

2024

Annual Report



The Alberta
Teachers' Association



The Alberta Teachers' Association



ALBERTA
TEACHERS'
ASSOCIATION

MISSION STATEMENT

The Alberta Teachers' Association, as the professional organization of teachers, promotes and advances public education, supports teachers' professional practice and serves as the advocate for its members.

OBJECTS

As set out in the *Teaching Profession Act*, the objectives of the Alberta Teachers' Association are as follows:

1. to advance and promote the cause of education in Alberta;
2. to improve the teaching profession
 - a. by promoting and supporting recruitment and selection practices that ensure capable candidates for teacher education,
 - b. by promoting and supporting adequate programs of preservice preparation, internship and certification,
 - c. by promoting the establishment of working conditions that will make possible the best level of professional service,
 - d. by organizing and supporting groups that tend to improve the knowledge and skill of teachers,
 - e. by meetings, publications, research and other activities designed to maintain and improve the competence of teachers, and
 - f. by advising, assisting and protecting members in the discharge of their professional duties and relationships;
3. to arouse and increase public interest in the importance of education and public knowledge of the aims of education, financial support for education, and other education matters;
4. to cooperate with other organizations and bodies in Canada and elsewhere having the same or like aims and objects.

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MESSAGE FROM THE PRESIDENT



The year 2024 has brought both successes and challenges for Alberta's teachers. Throughout the year, the Alberta Teachers' Association has championed the interests of teachers and students in several crucial areas, including curriculum development, collective bargaining, human rights, regulatory affairs and the support of publicly funded public education.

This year, the Association continued to address the development, piloting and implementation of new curriculum at the elementary and junior high levels by advocating for direct teacher involvement. The advocacy efforts resulted in some minor changes to curriculum, though not enough for the curriculum to be up to the standard teachers expect

➤ ***We will continue to represent teachers' voice in Alberta and advocate for education.***

for their students. Curriculum working groups that include teachers met and provided feedback to the Association that, in turn, was shared with the government.

The Association's advocacy efforts also focused on changes in provincial assessment. Specifically, these efforts focused on the government-mandated literacy and numeracy screening assessment program and the transition of provincial achievement tests and diploma examinations to the new digital assessment platform. Although the advocacy efforts had some positive impact, teachers continued to feel overwhelmed by mandated assessments and new curriculum implementation. The Association will continue to advocate and provide support for teachers.

The Association, through the central table bargaining process, continued to pursue improved working conditions and salary increases for teachers. Teachers have been very engaged in the bargaining process and indicated these as priorities through their responses to surveys and comments at bargaining town halls. The work of central bargaining continued into 2025.

Advocacy efforts also took place to promote safety and well-being in schools after the government passed the *Education Amendment Act* that focused on gender-diverse students. This legislation—which includes parameters around students asking to be referred to by a pronoun or name different from what they were given at birth, and a parental opt-in for students to receive instruction on sex education, gender identity or sexual orientation—is expected to come into effect in September 2025. In relation to this, I was invited to testify, on behalf of the Association, before the House of Commons Standing Committee on the Status of Women to address hate-motivated violence targeting the 2SLGBTQI+ community.



The 2024 Annual Representative Assembly set direction for the Association to prioritize diversity, equity and human rights initiatives. With this in mind, a new subunit of Professional Development dedicated to diversity initiatives was established. This will allow for enhanced collaboration and coordination for the Association's women in leadership, Indigenous education and other portfolios related to diversity, inclusion and equity.

This annual report highlights the efforts of the Association—its staff, governing body and member volunteers—on behalf of Alberta teachers during a year of changes in the province's educational landscape. As we move forward, we will continue to represent teachers' voice in Alberta and advocate for education, as we have proudly done this year.

This work does not happen without teachers and, once again, I want to share my sincerest gratitude for the work you have done in 2024 to make 2025 even better for us, our profession, our students and public education.

A handwritten signature in black ink that reads "Jason C. Schilling".

Jason Schilling
President



MESSAGE FROM THE EXECUTIVE SECRETARY



It is almost tiresome to observe at the outset of this report that 2024 saw challenges—some new, some old—for not just the teaching profession but also for public education in Alberta. In this respect, it resembles every other year in recent memory, and teachers can be forgiven for being exhausted. President Schilling will speak from his vantage point, as teachers' elected leader, about the Association's advocacy efforts on curriculum, provincial assessment, bargaining and the protection of human rights. My message here focuses on the governing and operational processes and programs that have supported and shaped supports for that advocacy and for our members more generally.

