

ATA NEWS

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CORY HARE

Amanda Stamp delivers a Spanish 10 lesson via Google Meets from her empty classroom at St. Peter the Apostle Catholic High School in Spruce Grove on Wednesday, Dec. 2. Following new provincially-mandated restrictions that will keep Grade 7-12 students at home until January, teachers at the school spent the first week delivering remote lessons from their classrooms. In subsequent weeks, Evergreen Catholic teachers will have the option of working from home or at school.

Teachers need the power of choice

Enabling working from home is the right thing to do.

Read Jonathan Teghtmeyer's editorial on page 2.

Online conventions taking shape

Teachers still obligated to attend annual PD event.

See story on page 4.

Frustration mounts

Three more locals authorize strike votes amid school board stalling.

See story on page 5.

National honours for Alberta teachers



Devastating health news and professional triumph create emotional roller coaster for Sundre teacher

Page 7



Sherwood Park teacher combines Indigenous learning with skateboard art

Page 11



Health at risk

New study highlights compassion fatigue among teachers and other education workers.

See story on page 6.

Where possible, allow teachers to work from home



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

I have recently returned to working from home after a brief stint back at the office.

Last spring, for a variety of reasons, I worked from my kitchen table. It wasn't great. Last week, I set up an office in the den: too busy with young kids. Now I'm in the basement. Quieter, but my toes are cold.

Finding a good space to work that is safe, comfortable and productive is important, but it's not easy.

I would much rather be working in my office, but we need to follow the health guidance. On the webpage outlining recently enhanced public health measures it says, "Employers to allow working from home." Sounds pretty clear.

Expanding that heading, it continues: "Working from home should be

considered, where possible." OK, less clear.

One of my complaints about our province's overall response to COVID has been mealy-mouthed guidelines that often cause more confusion than clarity.

Mixed adherence to guidelines, and as a result, high case counts, are therefore not surprising.

“Leaving the discretion up to the teacher would be much more respectful of teacher professionalism.”

Working from home is not easy or convenient, but my employer and I understand that having me do so helps reduce the spread of COVID. I wish school divisions realized this.

While grade 7–12 students have been sent to learn from home, many school divisions are still requiring their teachers to report to schools, despite teachers proving last spring that, if necessary, they can deliver online learning from home. It is not ideal, but it is possible.

Some school divisions have even led

teachers to believe that this was at the direction of the minister of education, which is not true. The ministry has left that decision up to school boards.

It would have been better if ministry officials reiterated what is said by the guidelines: allow employees to work from home, if possible. Instead they left it up to boards without even a

needs. And I appreciate that some K–6 teachers would really like to be at home as well.

But on the specific question of grade 7–12 teachers who are able and want to work from home — let them! Superintendents and school boards should treat teachers as professionals and allow them to use their discretion to work from home if it works for the teacher.

Furthermore, it is essential that all teachers be afforded this option for the first week after the new year when all students, including the children of teachers, will be learning from home.

Leaving the discretion up to the teacher would be much more respectful of teacher professionalism instead of a blanket policy that, frankly, comes across as mistrust.

But most importantly, doing so would better honour the directives of the chief medical officer of health and would reduce the spread of COVID-19. This helps keep all teachers, students and the community safer. ■

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

Working for your colleagues is challenging and rewarding



Q & A

Dennis Theobald
ATA Executive Secretary

Question: What advice would you have for members who might be interested in applying for executive staff positions with the Alberta Teachers' Association?

Answer: Having just concluded a round of interviews for a position in Teacher Employment Services, this question is very much top of mind for me. Recruiting staff for the Association to provide service to members is one of the most important things we do as an organization, and our effectiveness depends on ensuring we get the right people with the right skills in the right positions. It is an ongoing activity and may occur at various times throughout the year.

Members of executive staff must be certificated teachers, and candidates are expected to be exemplary teachers with at least five years of classroom experience. Some diversity in one's teaching assignments including related work in school and district leadership, in government or in post-secondary education also provide relevant experience and, while certainly valued, are not an essential prerequisite.

Just as important is volunteer experience with the Association

or its subgroups. Service in a local, specialist council and/or convention association in elected or committee roles provides insights into the work we do on behalf of teachers. Service on provincial committees or participation in Association projects and activities provide useful background, particularly when that service is aligned with the program area where a position resides. Unlike some teacher organizations, being elected to the ATA's Provincial Executive Council is no high road to employment as a staff officer, although a few members of staff have been drawn from active PEC ranks.

While you might have had an opportunity to develop and practice particularly relevant skills, for example in collective bargaining or professional development, often hiring can only be done on the basis of potential. Rarely, for example, would a teacher do communications, government relations or member representation as part of their work, so when hiring for such roles, we are looking for individuals who have demonstrated the requisite skills, temperament and judgment for the work, understanding that they will need to undergo substantial training once on the job.

If you are considering a career as an ATA staff officer, I strongly encourage you to become informed about the diverse work and activities of the Association and its role in public education in Alberta. Please feel free to approach current members of staff to learn more about the demands and

expectations of the job and the culture of the organization. To be frank, the workload is substantial, the demands made for evening and weekend work as well as travel (once COVID-related restrictions have been lifted), and the typical 225-day work year are not for everyone.

We advertise opportunities using a variety of media and through promotion by word of mouth, but the *ATA News*, available in print and online, is the designated place for posting job notices. (You do read the *News* regularly of course, if only for this excellent column?) The Association is committed to inclusion and encourages applications from individuals of all ages, ethno-cultural backgrounds, sexual orientation and gender identities, and physical and neurodiversities. As we serve francophone members, the ability to speak and write in French is certainly an asset.

If you see a position that interests you and you meet at least some of the criteria above, seriously consider applying. As my mother said to me "you only have a problem when they say yes." Please understand, though, that we receive literally dozens upon dozens of applications from individuals who meet the basic qualifications for the position, and shortlisting to arrive at perhaps five or six candidates to interview is a substantial undertaking that will leave many disappointed.

If you are shortlisted, congratulations! You are one of a very select group. Our current practice is to have a single set of interviews, which may include an

opportunity to present on a previously assigned topic. The hiring committee comprises three PEC members as well as the program area co-ordinator, the president and me as the CEO. The interview process is friendly but intense, and is designed to test the candidate's suitability for staff work, requiring them to demonstrate knowledge of the organization and its work, to parse questions and scenarios, and provide clearly expressed answers while under considerable time pressure. The final hiring decision is made by Provincial Executive Council, which considers carefully the report and recommendation of the hiring committee.

If you manage to get through the interview but are not successful, do not be downhearted. Getting that far is a substantial accomplishment, and many current members of staff were hired only after competing and being interviewed in two or more competitions, so do try again. I myself only "had a problem" my second time through the wringer.

I am always pleased to discuss career plans and opportunities myself with interested teachers, so if you are considering taking up the challenge to do some of the hardest, most rewarding work you will ever do in the service of your professional colleagues, please give me call. ■

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

We need to teach about healthy relationships



VIEWPOINTS

Shelley Magnusson
ATA Executive Staff Officer

Dec. 6, 2020 marks the 31st anniversary of what has become known as the Montreal Massacre. On that day in 1989 an embittered young man entered École Polytechnique and shot 28 people. He killed 14 young women; another 10 women were injured and four men were caught in the crossfire before he turned the gun on himself. His suicide note blamed women in general, and feminists in particular, for ruining his life and listed 19 other women whom he'd planned to kill.

