 16



**ANDREA MCLEOD**  
Rocky View  
Local No. 35

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District Rep



**KEVIN KEMPT**  
District Rep



**DARREN MOROZ**  
District Rep



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Teachers Local No. 38



**MARIO VERGARA**  
Calgary Separate  
School Local No. 55

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University of Alberta ESA, Student Local No. 1

**JONAH SECRETI**  
University of Calgary ESA, Student Local No. 2

**TBA**  
Red Deer College EUS, Student Local No. 3

**TBA**  
University of Lethbridge EUS, Student Local No. 4

**MORGAN FISHLEY**  
Medicine Hat College EUS, Student Local No. 5

**JACKSON MURRELL**  
Concordia University ESA, Student Local No. 6

**TBA**  
Association des étudiants en éducation de la  
Campus Saint-Jean Local No. 7 EUS

**STEPHANIE BELL**  
Grande Prairie Regional College ESA,  
Student Local No. 8

**KEISHA GENDRON**  
Keyano College ESA, Student Local No. 9

**CASSIDY BLUNDON**  
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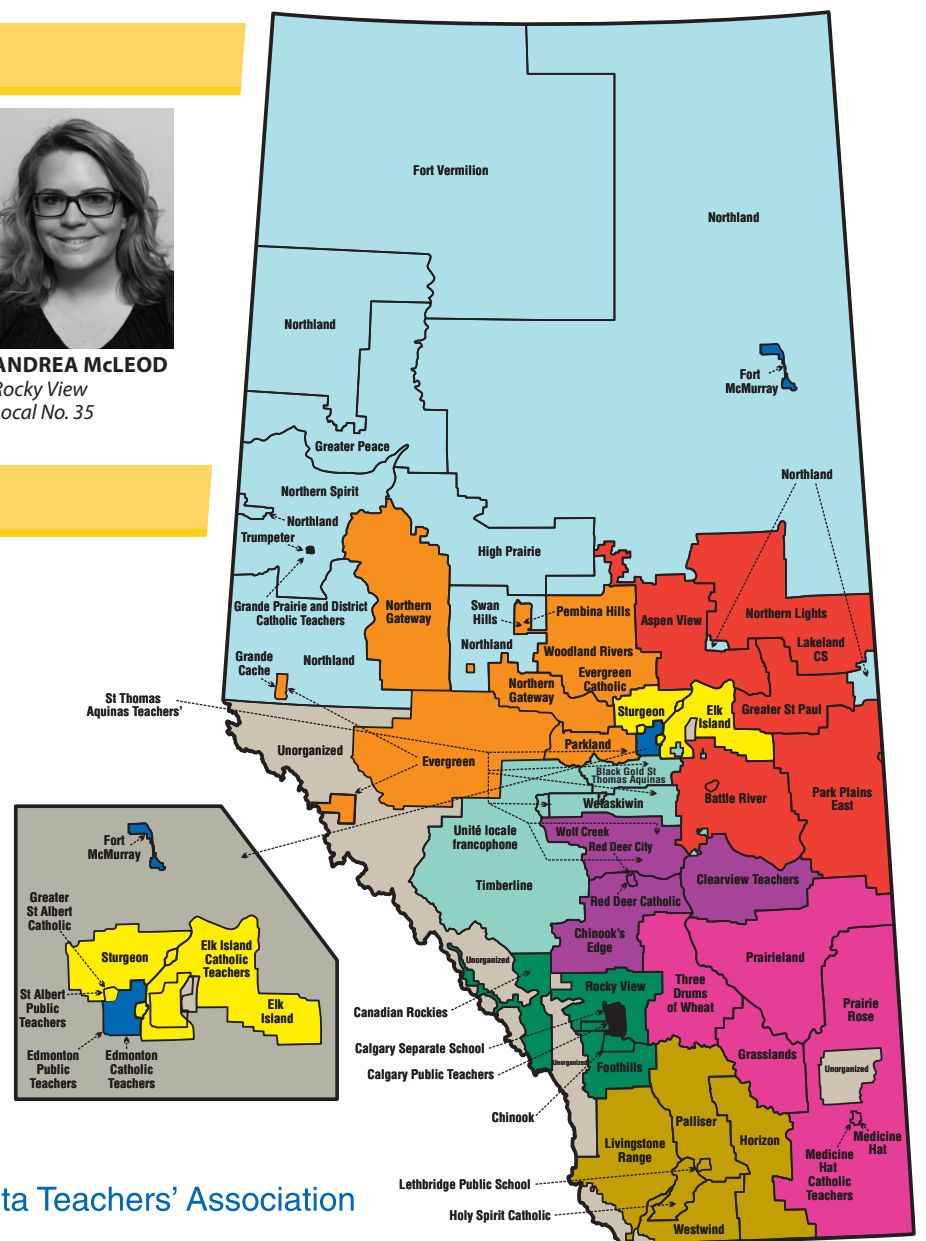
**DANIEL HUARD**  
St. Mary's University College Local No. 14