As I am writing this annual report, teachers in Alberta are poised to make a decision about the mediator's proposed terms of settlement for a collective agreement extending back to September 1 and forward through to August 31, 2028. I do not know what this decision will be, but I can speak to the enormous amount of work undertaken by Association staff to deliver the best possible results in central table bargaining to deserving teachers. This includes undertaking detailed analysis to support the arguments and position being advanced by your central table bargainers but also, over the months of April and May, helping members become fully informed and positioned to cast a considered vote that will shape the future.

Communications to members, stakeholder groups and the public were a key focus in 2024. The Association's "The Least" campaign emphasized that Albertans are being underserved by the government through insufficient funding for public education, spreading the message that the province spends the least per student of any province in Canada. Even as the provincial government announced new school builds, the Association's campaign served as a reminder of the insufficient funding for our students. I have frequently heard the slogan "If you fight, you win" proclaimed. I can tell you that this Association has been fighting constantly through public advocacy and representation. The success of the "The Least" campaign in focusing Albertans' attention on the pressing needs of our schools has caused the provincial government to make concessions in bargaining and to expand education spending, even as the budgets of all other government departments, with the exception of Health, were cut.

In all its work, the Association remains committed to serving its members. This includes supporting members when they are encountering issues with their employer, or when they are facing discipline with the Alberta Teaching Profession Commission (ATPC). To this end, the Association is making every effort to ensure that members who are caught up in the ATPC's processes and practices are being treated fairly and having their cases resolved in a timely manner, despite the persistent and continuing dysfunction of that agency.

This year, Council constituted the Committee on Coordinating Communications to Members. This ad hoc committee proposed several recommendations to Council that aim to enhance member engagement. We want our members to feel part of their professional association and to stay informed on matters that affect them most, which is particularly vital in a bargaining year.

➤ ***I am overcome by a feeling of immense gratitude to you, the teachers of Alberta and the colleagues who I work alongside every day.***



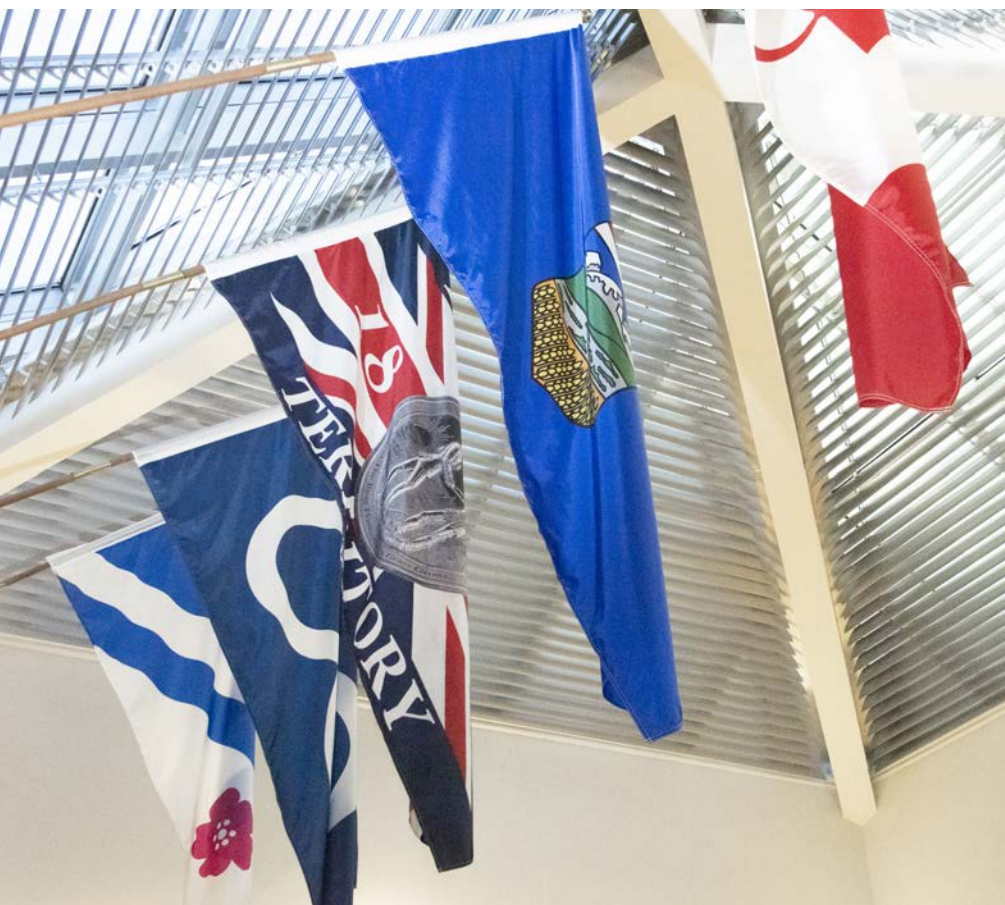
Internally, in 2024, the Association continued to promote staff engagement through the “ATA Pathways” initiative, strengthening our ability to serve members by enhancing internal efficacy. The Association continues to evolve and innovate—whether it be through restructuring, targeted staffing, replacing our ageing database system or examining our diversity, equity and inclusion practices—to meet the needs of our growing, diverse membership. I also note that we have greatly strengthened the Association’s fiscal stability while improving the financial security of our employees by concluding an agreement to transition the Association’s internal Office Staff Pension Plan to the Local Authorities Pension Plan.