In Canada we mark Dec. 6 as a day of remembrance by wearing white ribbons and saying "never again." This day has also come to symbolize a call to action to end gendered violence and has been expanded to an initiative called 16 Days of Activism Against Gender-Based Violence (Nov. 25 to Dec. 10). But in spite of all the white ribbons and international activities, gender-based violence continues to grow.

It is called many things: domestic violence, domestic abuse, spousal abuse, intimate partner violence, battering or family violence. But whatever we call it, the sad fact is that gender-based violence still exists. It destroys families, weakens the fabric of our society, and takes a heavy toll on our communities and our economy. Even before COVID-19 hit, violence against women and girls had reached pandemic proportions. Globally, 243 million women and girls were abused by an intimate partner in the past year.

As the pandemic rages on, we are being asked to stay home, but for some, that means staying home in a potentially dangerous

situation. Since the outbreak of COVID-19, emerging data and reports from those on the front lines have shown that all types of violence against women and girls, particularly domestic violence, has intensified. Between March and September, the RCMP in Alberta reported an 11 per cent year-over-year increase of domestic violence calls. Meanwhile, calls to the Family Violence Info Line (310-1818) increased by 23 per cent.

We know that roughly 60 per cent of all domestic violence goes unreported. Now, with restrictions on our ability to gather physically, the pool of people who may call police to report abuse or express concern, such as friends, neighbours, employers or kids' teachers, has also shrunk.

Police in both Calgary and Edmonton have reported an escalation in the severity of abusive behaviour in the calls.

Women in abusive relationships are themselves reporting that the abuse has worsened with the pandemic. Situations involving emotional and verbal abuse have now turned physical, and situations that were already physical have crossed another line into threats and fear for their safety and their lives.

The precursors of domestic violence often occur in childhood and adolescence. Children and youth learn relationship skills and social behaviours from their parents and other family members. A high proportion of children who witness or experience violent relationships in childhood go on to perpetuate these patterns in adulthood.

A growing body of research shows that domestic violence is often preceded by dating violence in adolescence which is, in turn, often preceded by bullying and aggression in childhood and early adolescence. The lessons of power and bullying learned on the playground are often refined and intensified into domestic abuse as adults. To effect permanent reductions in gendered violence, we need to teach our young people what a healthy relationship looks like.

I vividly remember where I was on Dec. 6, 1989, when the news first broke about the Montreal Massacre. This was in the days before smartphones and Twitter. I received a phone call on my landline from a friend — she told me to turn on the news. As I did, a visibly upset Lloyd Robertson was reporting that an armed man was roaming the halls of École Polytechnique. This can't be happening, not here in Canada, I thought.

As is usual in times of stress and sorrow, people gathered together. We gathered at the Women's Centre at the University of Regina to watch the news as more details came out. That first night, we cried together, we raged together, and together we vowed to continue the fight for women's safety. Over the next few days and weeks, more information came to light, including the names on the "kill list" that included two of my professors.

We organized buddy patrols and walked women to their cars after night classes. We staged a walk through the university with security to show how easy it would be for someone to walk through our halls with a gun. We added volunteers to work our help line and we wrote articles about violence against women.

In our naïveté, we were all so sure that we could end gendered violence. Yet here I am, 31 years later, writing another article about violence against women. ■

YOUR VIEWS

FACEBOOK FEEDBACK

On the ATA's aggression in schools research study

Catherine Beaver-Hawman

Thank you for your ongoing hard work on this. It is important and much needed.

Evangeline Em

I'm very glad to see this is being talked about.

On the authorization of a strike vote in Wetaskiwin Local No. 18

Kristan Noel Myers

A teacher's working conditions are a student's learning conditions. Many of the asks on the table were no cost or low cost. Shame on the employers for making this more complicated than it needed to be. Many boards settled for reasonable agreements, but these boards will not budge. Teachers are working harder than ever and they deserve respect.

On the government's announcement of a return to online classes for grades 7-12

Jessica Sachs

I am amazed at how little transmission is happening at elementary schools. I don't often agree with this government, but I support this plan. I saw too many young kids home alone last spring, and there are still too many families experiencing income insecurity. I believe this is the safest plan for the greatest number of people.

Melissa Dee

I am glad to be teaching my Grade 1 students in person; however, my own 13-year-old son will now be home online and alone every single day...this does not make sense to me.

Cindy Chartrand

I am so very happy that I can continue to support and teach my students in class!

Lori Villner Astle

Our rate of community infection is just under 300 cases/100k. By ANY metric I have seen, schools are not safe to be open. Including elementary schools.

FOR THE RECORD



We gave school authorities more time to provide their enrolment data to the province, and we remain committed to ensuring schools are not penalized for enrolment that may have been affected by a pandemic that is completely out of their control.



– Nicole Sparrow, acting press secretary for the education minister in a written statement quoted by the CBC



Funding cut a surprise to school councils association

Mark Milne
ATA News Staff

The provincial body representing parents will need to look at restructuring efficiencies and innovates solution in order to continue serving its members after provincial funding to the Alberta School Councils' Association (ASCA) was decimated.

On Nov. 12, ASCA received a letter from Alberta Education indicating that its annual provincial grant has been reduced to \$170,000 – a 75 per cent decrease from previous years.

The ministry's mid-November letter was a surprise to the ASCA board of directors, who are also parent volunteers.

"We operated in good faith, servicing hundreds of school councils in a challenging time," said ASCA president Brandi Rai in a Nov. 19 news release.

She added that, at no time did the government ever indicate that such a massive funding cut was coming.

"We believe there was a missed opportunity [for us] to be part of the solution," Rai said.

The voice of parents could be considerably muted this year due to the cut, says Alberta Teachers' Association president Jason Schilling.

"I hear the government often say they value the voice of parents," Schilling

said. "This decision makes me wonder if they really do believe what they say. Actions speak louder than words."

ASCA plays a pivotal role in providing resources, training and supports to the various school councils, ensuring they are equipped to operate effectively in their legislated role, Schilling said.

Schilling said the ATA and ASCA have always enjoyed a valuable and productive working relationship

advocating for the common goals that parents and teachers have in education.

"This cut will dramatically alter the operations and advocacy work of ASCA, which provides professional development opportunities for our school councils," said Schilling.

Currently, ASCA, the ATA and other education stakeholders meet regularly with the minister to discuss the government's COVID response and potential improvements to the return-to-school plan.

"It's important for parents and teachers to discuss and share our common beliefs around public education," Schilling said. "I'm worried what the fallout of these recent developments might be."

The ATA and ASCA have worked together on several projects in the past, most recently a letter-writing initiative to MLAs on the issue of increasing class size.

"ASCA was instrumental in the execution of this successful campaign," Schilling said. "The ministry's clawback of funds will severely impact the way school councils can advocate on behalf of parents, teachers and principals in the future."

In the Nov. 12 letter, the education minister assured ASCA that the nearly \$500,000 cut from its grant would go directly to supporting students in the classroom. The government indicated the reasoning for the funding cut was to bring ASCA in line with the funding levels of other similar educational organizations.

School councils are legislated through the *Education Act* and exist to provide parents the opportunity to work with teachers and school administration to enhance learning. ■



Brandi Rai, president, Alberta School Councils Association



convention matters

Online conventions taking shape

EXECUTIVE REPORT



Danny Maas
ATA Executive Staff Officer

Teacher conventions will be online in 2021. Convention boards around the province are working extremely hard to plan the outstanding professional development experiences you have come to expect, and while your convention experience will no doubt be different this school year, the principles underlying teachers' conventions remain the same.