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Alberta Retired Teachers' Association  
Special Local No. 1

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# Louis Riel: Founding father or heretic?

*Métis event a time for celebration and reflection*



## COMMENTARY

Shelley Magnusson  
ATA Executive Staff Officer

On Nov. 16, the Métis Nation of Alberta celebrated Louis Riel Day, and although this year the festivities were virtual, it was still a time for celebration and reflection. In the 135 years since Louis Riel's execution, historians continue to debate the Riel case so often and so passionately that he is the most written about person in all of Canadian history. And, once again, a national coalition of Métis leaders from across Canada are calling for the exoneration of Louis Riel.

Riel is considered by some to be the "Father of Manitoba" and an impassioned activist for Métis rights, while others consider him a heretic and murderer. No matter where you stand on this debate, what cannot be argued is that Louis Riel had a profound and lasting effect on Canada.

In March 1869, the Hudson's Bay Company agreed to sell Rupert's Land and the North-Western Territory to the Dominion of Canada. The federal government appointed William McDougall as lieutenant-governor of the new territory, and, in August, sent survey crews to Red River to assess and re-stake the lands. Concerned that an influx of Anglo-Protestant immigrants from Ontario would follow, the Métis organized the Métis National Committee in order to protect the social, cultural and political status of the Métis in Red River and the northwest more generally.

With Riel at its helm, the new provisional government issued the Declaration of the People of Rupert's Land and the North-West, which rejected Canada's authority and proposed a negotiated settlement between Canada and the new provisional government.

Despite apparent progress on the political front, the federal government continued to plot against the provisional government. The federal government suffered a setback when 48 men, including Thomas Scott, were arrested near Fort Garry. Scott was court-martialed and executed on March 4, 1869. The execution radicalized

Protestant Ontario, which from this point onward sought retribution from Riel for Scott's death.

Despite opposition from Ontario, the Canadian government agreed to negotiate with the provisional government, and on May 12, 1870, the *Manitoba Act* was passed, creating the province of Manitoba. Central to this agreement, the federal government agreed to reserve 1.4 million acres for the children of Métis residents of Manitoba and ensured that the province would be officially bilingual.

Because of his role in Scott's execution, Riel fled to the United States, where he lived and worked for 15 years before being called back to once again lead the Métis, this time in Saskatchewan.

The North-West Rebellion differed from the Red River Rebellion in many ways, not the least of which was the questionable mental health of its leader, Louis Riel. But the other more significant difference was the railroad. By 1885, the railway had made significant progress westward, enabling the quick movement of troops, which played a significant role in the final outcome.

Some historians have hypothesized that the Canadian government refused to negotiate with Métis and Indigenous leaders to goad them into taking up arms so that Prime Minister John A. MacDonald could send in troops, prove the worth of the railway and, therefore, convince Parliament to fund the railway's completion. Despite some early victories at Duck Lake, Fish Creek and Cut Knife, the rebellion was quashed when overwhelming government forces and a critical shortage of supplies brought about the Métis defeat in the four-day Battle of Batoche.

### Widespread impact

Ninety-one people died in the battles that took place that spring. Chief Poundmaker and Big Bear, who had supported Riel, were arrested, charged and imprisoned for three years. Eight others were hanged in the largest mass



JAY FRIESEN / CC-BY-SA 4.0

hanging in Canadian history. These individuals, found guilty of killing outside of the military conflict, were Wandering Spirit, (Kapapamahchakwew) a Plains Cree war chief, Little Bear (Apaschiskoos), Walking the Sky (Round the Sky), Bad Arrow, Miserable Man, Iron Body, Itka (Crooked Leg) and Man Without Blood, for murders committed at Frog Lake and at Battleford.