Looking ahead, I wish to bring to your attention two trends evident over the last year that will be of continuing significance to the profession. The first is the government’s continued diversion of scarce financial resources to charter and private schools—the Association will have to determine how it will rise to this challenge to maintain the integrity of both the public education system and the profession. The second are worrying proposals that will contribute to the de-professionalization of teaching by abandoning standards for entry to the profession that the Association struggled to achieve in the mid-1900s. How we respond to these challenges in the year ahead will

functionally define our profession and the role of the Association, as well as the work we may undertake around teacher qualification and union organizing. It will set an agenda for our work going forward.

As I reflect on the year, I am overcome by a feeling of immense gratitude to you, the teachers of Alberta and the colleagues who I work alongside every day. I am thankful for your hard work, passion and commitment to public education. Together, we continue to do good work, for children, for schools, for our province and for the profession that binds us all together.

Dennis Theobald
Executive Secretary



PROVINCIAL EXECUTIVE COUNCIL

Table Officers



Jason C Schilling
President



Greg P Carabine
Vice-President



Peter F MacKay
Vice-President



Greg A Jeffery
Past President



Dennis E Theobald
Executive Secretary

District Representatives

Calgary City



Kevin L Kempt



Darren J Moroz



Allison L Scott Davies

Calgary District*



Karen M Nakaska

Central



Brenton J Baum

Calgary Public Teachers Local No 38,
Calgary Separate School Local No 55

Canadian Rockies
Local No 59, Christ the
Redeemer Local No 29,
Foothills Local No 16,
Rocky View Local No 35

**Renamed South Central
Rockies in 2025*

Black Gold Teachers'
Local No 8, l'Association
des enseignantes
et des enseignants
francophones de
l'Alberta, St Thomas
Aquinas Teachers'
Local No 45, Timberline
Local No 9, Wetaskiwin
Local No 18

Central East



M Murray Lalonde

Aspen View Local No 7, Battle River Local No 32, Greater St Paul Local No 25, Lakeland Catholic Separate Local No 30, Northern Lights Local No 15, Park Plains East Local No 31

Central North



Rick C Kremp

Evergreen Local No 11, Evergreen Catholic Local No 44, Northern Gateway Local No 43, Parkland Teachers' Local No 10, Pembina Hills Local No 22, Woodland Rivers Local No 40

Central South



Brice J Unland

Chinook's Edge Local No 17, Clearview Teachers Local No 33, Red Deer Catholic Local No 80, Red Deer City Local No 60, Wolf Creek Local No 3

South East



Heather D McCaig

Grasslands Local No 34, Medicine Hat Local No 1, Medicine Hat Catholic Teachers Local No 39, Prairieland Local No 36, Prairie Rose Local No 2, Three Drums of Wheat Local No 20

South West



Katherine D Pritchard

Holy Spirit Catholic Local No 5, Horizon Local No 4, Lethbridge Public School Local No 41, Livingstone Range Local No 14, Palliser Local No 19, Westwind Local No 12