Safety

As we deal with the COVID-19 pandemic, your health and safety continue to be of paramount importance to your association. As you make decisions about your convention participation, we urge you to protect yourself by heeding the advice and practices of health officials. We look forward to returning to in-person teachers' conventions in years to come when it is safe to do so; however, take care not to put your health at risk as you participate this year.

Participation

Your professional and contractual obligations to attend teachers' convention for these two days of self-directed professional development have not changed. Convention boards are planning outstanding programs with top-notch keynote presenters and relevant concurrent breakout sessions. Most sessions will either be offered live

using Zoom conferencing software or as pre-recorded on-demand sessions. You will have opportunities leading up to your convention to ensure that you can connect to these sessions. As always, if you wish permission to attend an alternate professional development experience taking place at the same time as your convention, or if you would like permission to attend an alternate convention, please apply at ata.smapply.ca.

Learning

Your convention boards are excited to offer you numerous online keynote and concurrent breakout sessions that align with the Teaching Quality Standard. This programming along with networking opportunities and online exhibitors are intended to help you meet the goals of your professional growth plans and develop required competencies. The Association advises members to participate from home to retain professional autonomy in making professional development choices for your convention experience. School divisions should not be compelling teachers to attend convention sessions from school. With many live sessions being recorded for viewing throughout the convention and large capacity Zoom sessions, you will have greater flexibility to access the sessions you need when you need them. ■

More information

- For the latest updates on your convention, please visit its website.
- For specific questions pertaining to collective agreement clauses related to teachers' conventions or convention attendance recommendations, please contact a duty officer in Teacher Employment Services by calling Barnett House toll free at 1-800-232-7208.
- For general questions related to online teachers' conventions in 2021, please contact Danny Maas at Daniel.Maas@ata.ab.ca.

Don't worry – it's just us

The ATA is launching a member-to-member outreach campaign to help engage teachers' interest in collective bargaining. We're asking real teachers – your fellow members – to help by sending text messages to you and your colleagues.

In the next couple of weeks, you might get a text asking what issues are the most important to you, what you'd like to do about them and if you would like to share your email address with us for updates.

So yes, it is a real teacher sending the message. And yes, it's really coming from us. We're looking forward to chatting – emojis optional, humour encouraged.

Want to volunteer or have questions? Contact kate.toogood@ata.ab.ca. ■

Teachers wanted.

We need your help to get the message out.

Volunteer today.

Three more locals authorize strike votes

Teachers from Sturgeon, Northern Gateway and Wetaskiwin frustrated with stall tactics

Kate Toogood
ATA News Staff

Sherry Devolder, Katrina Zack and Morgan Spruyt have had enough.

The three local presidents are expressing similar concerns about school boards dragging their feet and refusing to recognize the clear trend for local bargaining settlements. The teachers in their locals — Sturgeon, Northern Gateway and Wetaskiwin — are among the approximately 1,600 teachers across Alberta who have been working without a finalized local agreement for more than two years.

Teachers in all three divisions have now voted to authorize the ATA to request a government-supervised strike vote. Each group passed its respective motion with more than 92 per cent in favour. The three locals join teachers from North Central Francophone and Horizon, which have also authorized strike votes this school year. Negotiations in Horizon have since been settled.

“Northern Gateway teachers are frustrated, and disappointed that they are being treated without consideration, in light of everything they are being challenged with while teaching in the middle of a pandemic,” Zack said.

“While the teachers were trying to negotiate, the employer decided to stall the finalizing of a contract that expired two years ago.”

Devolder agreed. “Teachers are working exceptionally hard to keep schools operating and to continue providing outstanding education to kids during the pandemic,” she said. “We are doing our best to serve this community and its families, but we don’t feel our efforts are recognized or respected.”

In all three cases, school board negotiators are refusing to budge on elements that have been almost universally accepted elsewhere, like a combined health and wellness savings account.

Out of sync

Sean Brown, the ATA’s associate co-ordinator of collective bargaining, said the board positions are out of sync with the settlements made in the 55 other school divisions that have already settled.

“Many of the provisions sought by these bargaining units are now standard in teacher collective agreements,” he said. “Teachers should not have to accept terms that are less favourable than those offered to their colleagues across the province.”



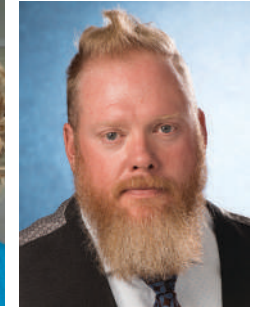
Sherry Devolder,
Sturgeon local
president



Katrina Zack,
Northern Gateway
local president



Morgan Spruyt,
Wetaskiwin local
president



Sean Brown,
ATA associate
co-ordinator of
collective bargaining

“These boards want to drag their feet and delay the inevitable, which is only serving to make teachers feel frustrated and unappreciated. No one needs this right now.”

The ATA can now apply to hold a government-supervised strike vote at any time. If a strike mandate is approved, teachers could legally strike after providing 72 hours’ notice to their employer.

Despite rising tensions and a willingness to strike, Devolder, Zack and Spruyt all emphasize that a work stoppage can be avoided if the boards return to bargaining and negotiate constructively in an effort to reach a reasonable agreement in line with those already signed across the province.

“If the board is willing to engage in meaningful discussions, we are prepared to negotiate — a work stoppage is a last resort,” Spruyt said.

“Wetaskiwin teachers just want to be treated similarly to the more than 98 per cent of teachers who have settled their agreements. We are not making unreasonable demands; we just want to be treated fairly.”

For Devolder, the vote demonstrates a new, more difficult relationship teachers have with the school division.

“Sturgeon School Division and Sturgeon teachers have prided themselves in the past as having a good and trusting relationship, but this round of bargaining has strained that.” ■

ATA continues curriculum advocacy

Cory Hare
ATA News Managing Editor

The Alberta Teachers’ Association is continuing to advocate for the voice of the profession to be heard as new K-6 curriculum is developed in the province.

“We’re hoping that the voice of teachers is heard around curriculum ... because teachers are the ones who will be responsible for delivering curriculum in classrooms,” said ATA president Jason Schilling.

Following a motion of non-confidence in the current curriculum process passed by Provincial Executive Council in late October, the Association sent a letter to Education Minister Adriana LaGrange outlining the profession’s concerns about the curriculum design process being implemented. The letter included a call to reinstate the curriculum working groups that had been formed by the previous government.

On Nov. 17 news surfaced that LaGrange was reassembling the working groups, but instead of reinviting previous participants, she asked superintendents to recommend potential candidates, with a one-week deadline.

That same day in the legislature, NDP education critic Sarah Hoffman criticized LaGrange over the issue, stating that

hundreds of Albertans have contributed their time and effort over many years to update the curriculum, and that the government has found nothing wrong with the work that was done.

“Isn’t it true that this minister doesn’t really want feedback from Alberta teachers and academics and that that’s why she’s rushing?” Hoffman asked.

LaGrange responded that Alberta Education is reaching out to the various deans of education in the province and also looking to consult with stakeholders.

“We’ve been very transparent that once the curriculum working group has a chance to revise and refine the curriculum when they look at it this fall, we are putting it out in the public,” she said.