Louis Riel was charged with high treason, found guilty and was subsequently hanged in Regina on Nov. 16, 1885. In the immediate aftermath, the Canadian government sent much needed food and supplies to the Métis at Batoche. The North-West Territories election of 1885 was held. The Scrip Commission was dispatched to the District of Saskatchewan and to present-day Alberta to address Métis land claims.

The rebellion was Canada's first independent military action. It cost \$5 million, lost the Conservative Party most of its support in Quebec and guaranteed anglophone control of the Prairies. Riel's trial and Macdonald's refusal to commute his sentence caused lasting upset in Quebec, and led to a

fundamental francophone distrust of anglophone politicians.

After the rebellion, many Métis moved from Batoche into what is now Alberta. For many years, the Métis were a forgotten people with little recognition of their history and rights. However, 1938 saw the formation of L'Association des Métis d'Alberta et les Territoires du Nord-Ouest to fight for the recognition and formal establishment of the Métis Settlements.

In June 2019, 150 years after Louis Riel first started the fight to recognize the rights of the Métis in Canada, the Government of Canada signed the Métis Government Recognition and Self-Government Agreement with the Métis Nation of Alberta (MNA), by which Canada recognized that the Métis Nation within Alberta has an inherent right to self-government and that it has mandated the MNA to implement this right. ■

For more information about Louis Riel Day in Alberta, visit <http://albertametis.com>.

# Wellness days provide a welcome break



Kim Clement  
ATA News Staff

Several school jurisdictions opted to shut down for previously unscheduled "wellness days" in November so exhausted teachers, staff and students could rest and recharge.

"I think this move by boards is a great one," said ATA president Jason Schilling. "Our research shows that teachers and principals are experiencing high levels of stress and fatigue."

To help combat the fatigue and stress that teachers are reporting, the Holy Spirit Catholic School Division cancelled classes for Nov. 9 and 10. Following suit were Livingstone Range

School Division, Grande Prairie & District Catholic Schools and Medicine Hat Public Schools.

Livingstone Range School Division granted a five-day wellness break beginning Nov. 9.

Taking time to check in on personal well-being is becoming increasingly important for teachers as the stress of navigating teaching amidst a pandemic takes its toll on mental health, Schilling said.

"Teachers want schools to stay open and are working harder than ever," Schilling said.

"The wellness time is important. We have a lot of pandemic ahead of us. We need to keep finding ways to focus on wellness and balance the requirements of school and health." ■





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# Council expresses lack of confidence in curriculum process

## PEC POINTS

Audrey Dutka  
ATA News Staff

### Highlights of the Provincial Executive Council meeting held Oct. 22–23, 2020, at Barnett House in Edmonton

1. Approved that, while recognizing the authority of the minister of education to set the Alberta Programs of Studies, the Association express on behalf of Alberta teachers its lack of confidence in the processes for curriculum development introduced by the minister and calls upon the minister to

a. restore the 2016 memorandum of understanding between the Government of Alberta (minister of Education) and the Alberta Teachers' Association that established a partnership to advance provincial curriculum development;

b. recognize the central importance of pedagogical considerations grounded in research in teaching and learning in the design of effective curriculum;

c. affirm that curriculum working groups will be convened to consider all changes to previous curriculum drafts and have the latitude in their recommendations to the minister to accept, modify or reject, in part or in whole, recommendations made by members of the Curriculum Advisory Panel affecting the draft curriculum;

d. affirm that curriculum working groups will have the latitude in their recommendations to accept, modify or reject in part or in whole modifications made to the draft curriculum by department officials since the last submission of the curriculum working groups;

e. affirm that all drafts, support materials, general information and recommendations provided to the curriculum working groups be publicly released at the time they are provided to the curriculum working groups;

f. affirm that all recommendations and submissions made of the curriculum working groups to the minister will be publicly released at the time they are submitted.

2. Approved that every effort possible be made, as soon as possible, to obtain clarity from Alberta Education about practicum requirements for interim professional certification during the current pandemic emergency and report back to the Teacher Education and Certification Committee.

3. Authorized the Association to implement a continued advocacy program to educate members and maintain continued pressure on the government to repeal Bill 22.

4. Approved in principle and referred to Finance Committee for review and costing a proposed list of programs on which the Association should focus in 2021/22.

5. Approved the Association's 2020/21 capital budget.

6. Amended administrative guidelines to reflect new structure and processes necessitated by the formation of the Teacher Employment Services program area.