Edmonton District*

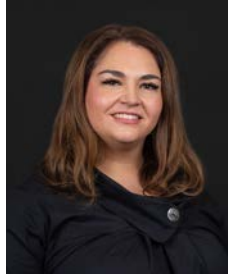


Deneen Zielke

Elk Island Local No 28, Elk Island Catholic Teachers Local No 21, Greater St Albert Catholic Local No 23, St Albert Public Teachers Local No 73, Sturgeon Local No 27

*Renamed Central Prairie Sky in 2025

Edmonton McMurray



Carmen N Glossop

Edmonton Catholic Teachers Local No 54, Edmonton Public Teachers Local No 37, Fort McMurray Local No 48



Greg G Meeker



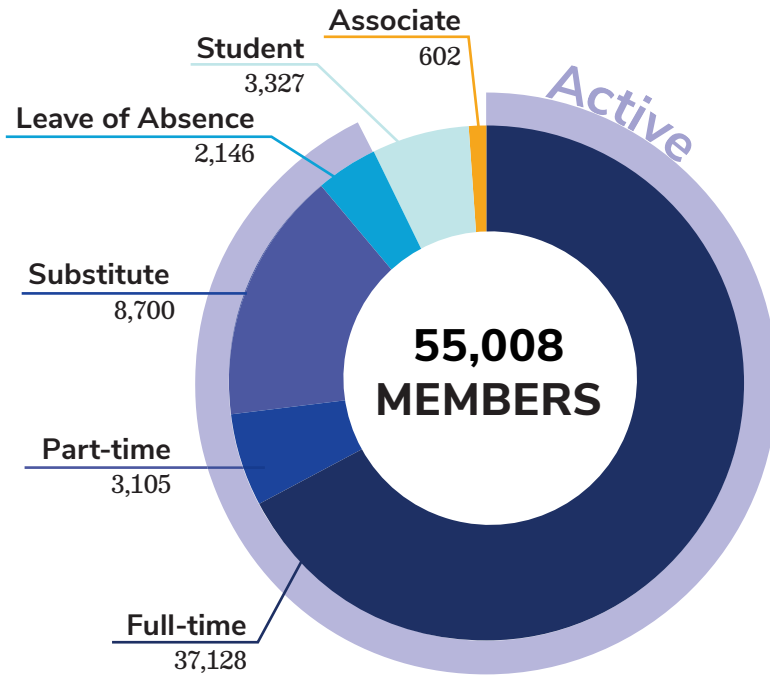
J Jay Procktor



Rhonda A Kelly

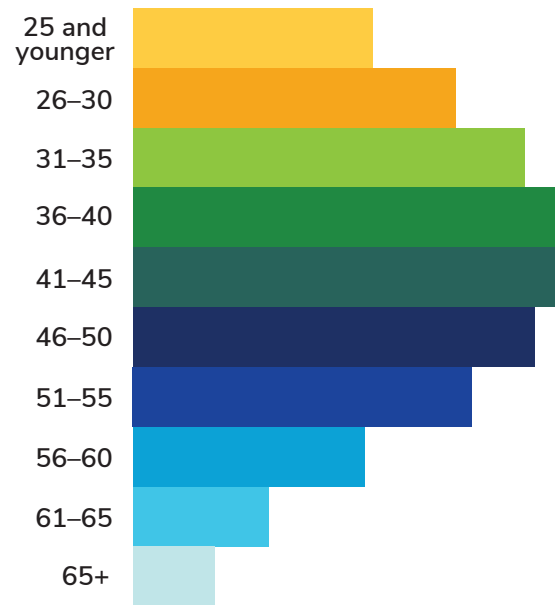
Fort Vermilion Local No 77, Grande Prairie and District Catholic Teachers Local No 42, Greater Peace Local No 13, High Prairie Local No 62, Northern Spirit Local No 6, Northland Local No 69, Trumpeter Local No 26