Schilling attended a meeting of education stakeholders on Nov. 23. While next steps were discussed and questions asked, the draft curriculum hasn’t been made available for teachers to review, which concerns Schilling.

“One of our major concerns is that we used to have a stronger voice, a stronger representation at the table when it came to curriculum redesign,” he said.

He added that he’s pushed the minister to meet separately with him for a more thorough discussion of the curriculum development process, as he would like teachers to have an opportunity to see the draft curriculum and provide feedback.

When the curriculum initiative was rolled out by the previous government, it signed a memorandum of understanding that made the ATA an active partner in curriculum development. The current government cancelled the memorandum in the fall, leaving teachers feeling like they’d been silenced, Schilling said.

The draft K-6 curriculum is targeted to begin piloting in participating classrooms in September 2021. ■



How are you?

The results from the most recent ATA pulse survey indicate that nearly 63 per cent of respondents felt a sense of isolation. Though this number is down from the previous survey (68 per cent), it is still one of the numbers that I find the most concerning.

Teaching is about relationships; isolation is not. The way we interact with one another during the school day is the reason why so many of us enjoy teaching. When I talk with new teachers at induction ceremonies, I urge them to focus on the relationships they build with their students, their colleagues and the school community. It’s those relationships that make schools a great place to be. COVID has made this so much harder now.

I’ll admit, I often get “homesick” for school. I miss my students, my colleagues, and the conversations we would have about learning and life. I hear from teachers across the province who feel the same way — they also miss school. Teachers have told me they miss their colleagues even though they may be in the same building. I hear about

closed staff rooms and of teachers eating lunch in their rooms or in their cars. I hear from teachers working in an online environment missing the connection they had with their students pre-pandemic. Life through a screen is not it’s all cracked up to be.

So how do we combat this sense of isolation? How do we connect with one another and support each other as we see cases rise in the province compounded with another round of online teaching? I am not sure anyone has the perfect answer during such an imperfect year, but we start by giving it a voice, by recognizing that the problem is there.

Though it’s hard and the days are exhausting, we need to each try to combat the isolation together. There are many ways to connect with each other: text, email, Snapchat, TikTok, Facebook, Twitter, Zoom — I have used them all. But really, for me the most effective way to connect is to pick up the phone, dial the number and ask “how are you?” ■



Adriana LaGrange,
education minister



Sarah Hoffman,
education critic

I welcome your comments. Contact me at jason.schilling@ata.ab.ca.

Compassion fatigue study highlights teacher burnout

Kim Clement
ATA News Staff

Healthy students make for better learners, but only if they're under the guidance of healthy adults.

That's one of the findings in a research study that confirmed what most teachers already know — significant emotional labour is required by education workers to be effective in their roles.

"Educational workers need to be at their best — mentally, emotionally, physically, spiritually, and intellectually — to be effective supports to children and youth," said Astrid Kendrick, a University of Calgary researcher who is co-leading the two-year study.

Co-led by the ATA, the *Compassion Fatigue, Emotional Labour, and Educator Burnout Study* is designed to address a research gap and find meaningful supports for teachers, school leaders, central office leaders and other workers.

The findings indicate that a majority of participants experience a lack of energy (89 per cent) and exhaustion (81 per cent), followed by concentration problems (69 per cent), a lack of motivation to complete work-related tasks (66 per cent), sleep disorders (54 per cent), and reduced work performance (52 per cent).

"This research is not only demonstrating the tremendous distress that educational workers are under, but is

also seeking sustainable ways to keep them well and prevent compassion fatigue and burnout," Kendrick said.

Nearly 3,000 respondents participated in the study's first phase, which took place in June 2020.

"After reading through over 2,000 survey responses and 52 individual interviews, I was heartened by the lengths that educational workers will go to in order to educate and support children and youth," Kendrick said.

"Unfortunately, they are sacrificing their own mental and emotional well-being to be strong and confident for their students and school communities, which is not sustainable."

The second phase of data collection is underway and includes face-to-face interviews with educators across all staff groups resulting in approximately 40 interviews. The data collection will be completed once the second online survey is launched in January or February.

"I want teachers to know that they're not alone, and that even on their darkest days, when they sit and cry in their car in the school parking lot, their students, their administrators and their communities do care about them," Kendrick said.

"You are important. Your work is essential to the functioning of civil society. Reaching out for help is a sign of strength, and taking time to care for yourself is a necessary part of being able to care for your students." ■



ATA Research
2020

Compassion Fatigue, Emotional Labour and Educator Burnout: Research Study

PHASE ONE REPORT: ACADEMIC LITERATURE REVIEW AND SURVEY ONE DATA ANALYSIS

Funding provided by the Alberta Teachers' Association (ATA) and the Alberta School Employee Benefit Plan (ASEBP)

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

ALBERTA TEACHERS' ASSOCIATION

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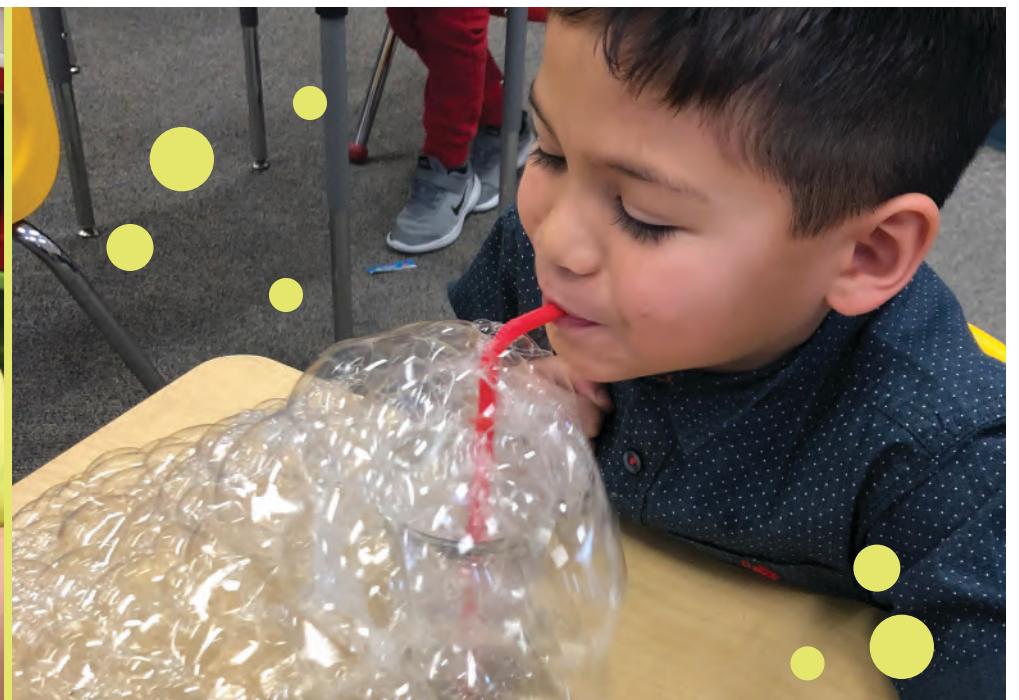
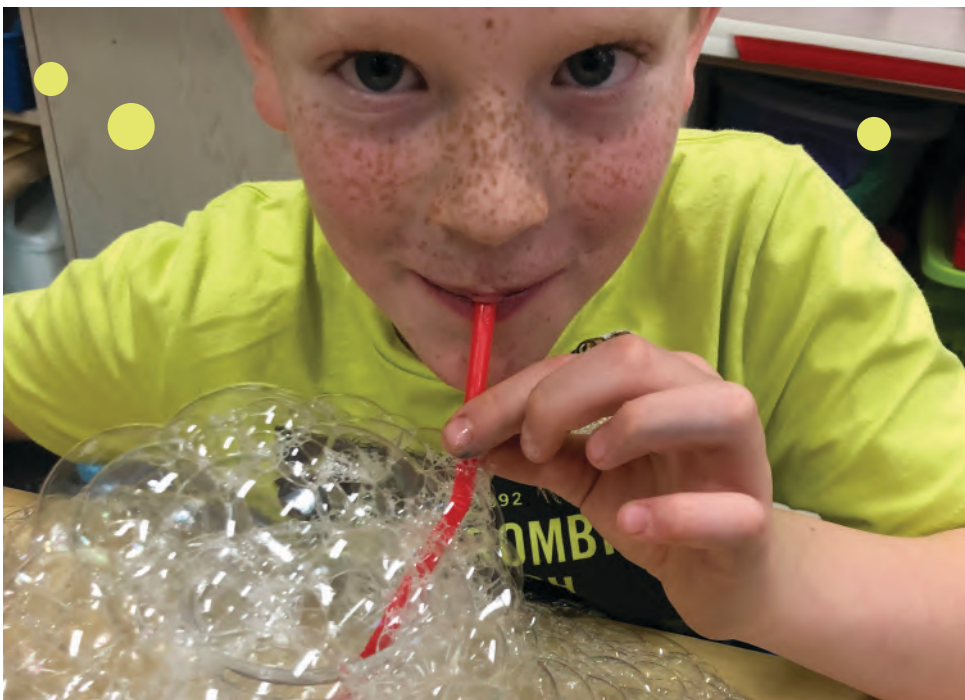
The report is available on the ATA website: www.teachers.ab.ca > [Public Education](#) > [Education Research](#) > [Research Publications](#).