7. Consistent with section 31(2) of the *Teaching Profession Act*, extended the deadline for the commencement of six hearings of the Professional Conduct Committee.

8. Received the report of a hearing committee that found a teacher guilty of one charge of unprofessional conduct for failing to treat a student with dignity and respect or be considerate of their circumstances when the teacher encouraged a personal nonsexual relationship with the student by meeting the student and communicating through email with the student, making reference to body types and discussing personal matters. The hearing committee imposed a penalty of a letter of severe reprimand, a declaration that the teacher will be ineligible for membership in the Association for a period of two years and a recommendation to the minister of education that the teacher be ineligible for a teaching certificate for a period of two years.

9. Received the report of a hearing committee that found a teacher guilty of two charges of unprofessional conduct for failing to maintain personal boundaries with students and habitually touching students, in a nonsexual way, during instructional time in academic and physical education settings. The hearing committee imposed a penalty of a single letter of reprimand to address both charges.

10. Received the report of a hearing committee that found a teacher guilty of four charges of unprofessional conduct for making comments critical of the teacher's principal to an individual that was not the proper authority, for making comments critical of a school division employee to an individual that was not the proper authority, for making comments critical of a colleague to an individual that was not the proper authority and for recording two students in physical education class without their permission or the permission of their parents, thus failing to treat the students with dignity and respect and in consideration of their circumstances.

The hearing committee imposed a penalty of a letter of reprimand addressing all four charges and a fine of \$500, to be paid within 60 days of receipt of the written report. Failure to comply will result in the teacher being declared ineligible for membership in the Association until the fine is paid in full.

11. Named one teacher for nomination to Alberta Education for curriculum work as the need arises.

12. Approved a donation of \$2,000 to MediaSmarts to help support Media Literacy Week 2020.

13. Approved that specialist councils move to virtual conferences for the 2020/21 school year.

14. Approved that the Diversity, Equity and Human Rights Conference, scheduled for 2021 04 22(eve)–23, be held virtually.

15. Named field members to serve on Association and other external committees; renamed the Pension, Benefits and Insurance Committee to the Benefits, Insurance and Pension Committee; and amended the frames of reference of the Indigenous Education Committee and the Diversity, Equity and Human Rights Committee. ■



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## In solidarity with the Mi'kmaq people of Nova Scotia

The Canadian Teachers' Federation (CTF) stands with the Indigenous peoples of Canada as their struggle for justice continues on a daily basis, and reaffirms its condemnation of racism, discrimination, intimidation, acts of violence and all forms of hatred. In response to the recent events in Nova Scotia, the CTF supports the Mi'kmaq people as they exercise their inherent treaty rights, as affirmed in the Charter of Rights and Freedoms, to engage in a moderate livelihood in the lobster fishery. This right was established

in 1760–61 through the Peace and Friendship Treaties and upheld by the Supreme Court of Canada through the Marshall decision in 1999.

In solidarity, we ask our members in Nova Scotia and everywhere to act in harmony with Indigenous peoples. In the spirit of truth and reconciliation, we call for the inherent rights in Mi'kma'ki to be defended, the law to be maintained and an immediate resolution to the unjust conflict experienced by the Mi'kmaq people.

Shelley L. Morse, CTF president

## Uganda's teachers awarded the 2020 Norm Goble Award

For the second consecutive year, the Uganda National Teachers' Union (UNATU) has received the Norm Goble World Teachers' Day (WTD) Award.

Created in 2014, the award is offered annually to encourage the Canadian Teachers' Federation's overseas partners to carry out activities on World Teachers' Day. This year, the award takes on a special significance in the context of the worldwide pandemic. Teachers courageously battle on the front lines to ensure students are able to continue learning in this new environment, while being safe.

The UNATU's winning proposal was to involve the public in a series of tree-planting ceremonies, led by teachers and school communities. The rationale for this activity draws on both the symbolism of growth and the practical benefits of engaging school communities in contributing to the beautification of the school environment.

"Winning this award means we can help bring some hope into the lives of teachers, who tirelessly contribute to the well-being of their students. Learning does not start and end in the classroom," said Filbert Baguma, general secretary of the UNATU.

A total of six CTF/FCE partner organizations applied and honourable mention prizes were offered to the National Teachers' Association of Liberia and the Sierra Leone Teachers' Union.