MEMBERSHIP

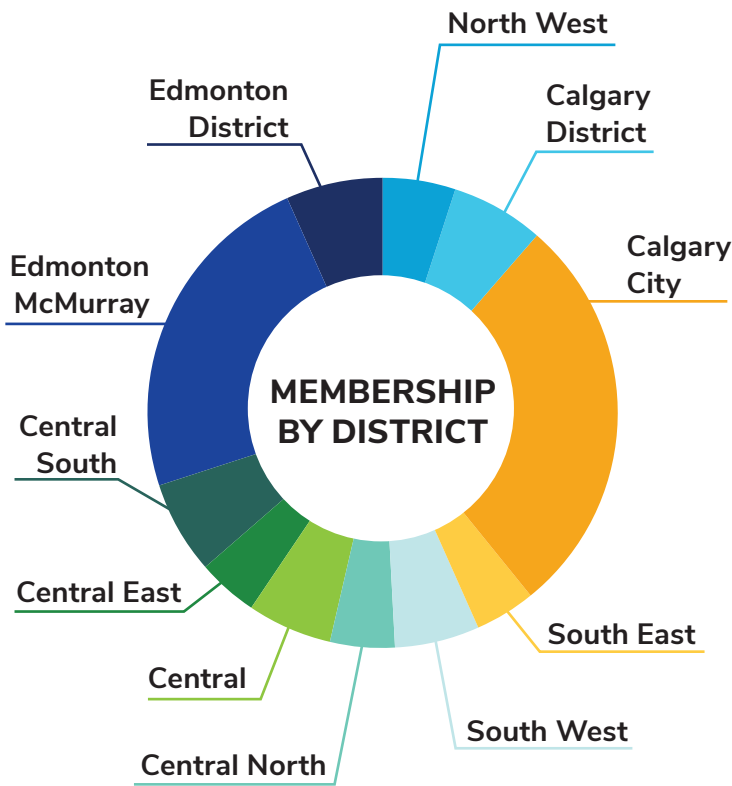
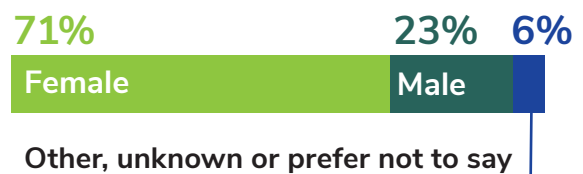


In 2024, the total membership was 55,008. The *Teaching Profession Act* gives certain central office teachers the right to elect active membership, associate membership or nonmembership in the Association. At year-end, 59 per cent of the central office teachers eligible to make an election of membership status had elected active membership, 11 per cent had elected associate membership and 30 per cent had elected nonmembership.