Compassion fatigue art contest open to teachers

Dr. Astrid Kendrick of the University of Calgary, principal researcher of the compassion fatigue study undertaken by the ATA and ASEBP, is holding an art contest that seeks to receive artistic representations of an empty emotional tank.

Open to any educational worker, including teachers, leaders, central office staff and education assistants, the contest runs from Dec. 15 to Jan. 15. The artwork can be in any medium, from paint on canvas to pencil sketch to pottery to sculpture. To submit your entry, please email astrid.kendrick@ucalgary.ca.

3 prizes are available | 1st place \$500 | 2nd place \$300 | 3rd place \$100



IRENE BLACKBURN

Here come the bubbles!

Students in Irene Blackburn's Grade 1-2 class experiment with deep breaths and soapy water during a lesson that blended the topic of lungs and breathing from the health curriculum and exploring liquids from the science curriculum. Blackburn teaches at École Notre Dame School in Leduc.

Teacher faces terminal illness amid national award win

Cory Hare

ATA News Managing Editor

Back in September, on the very same day, Sundre teacher Ryan Beck received two bits of news. One was the best of his career and the other was the most devastating of his life.

As he was driving to an appointment with his oncologist, Beck received a phone call informing him that he'd won Canada's most prestigious award for physics teachers. Moments later, during the ensuing oncologist appointment, he learned that he had terminal cancer and only months to live.

"It was more emotions than you can process in one day, for sure," he said.

Beck teaches physics and chemistry at Sundre High School. The award, from the Canadian Association of Physicists (CAP), is one he's been striving for since 2012. The award recognizes teachers who excel at making physics relevant and accessible to students and who provide a wide range of opportunities for students to apply physics in the wider world.

“ I set my heart on the CAP award in 2012 and worked at it since then because I see it as the highest honour a high school physics teacher can achieve. It has been my goal to become a teacher worthy of this honour because that is the minimum my amazing students deserve. ”

– Ryan Beck

Over the years, Beck has secured \$54,000 in grants for his school's science programs. His initial goal was to bring the school's equipment up to the standard seen in larger urban schools, but he's been able to surpass that benchmark, with the school now boasting some university-level equipment.

Overall, his aim has been to create a lab-based environment so students can "learn from the data rather than chalk and talk," he says.

Among the numerous hands-on experiences he's co-ordinated was a project that enabled students to develop a proposal that secured beam time at the CLS Synchrotron at the University of Saskatchewan.

All this and more earned him the prestigious and elusive CAP award that includes a \$1,000 grant and a trip to the Large Hadron Collider in Geneva, Switzerland. The trip is scheduled for July.

"I'm just hoping that I live long enough with the cancer and that the vaccines are in time that I can go," Beck said.

Pretty unfair

Beck's diagnosis came in the second week of September. Prior to that, he had noticed no symptoms except for a little tiredness before the end of summer. Then, during the first week back at school, he was so tired that, by the time Friday arrived, he could barely make it through the day.

Tests revealed that he had stage four esophageal cancer. The cancer was spreading aggressively, metastasizing to his liver, and by the end of the month he was hospitalized.

Fortunately, chemotherapy was effective and Beck was able to return home and return to teaching. He's now on a three-week cycle — one week of chemo treatments that make for "a really rough week" then two weeks of teaching.

"It's wonderful," he says of his return to teaching. "It's such an important goal in my life right now to work towards that and to achieve that — I wasn't sure if I'd get there."

With chemotherapy, Beck says he has a 50 per cent chance of living eight months and a 20 per cent chance of living 18 months. He's set a personal goal of 18 months ... with an option to extend.

Despite his enduring sense of humour, Beck is not completely accepting of his illness, especially coming in conjunction with his greatest professional achievement.

"They're so intertwined right now that each day is an emotional roller coaster. To have reached that level now then to be faced with dying soon feels pretty unfair."

Science guy

Beck traces his interest in science back to when he was six years old and received a science book from his mom. He told her right then that he was going to be a scientist.

A high academic achiever, he entered pre-med and caught on quickly to everything, so much so that he often found himself tutoring his friends.

He switched to education but wasn't exactly a natural.

"I wasn't born to be a teacher ... it took a lot of work," Beck says. "I think because I caught on to stuff so easily I didn't know how to explain it to somebody who didn't."

The most challenging part was building relationships with students, something that took a lot of time and help for him to achieve.



SUPPLIED

Sundre physics teacher Ryan Beck holds the award of excellence he received from the Canadian Association of Physicists. He's one of four recipients from across Canada.

"I spent lot of years struggling and I got help from other colleagues. I found some good mentors and got the help that I needed to learn how to build those relationships with students so that I could then focus on the curriculum and the teaching," he said.

Comments on Beck's Go Fund Me page suggest that building relationships became one of his strengths as a teacher.

"Mr. Beck was the teacher that inspired all his students to love chemistry and physics," wrote one former student.

Active in the community

Beck has been heavily involved in other aspects of school life as well as the broader community. He's the director and producer of the high school's drama productions, has volunteered for the local karate and astronomy clubs, and is also a certified pyrotechnician.

"I've really poured myself into the community over the years," he said, "and it's amazing to see it all reflected back as my family deals with the cancer."

Ryan has a wife and two sons, one who just graduated high school and another in Grade 11. His Go Fund Me page originally had a goal of \$7,500 but has raised nearly \$22,000 to date.

His message is one of making the most of the time he has left.