The Norm Goble WTD Award is attributed to Dr. Norman Goble, who served as the CTF secretary general from 1970–1982, and as the World Confederation of Organizations of the Teaching Profession secretary general from 1982–1988. Goble made many stellar contributions to education in Canada and throughout the world, and is credited for his work in the initiation of World Teachers' Day (WTD).

## CTF releases results of pandemic mental health study

In the early summer of 2020, the CTF conducted a cross-Canada survey measuring the effects of the COVID-19 pandemic on teachers. The survey mirrored a study done by the Alberta Teachers' Association and was conducted in both official languages. Along with the results from the ATA study, a total of 17,422 completed responses were collected. This study focused on the survey questions specifically related to teachers' and students' mental health.

Here are a few of the key findings:

### Depression, anxiety and stress

- 31 per cent of teachers "strongly agree" or "agree" that they feel depressed.
- 25 per cent of teachers reported difficulty getting sufficient sleep (quality and quantity) every night, including those who responded "never" (4 per cent) and "infrequently" (21 per cent).
- 36 per cent of teachers frequently set aside time throughout their day to be physically active. One-third said they "never" (6 per cent) or "infrequently" (27 per cent) set time aside.

### Workload and personal responsibilities

- 41 per cent "strongly disagree" or "disagree" when asked if they are

able to keep any work-life balance while caring for their own families and children.

- 74 per cent "strongly agree" or "agree" that they feel exhausted at the end of the day.
- 59 per cent "strongly agree" or "agree" that they feel fatigued when they get up in the morning and have to face another day of teaching students at a distance.

### Isolation

- 65 per cent of teachers "strongly agree" or "agree" that they feel isolated from schools and students.
- 75 per cent "strongly disagree" or "disagree" when asked if they feel the same emotional connection to their students as they did before the pandemic.

### Recommendations

The study recommends providing immediate and ongoing mental health support to teachers, education workers and students. New mental health resources need to be developed that explicitly address the impacts of the pandemic. Finally, clear communication from administration, boards and ministries must occur, along with an adjustment of teacher workload expectations. ■



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# TALENT

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**Remembrance Day** events took on a much different look and feel this year in Alberta schools.



Students in Melissa Robins's K/1 class at Queen Elizabeth School in Wetaskiwin created this photo in recognition of Remembrance Day.

SUPPLIED

# WE REMEMBER

Classes watched a pre-recorded "assembly" hosted by our grade 4-6 students, followed by a schoolwide moment of silence over the intercom. – **Darby McAsey, Haultain Memorial School, Calgary**

My class organized our Remembrance Day ceremony and liturgy. We made a slideshow on PowerPoint that included pictures of lost ones who have served in war, a photo of our girl guides and scouts with the flag and wreath, and my class signed a song ("What A Wonderful World") since they couldn't sing. It was our big surprise. We couldn't wait for everyone to see it, especially for families to see their photos of loved ones. It's sad we couldn't be together, but we are all finding ways to celebrate. – **Crystal Hemsworth Jones, St. Hubert Elementary School, Calgary**

We created a virtual assembly. The Grade 6 classes each performed a poem, we did a wreath laying ceremony with each class individually in the gym and pieced the film together. And we are sharing photos of people connected to our school community that are or have served. – **Susan Michaud, Deer Run School, Calgary**

We did a slideshow compilation of what peace meant to each class from K to 6, and we had a virtual ceremony on the 10th. Here is kindergarten art!

– **Krista Lyne, Ecole Crawford Plains School, Edmonton**



Our school is K-12. We had students remain in their classrooms. We used the Zoom platform to share class performances. Each class made and placed a wreath in their classroom.

– **Larry Irla, Boyle School, Boyle**

Live streamed a previously recorded ceremony into classrooms on Tuesday. We just finished recording today with our virtual laying of the wreath. It all came together really nicely...but was a lot more work than usual. – **Kimberly Hall, Kim Hung School, Edmonton**

There was a pre-recorded virtual ceremony that all classes watched, for all students both in-person and online. Throughout the video, students had opportunities to reflect and remember. – **Laura Vassa Weselowski, Manmeet Singh Bhullar School, Calgary**

We recorded musical tributes in my music class and put them together with admin messages and a recitation of "In Flanders' Fields" to share with students and families. – **Crystal Brophy, Ecole Broxton Park School, Spruce Grove**

Each class made a short video and we edited it together into a larger video to share with the whole school (we watched it in our own rooms on the 10th) and our families at home. – **Teresa Andersson, Donalda School, Donalda**

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