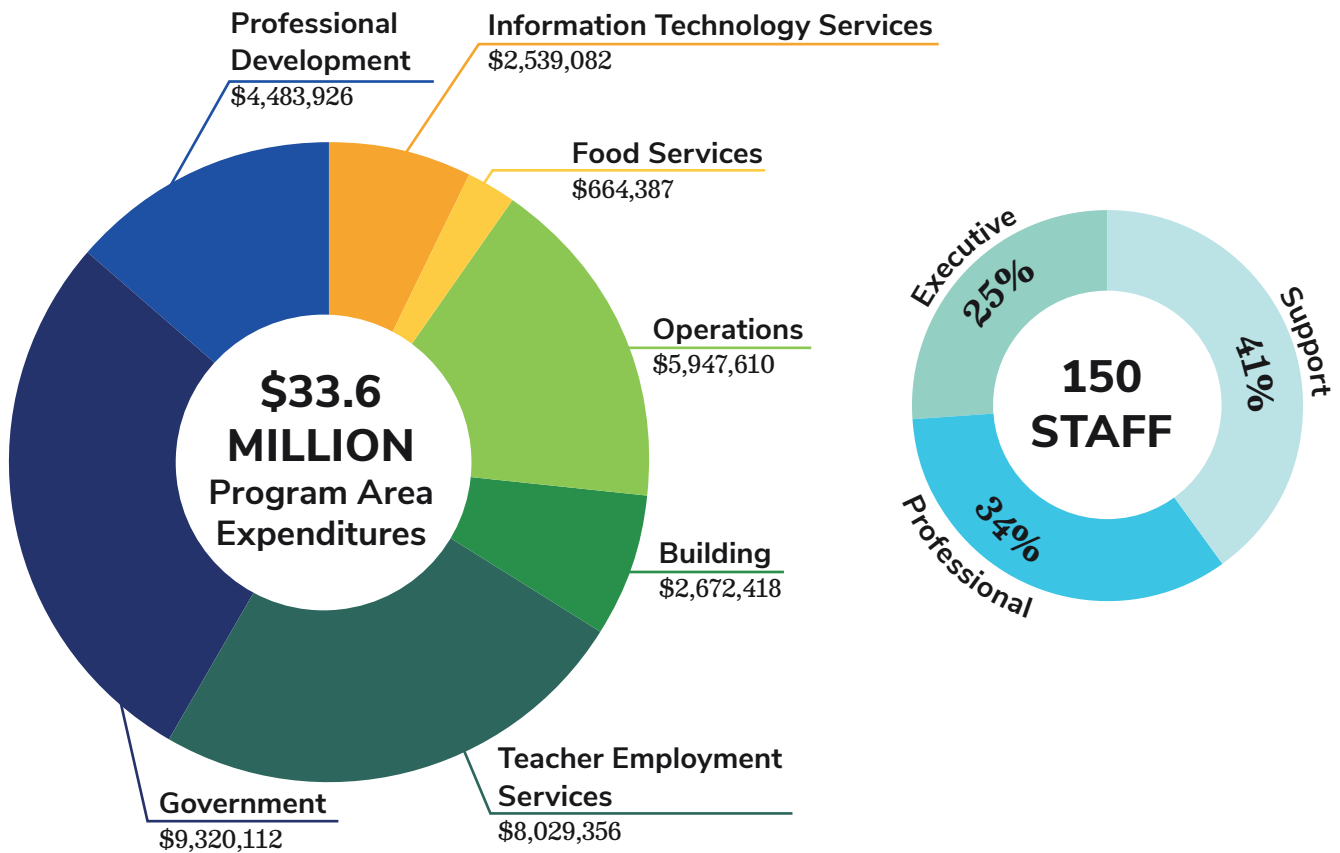
MEMBERSHIP BY AGE



MEMBERSHIP BY GENDER



OPERATING EXPENDITURES BY PROGRAM AREA



Note: Nondepartmental and nonrebatable expenses not included.



207 days

on average worked by each executive staff officer



25,600 members

attended 710 workshops and presentations by PD staff and the ATA instructor corps



18,938 km

travelled by each executive staff officer, on average, on Association business



1,550 students

at universities around the province attended preservice sessions



926 acquisitions

and artifacts added to the ATA Archives



4,578 research and information questions

answered by ATA library staff

COMMITTEE MEMBERS

Standing Committees

Membership as of 2024 12 31

Benefits, Insurance and Pension Committee

Kevin Kempt (Chair)
Sean Brown
Jay Duffett
Eve Godin
Erica Good
Rhonda Kelly
Stefane Kreiner
Waishing Lam
Chris McCullough
Andrea McLeod
Luigi Pollio
Craig Whitehead (Alberta Retired Teachers' Association [ARTA])
Myra J Rybotycki (Secretary)
Sue Beyer (Administrative Secretary)

Central Table Bargaining Committee

Peter MacKay (Chair)
Rick Kremp
Robert Mazzotta
Heather McCaig
Allison Scott Davies
Brice Unland
Sean Brown (Secretary)
Debbie McAvoy (Administrative Secretary)

Communications, Advocacy and Public Education Committee

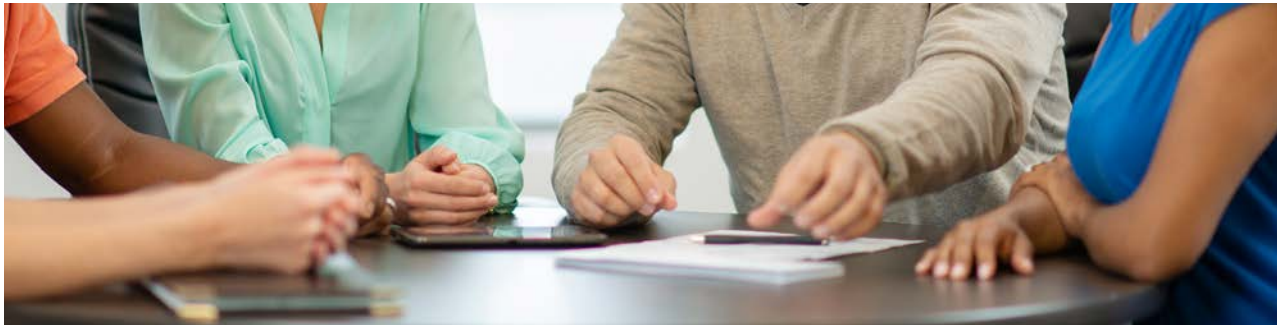
Brenton Baum (Chair)
Melanie Buckley
Stephani Clements
Carmen Glossop
Murray Lalonde
Joshua Overland
Kristine Wilkinson
Andrea Berg (Secretary)
Cory Hare (Administrative Secretary)