"I will be fighting to live, and fighting to have many great days at home with my family, and to have many great days in my classroom," he wrote. "My spirit is strong, my sense of humour is relentlessly terrible and my passion for life, learning and teaching will continue to drive me." ■

Student comments ... from Ryan Beck's Go Fund Me page

“ Mr. Beck was everyone's favourite physics and chemistry teacher in high school. He worked hard to motivate us students to get good grades and he always has a positive attitude towards teaching, placing the quality of students' learning as a priority. I am now doing well in a university engineering program, much thanks to the effort Mr. Beck placed into teaching my peers and I in high school. ”

“ Mr. Beck was the teacher that inspired all his students to love chemistry and physics. His chemistry and physics courses were exceptional, with exciting labs and tons of hands-on experiences. Because of his amazing teaching, I decided to go into chemistry to become a chemistry teacher like him. ”

He was also the one who gave me the confidence to use my strengths to help those around me through leadership classes. Without his support, all the things I have accomplished during high school and the university years would have been impossible. ”

More information

Visit Ryan Beck's [Go Fund Me](#) page. A video of Beck's award presentation can be found on the "Sundre High Shared" [YouTube](#) channel.



LEADERSHIP ESSENTIALS

FOR SCHOOL LEADERS

ATA LEADERSHIP SPEAKER SERIES

We recognize that the role of leaders is multifaceted, and achieving balance within the immediate and contextual demands of the school and division is critical to providing adaptive leadership that focuses on teaching and learning. The Leadership Speaker Series provides an opportunity for you to hear from numerous prestigious individuals from different disciplines and areas of expertise to explore current leadership practices and strategies. The overall goal of the series is to focus on advancing leadership excellence and the challenges associated with leading through theoretical and practical guidance.

INCLUDED BELOW IS THE COMPREHENSIVE LIST OF SPEAKERS FOR 2020–2021:

- November 23, **Linda Allen-Hardisty** - Levels of Trust in Workplace Relationships
- January 18, **George Myers** - Difficult or Different?
- February 8, **Elena Aguilar** - Cultivating Individual and Team Resilience to Foster Leadership
- March 18, **John Hall** - Being Top of Mind So You Can Accomplish More With Less
- April 8, **Sabre Cherkowski** - Leadership for Flourishing: Noticing, Nurturing, and Sustaining Well-being in Schools.
- May 18, **David Marquet** - Leadership Is Language: The Hidden Power of What You Say—and What You Don't

REGISTER TODAY!

There is no cost for the Leadership Speaker Series if you hold the highest level of ATA Membership available. To register for Leadership Speaker Series events, and to read speaker session descriptions and speaker biographies, please visit this link:

<https://surveys.teachers.ab.ca/s3/Leadership-Essentials-Speaker-Series-Registration>



If you have any questions about the registration process, please contact **Nikki Cloutier** at **780-447-9400** (in Edmonton) or toll free at **1-800-232-7208**.

You can also reach her at **Nikki.Cloutier@ata.ab.ca**.

The Speaker Series coordinator, Konni deGoeij, can be reached at konni.degoeij@ata.ab.ca.

NOVEMBER 2020 - MAY 2021
10 a.m. – 11:30 a.m.
Online



The Alberta
Teachers' Association

Leader of the pack

A sampling of ATA services for school leaders

Since the Alberta Teachers' Association was founded in 1918 by a dedicated group of teachers and principals, it has been committed to representing both teachers and principal-teachers. This collegiality is a foundational belief of the ATA.

Today the Association offers a wide range of programs and services to teachers who are already in formal leadership roles at the school or division level, as well as those who are aspiring school leaders in informal leadership roles. These programs and services are offered across all of the ATA's program areas and also through the work of the Council for School Leadership (CSL), the ATA's specialist council for aspiring and practising school and division leaders in Alberta.

The ATA has just published a new 24-page booklet entitled *Leadership Services for School Leaders* that outlines the various seminars, workshops, conferences and resources that are available.

The following offerings are among the dozens of titles:

- School Leaders Need to Know the Law
- Common and Emerging Issues for Administrators
- Investigate or Not: Why and How
- Dealing with Harassment
- Dealing with Difficult People and Difficult Issues
- Potential Liabilities of Dealing with Students with Medical Issues
- Leading a Learning Community: Creating Inclusive Learning Environments



This booklet is now available on the ATA website: www.teachers.ab.ca > [News and Info](#) > [Publications](#).

Council for School Leadership

The Council for School Leadership (CSL) is one of the ATA's 21 specialist councils, which exist to foster the professional development of teachers who are interested in common curriculum or specialty areas. The CSL's mission is promoting and advancing excellent practices in educational leadership. It supports the professional development of its members through creating and delivering a variety of events and activities. The CSL also promotes lifelong learning and strives for close relationships with Alberta's colleges and universities. To foster knowledge

and professionalism in the field of educational administration, the CSL encourages and supports both theoretical and practical research.

Exchanges

The ATA administers exchange programs that are open to administrators as well as teachers. Short-term exchanges of one or two weeks enable administrators to job shadow a counterpart from elsewhere in Alberta, Canada or overseas.

Year-long exchanges are also an option. These involve switching places for an entire year with a counterpart from Australia, Germany, the U.K. or another province in Canada.

Find out more at www.teachers.ab.ca > [Public Education](#) > [Teacher and Administrator Exchanges](#).

Publications

Leadership Update

Published four to six times a year, this newsletter discusses current issues of interest to school administrators.

CSL Magazine

The CSL publishes an edition of the *CSL Magazine* several times each year, typically in months when the ATA's *Leadership Update* is not published. The magazine contains interesting timely articles for aspiring and current school leaders and division-level leaders that are written by Alberta CSL members and also drawn from international principal organization publications.

uLead Podcast

The CSL regularly produces podcast episodes of the uLead Podcast, which are available from a variety of podcast sources such as Apple Podcasts and Spotify. Recent episodes have featured Dr. Lynora Saxinger, Dr. Michael Rich and Armand Doucet. This relatively new podcast already has hundreds of subscribers. ■

Survey

The Alberta Teachers' Association has a responsibility to assist school leaders by providing programs and supports that will help them to be successful in their roles and ultimately to support teaching and learning in all Alberta schools. As such, we would like to hear from you. Please consider providing your voice to what your professional association can do to support you in your role as a school leader by completing this very brief survey: <https://surveys.teachers.ab.ca/s3/ABleaders>.



Seize the opportunities of ATA membership



Lynn Leslie
Special to the
ATA News

As an educator and school leader, I first realized the benefits of ATA membership about 17 years ago when I became an assistant principal. Like many new experiences, this change was both exciting and unsettling.

My principal at the time recommended I attend the ATA's Leadership Essentials for Administrators conference. At the two-day event, I met administrators from across the province and learned about a range of topics like building leadership capacity, supporting teacher professional growth, and complying with collective agreements and codes of conduct. Even though this seems like a lifetime ago, I recall my gratitude for the insights of the ATA presenters and for the large, three-ring binder that was brimming with materials and templates.

The ATA library also became a valuable resource for me. I believe that it is one of the hidden treasures of ATA membership. With the support of expert librarians and prepaid shipping, members have

many resources available to them at their fingertips. It's one of those services that I have used periodically and most often when completing my masters and doctorate, but each time I visit the ATA library I am amazed by the expanding number and types of resources available. In my new role as principal of an online school, I will most definitely be further exploring these resources.

The ATA's greatest impact on me has come through its Council for School Leadership (CSL) and the Agile School Network.

It is interesting how one decision and moment can change a person's life trajectory. This happened to me seven years ago when I read an ATA article about a pilot project called Learning Sprints (now called Teaching Sprints) with Simon Breakspear. At the time, I was principal of a K-9 school and our teachers were engaged in professional learning communities (PLCs) focused

on differentiation of teacher practices for students with diverse learning needs.

My school wound up participating in the pilot, which provided my teachers and me with professional learning that bridged evidence-informed practices with teacher autonomy. The idea was to enable teachers to make decisions in response to their unique contextual circumstances.

I have since had many opportunities to implement those leadership strategies and increase my understanding of them. These experiences enabled me to expand my connections with other school leaders, prompted me to consider new ways of leading and inspired me to complete an education doctorate on *Engaging Teachers in Agile School Improvement*. This ambitious endeavour was supported by senior leaders in my school division who, in partnership with ATA Local No. 55, provided me with about two years of tuition through the ATA Professional Improvement Fund.

"As individuals, we're useless. We can't lift heavy weight and we can't solve complex problems. But together? Together we are remarkable."

– *Together is Better: A Little Book of Inspiration, Simon Sinek*

I continue to benefit from ATA membership and the momentum gained from past experiences. Last year I had the privilege of traveling to Australia to engage in a three-year action research project as part of an Alberta-Australia exchange on school leadership. Although the project was cut short due to the pandemic, I learned that we share many similarities with Australian education. I also realized there are seldom simple solutions to complex problems, but as a member of a broader community of learners and leaders, we can support one another in navigating around challenges and seize the new opportunities that arise!

Throughout my time as a school administrator, ATA membership has connected me to a broader community of educational leaders, and along with the support of my school district and ATA local, it has significantly contributed to my professional learning and continuous growth.

Lynn Leslie has been a member of the ATA for 20 years. She is currently the principal of St. Isidore of Seville online school in the Calgary Catholic School District. She is a former school board trustee and systems analyst. ■

Highlights from the legislature

Opposition hammers away at COVID response

Kim Dewar
ATA News Staff

The fall session of the 30th legislature began on Oct. 20. COVID-19 has been the focus of much of the education-related agenda in question period. The curriculum working groups have also been debated.

Oral question period

COVID-19 in schools

Nov. 16—Sarah Hoffman (NDP—Edmonton-Glenora) asked Education Minister **Adriana LaGrange** why schools are not receiving timely notification when students or staff test positive for COVID-19. Children's Services Minister **Rebecca Schulz** replied that there is a clear and effective process to respond to cases in schools. She added that Alberta is one of the first provinces that began publicly tracking outbreaks in schools.

Pointing out that teachers and principals are engaged in contact

tracing, Hoffman asked LaGrange why she did not cap class sizes at 15 students instead of using Albertans' money to pay for a \$4.7 billion giveaway. Health Minister **Tyler Shandro** replied that 125 Statistics Canada employees will soon be conducting contact tracing in schools.

Nov. 18—Sarah Hoffman (NDP—Edmonton-Glenora) noted that **Jason Stephan** (UCP—Red Deer-South) had suggested that there is too much risk aversion to COVID-19 in schools and that **Todd Loewen** (UCP—Central Peace-Notley) had complained that students were spending too much time washing their hands during the school day. She asked Education Minister **Adriana LaGrange** whether she would ask her colleagues to "knock it off." LaGrange replied that only 0.13 per cent of students and staff have active cases of COVID-19.

Hoffman asked LaGrange whether she would tell her caucus to stop spreading misinformation. Health Minister **Tyler Shandro** replied that the NDP MLAs are hypocrites and

continue to attend superspreader events. Hoffman asked LaGrange what she would do to "smarten up, stop playing games and actually protect students and staff in our communities." Noting that it would take an additional 13,000 teachers to reduce class sizes to 15 students, LaGrange pointed out that "we have students back in school, learning in a safe environment and we appreciate all that our teachers are doing out there."

COVID-19 Response and education funding

Nov. 19—Referring to two newly certificated teachers who cannot find work, **Sarah Hoffman** (NDP—Edmonton-Glenora) asked Education Minister **Adriana LaGrange** why she will not properly fund schools and get the teachers in front of students. LaGrange replied that school authorities across the province have active postings. Hoffman asked LaGrange to reverse the education cutbacks. LaGrange replied that, according to the College of Alberta School Superintendents, it



is not a funding issue but a substitute teacher availability issue. Hoffman asked LaGrange how she can continue to recite talking points "when she cut funding, when she's causing chaos, and when she's leaving kids unsafe and people unemployed who can help." LaGrange replied that the president of the College of Alberta School Superintendents is one of many superintendents across the province who are currently recruiting and hiring teachers. ■

What is social justice?



A new video entitled *What is Social Justice?* features a ladybug named Shelly and helps children develop an appreciation for diversity, co-operation and active, engaged citizenship.

Brandon Sonnenberg
Aspen Foundation for Labour Education
Special to the ATA News

The Aspen Foundation has completed its newest video, *What is Social Justice?* Meant for elementary students, this animated, short video explores how various groups of citizens can work together to solve issues in our society. This project encourages students to improve our communities by thinking about important issues they face and finding ways to solve them.

What is Social Justice? introduces elementary students to the concept of social justice through an illustrated metaphor of a healthy community. The portrayal of a healthy garden is one that has a variety of plants that all have sufficient access to sunlight, clean water and good soil.

We are introduced to the garden through the eyes of Shelly, a ladybug who is a citizen of the garden. The garden is a little community, which includes a wide variety of plants that serve as places to live and work for many sorts of insects. It is a thriving and comfortable little place for those that inhabit it.



However, everything changes when "builder beetle" and his construction company move into the community and start building "corndominiums" that are much bigger and taller than all

New video helps children understand societal complexities

the other plants. The corndominiums' leaves block access to the sun and water for plants lower to the ground. Soon these shorter plants start to wither and die in the shade while the corndominiums flourish, forcing the insects who lived and worked in the small plants to lose their jobs.



As time goes on, the bustling garden that was once full of activity is now a drought-ridden place. Everything seems lost until Shelly gets a brilliant idea. What if everyone was willing to work together to make sure all residents got what they need? Not only would all the plants, both big and small, have access to the sunlight and water needed to have a thriving garden, but if everyone played a role in keeping the garden healthy, everyone would benefit.



The video concludes with the residents of the garden all working together to restore their thriving community and help create not "just a garden," but "a just garden."

Aspen's video *What is Social Justice?* engages youth to consider what kind of community and world they would like to live in. It also promotes an appreciation of diversity, co-operation and active, engaged citizenship.

The Aspen Foundation is a registered Alberta charity serving K-12 educators and students throughout the province of Alberta. Aspen believes that a high-quality and relevant education for students is critical for their success and the success of Alberta. As such, Aspen is dedicated to providing citizens with the knowledge, skills and attitudes that empower them to contribute fully to a healthy, just and democratic workplace, community and society through participation in labour and social justice initiatives. ■

Brandon Sonnenberg is the outreach co-ordinator for the Aspen Foundation for Labour Education.



If you are interested in viewing our *What is Social Justice?* video, you can go to [our YouTube channel.](#)

To view our resources and for further information, please check out our website at www.afle.ca.

Skateboard art project brings national award to Alberta teacher

ATA News Staff

What do you get when you combine skateboards, art and activism? An educational project that earned an Alberta teacher the country's top prize for history teaching.