Canadian Teachers' Federation (CTF) Committee

Jason Schilling (Chair)
Brenton Baum
Greg Carabine
Carmen Glossop
Greg Jeffery
Rhonda Kelly
Rick Kremp
Peter MacKay
Greg Meeker
Karen Nakaska
Jay Procktor
Allison Scott Davies
Dennis Theobald
Brice J Unland
Genevieve L Blais (Secretary)
Debbie McAvoy (Administrative Secretary)

Curriculum Committee

Jay Procktor (Chair)
Fiona Cavanagh (Alberta Education)
Craig Findlay
Teresa Fowler
Shelley Gartner
Naomi Herriman
Cheyenne Kopinsky
Joshua LaFleur
Danny Maas
Lorrie Makepeace (College of Alberta School Superintendents [CASS])
Richelle Marynowski
Heather McCaig
Philip McRae
Karen Nakaska
Jade Oldfield
Janet Rockwood (Alberta Education)
Megan Senechal
Terra Kaliszuk (Secretary)
Cheryl O'Brien (Administrative Secretary)



Diversity, Equity and Human Rights Committee

Rick Kremp (Chair)
Sibin Ammanethu
Andrea Berg
Ying Cui (University of Alberta [U of A], Faculty of Education)
Amanda Fox (University of Lethbridge [U of L], Faculty of Education)
Christy Haggarty
Sarjenka Kuryliw
Jin Mcrae
Karen Nakaska
Amrit Rai Nannan
John Williamson
Carmen Parent (Alberta Education)
Gail-Ann Wilson Mitchell (Secretary)
Jessica Grayson (Administrative Secretary)

Finance Committee

Greg Carabine (Chair)
Greg Jeffery
Kevin Kempt
Greg Meeker
Katherine D Pritchard
Dennis E Theobald
Deneen Zielke
Pedro Carriel (Secretary)
Caroline Inacio (Administrative Secretary)

Indigenous Education Committee

Preston Huppie (Chair)
Natalie Bear
Emily Hellyer
Dusty Sage
Joline Wood
Murray Lalonde
Darren Moroz
Stacey Hannay
Carmen Parent (Alberta Education)
Madison Properzi (Alberta Native Friendship Centre)
Lisa Cruickshank (Rupertsland Institute)
Elizabeth Mitchell (Indigenous Advisory Circle)
Melissa Bird (Secretary)
Jessica Grayson (Administrative Secretary)

Political Engagement Committee

Rhonda Kelly (Chair)
Brenton Baum
Andrea Berg
Stephen Gibbings
David Hurley
Jenny Regal
Allison Scott Davies
Kristine Wilkinson (Secretary)
Kim Clement (Administrative Secretary)

Resolutions Committee

Peter MacKay (Chair)
Karen Nakaska
Jay Procktor
Brice Unland
Elissa Corsi (Secretary)
Shelley A Svidal (Administrative Secretary)

School Leaders Issues and Concerns Committee

Katherine D Pritchard (Chair)
Sandy Ashcroft
Lindsay A Avramovic (Council for School Leadership [CSL] President)
Loretta Bieche
José da Costa (U of A, Faculty of Education)
Andrew Doyle
Nella Funaro (CSL Representative)
Stephen MacGregor (Werklund School of Education)
Nicole Marcinkevics
Ian McLaren
Greg Meeker
Krimsen Sumners (CASS)
Amy Villneff
Anthony Warren (Alberta Education)
Meghan Wiens
Kevin Wood (U of L)
Richard Svoboda (Secretary)
TBD (Administrative Secretary)

Strategic Planning Group

Jason Schilling (Chair)
Lisa Everitt
JJ Ondrus
Katherine Pritchard
Dennis Theobald
Patrick Tomczyk
Katrina Zack
Deneen Zielke
Philip McRae (Secretary)
Shelley A Svidal (Administrative Secretary)

Substitute Teachers Committee

Murray Lalonde (Chair)
Kate Cerezo
Christine Harris
Michelle Hayden
Christina Jones
Kara Kuang
Penny Smith
Dan Grassick (Secretary)
Michelle Caron (Administrative Secretary)