Kristian Basaraba of Salisbury Composite High School in Sherwood Park won the Governor General's History Award for Excellence in Teaching thanks to a project that combined skateboard art with a history lesson on Indigenous culture and colonialism.

"This project helped facilitate and encourage a dialogue between community stakeholders, students, Indigenous creatives and leaders," Basaraba said.

Over a period of six weeks, Basaraba's students researched Canada's history of colonialism and designed skateboard graphics to showcase their learning. Students worked with Indigenous education specialist Michel Blades and professional skateboarder Joe Buffalo to explore Indigenous history and strengthen their understanding of the effects of government policies, legislation and practices on Indigenous cultures and peoples.

The students then worked with Cree artist Jon Cardinal to convert their learnings into skateboard designs that provide social commentary. They organized a public exhibition at an Edmonton skate shop to showcase their skateboard decks and bring awareness to oppression and systemic racism against Indigenous peoples. The exhibit ran for a period of five weeks and received many positive comments and accolades from student peers, the public, and school and community leaders.

"The project demonstrated the power of art and skateboarding and how they can be used as a call to action to decolonize and forge a path toward reconciliation," Basaraba said. "The recognition this project has garnered allows this conversation to extend even further and continue into the foreseeable future."

Basaraba is one of six recipients of the award, chosen from 16 finalists. Each recipient receives a \$2,500 prize and their school will receive a \$1,000 prize. The award recipients also presented at the Canada's History Forum, which took place virtually on Nov. 27. ■



SUPPLIED

Sherwood Park teacher Kristian Basaraba shows off two of the skateboard decks that his students created as part of an award-winning Indigenous awareness project.

NOTICES AND EVENTS

Free conference available in February

The Werklund School of Education at the University of Calgary is planning a free conference entitled Connecting Research to Practice that is open to all Alberta teachers.

The conference will be held online and will be available for asynchronous access from Feb. 1-14. It will feature more than a

dozen presentations on a variety of topics. The list of presenters will be composed of current students or alumni of the school's master of education programs, most of whom are also teachers or school leaders in Alberta.

The conference will be free but registration by email is required. To register, email instructor and academic co-ordinator Jaime Beck: jaime.beck@ucalgary.ca.

DEHR=

SPEAKER SERIES
ANTIRACISM AND ANTIOPPRESSION

Carla Peck, PhD

Teaching Difficult Histories:
Challenging but Necessary
Conversations for Social
Justice

Saturday, January 9 | 11AM-12PM

For access, visit
<https://sched.co/fQSw>



The Alberta Teachers' Association

PD-80-55g1 2020-11-27

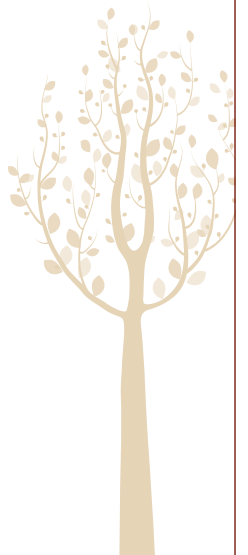


The ATA Educational Trust

The ATA Educational Trust is a charitable organization that has been supporting public education and providing grants to advance teaching practices in Alberta for over 30 years.

Apply for a **\$700 Dr B T Keeler Continuing Education Bursaries** for teachers wishing to advance their knowledge and teaching skills in a subject area through taking courses.

Application deadline: May 1, 4:00 PM



www.teachers.ab.ca > My ATA > Programs and Services > Grants, Awards and Scholarships > ATA Educational Trust

AR-ETF 30a 2020-08



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Happy, healthy & safe holidays from everyone at ATRF!

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ATRF will be closed for the holidays from December 25, 2020 to January 1, 2021, re-opening on Monday, January 4, 2021.

We look forward to serving you again in the new year.



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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 > My ATA > Programs and Services > Grants, Awards and Scholarships
- Contact Jessica Grayson, 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



ATA EDUCATIONAL TRUST

DEADLINE EXTENDED

Due to COVID-19 and the cancellation of many classes and events, the Board has extended the deadline for 2019/20 program recipients by one year.

- If you received a B T Keeler Continuing Education Bursary with a claim deadline of August 31, 2020, you now have until **August 31, 2021**.
- If you received a Morgex/Johnson Insurance Centennial Fund for Professional Development or an award to attend an ATA specialist council conference with a claim deadline of December 31, 2020, you now have until **December 31, 2021**.

Please refer to the website for more information!

ARETF-40



DIGITAL NEWS

The ATA News is available in a digital format.

For the latest issue, visit www.teachers.ab.ca > News and Info > ATA News. Subscribe to receive an email when a new issue is available. <http://bit.ly/ATAeNews>



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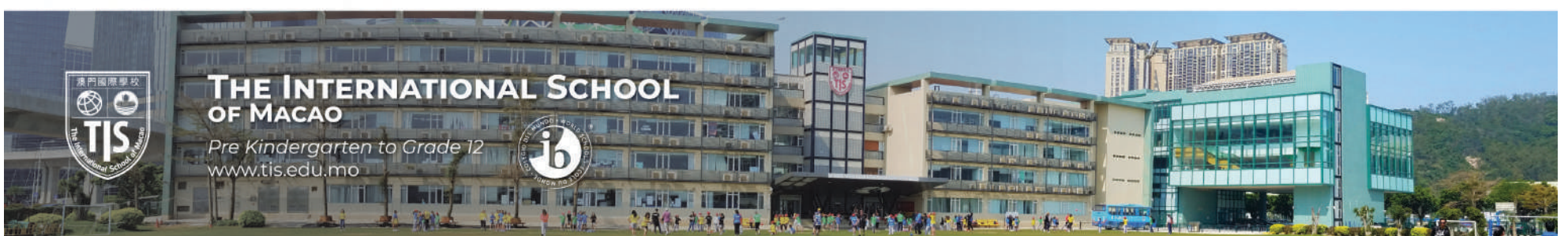
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The Alberta
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TALEND

December 8, 2020 | Volume 55, Number 6

The holidays are a time for relaxing, spending time with family ... and cheesy Christmas movies. Who doesn't want to watch Hugh Grant dance around 10 Downing Street for the thousandth time? Sit back, relax and challenge your coworkers to

Holiday Movie

B I N G O

Someone doing all their shopping on Christmas Eve! #naughty	Someone hates Christmas	Unrequited love	It starts snowing during the most important scene	That song by Mariah Carey
Santa might not make it	Decorated palm tree	Someone hatches a plan to save Christmas	Someone realizes what Christmas is all about	Christmas cookies
A holiday miracle	Someone asks, "What are you doing on New Year's Eve?"	FREE SPACE Have some eggnog	Random dance number	Santa gets married
Talking reindeer	Someone falls in the snow	Two words: Bruce Willis	Someone is working too much	Ugly holiday sweater
New York is involved somehow	An awkward mistletoe moment	A big misunderstanding	Someone is wearing flannel	An elf finds love

Cut out this game card and have it ready when you're watching a holiday movie. If something in the movie matches something on the card, mark that box with an X and the name of the film. Five Xs in any direction means you have a bingo!

Post your winning card to Twitter or Instagram by Dec. 31 with the hashtag #ataholidaybingo, and you'll be entered to win a prize package with ATA swag and a \$25 gift card to the business of your choice.



Need more copies?

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Happy watching ... and happy holidays!