Table Officers Committee

Jason Schilling (Chair)
Greg Carabine
Greg Jeffery
Peter MacKay
Dennis Theobald
Robert Mazzotta (Secretary)
Audrey Dutka (Administrative Secretary)

Teacher Education and Certification Committee

Darren Moroz (Chair)
Cianna Chalack
Youssra Badr
Paul Bohnert
Natalie Townshend

Rania Eshak (Campus Saint-Jean Area Field Experiences [AFEC] Chair)
Norma Jani (Edmonton AFEC Chair)
Larry Neville (Calgary AFEC Chair)
Daphne Sander (Lethbridge AFEC Chair)
Henry Algera (The King's University)
Jennifer Branch (U of A, Faculty of Education)
Laurie Carlson Berg (St Mary's University)
Doug Checkley (U of L, Faculty of Education)
Tim Cusack (Concordia University of Edmonton)
Caitlin Fox (Red Deer Polytechnic)
Tim Jeffares
Eva Lemaire (U of A, Campus Saint-Jean)
Crystal Pelletier (Ambrose University)
Julia Rheume (Red Deer Polytechnic)
Erin Spring (Werklund School of Education)
Norman Vaughan (Mount Royal University)
Susan Wilson
Amanda Jackman (Alberta Education)
Greg Meeker
Dan Grassick
TBD (Keyano College Student)
TBD (Keyano College Student) (Alternate)
TBD (Medicine Hat College Student) (Alternate)
TBD (Advanced Education)
Chris Gonsalvez (Secretary)
Tracee McFeeters (Administrative Secretary)

Women in Leadership Committee

Carmen Glossop (Chair)
Rhonda Kelly
Sarah Adomako-Ansah
Adrienne Peoples-Sprecker
Sana Waseem
Nancy Luyckfassel
Tanya Thiessen (Secretary)
Margaret Shane (Administrative Secretary)

Ad Hoc Committee

Committee on Coordinating Communications to Members

Greg Carabine (Chair)
Michael Jerred
Karen Nakaska
Jay Procktor
Brice Unland
Mike Wheeler
Kristine Wilkinson
Deneen Zielke
Robert Mazzotta (Secretary)
Lindsay Yakimyshyn (Administrative Secretary)

Other ATA-Supported Bodies

Advisory Committee on Teacher Education

Dennis Theobald (Chair)
Monique Gravel (Secretary)
Jessica Grayson (Administrative Secretary)

Alberta Advisory Committee for Educational Studies

Jody Dennis
Philip McRae
TBD (Administrative Secretary)

ATA Educational Trust, Board of Trustees

Melissa Morton (Chair)
Stephen Hart
Sheila Hobday
Jeff Huculak
Leon Lau
Kari Morgan
Violet Oko (ARTA)
Neil Hepburn (Administrative Secretary)

Returning Officers

Dave Matson
Kyle McIntosh

Teacher Qualifications Committee

Dan Coles (Chair)
Courtney Albrecht
Daniel Balderson (U of L, Faculty of Education)
Jennifer Branch (U of A, Faculty of Education)
Christopher Fenlon-MacDonald
Jenn Hummel
Amanda Jackman (Alberta Education)
Ian Winchester (Werklund School of Education)
Susan Wilson (Secretary)
Lesley Smith (Administrative Secretary)

Teacher Salary Qualifications Board

Jason Schilling (Chair)
Meghann Eagle (Alberta Education)
Judi Hunter (Alberta School Boards Association [ASBA])
Greg Jeffery
Theodora Kapoyannis (Werklund School of Education)
Dan Karas (Alberta Education)
Devonna Klaassen (ASBA)
Lisa Starr (U of L, Faculty of Education)
Dennis Theobald (Secretary)
TBD (U of A, Faculty of Education)
TBD (Administrative Secretary)

AWARDS

Fellowships and Awards

Honorary Membership

The Association's highest award, this category of membership is reserved for members of the Association or other persons who have given meritorious service to the teaching profession or to the advancement of education.

Calvin Fraser

Public Education Award

The Public Education Award is occasionally offered to an individual or group not involved in teaching or education that has given outstanding support to public education in Alberta.

Elder Wanda First Rider

Educational Research Award

Robert LeBlanc (University of Lethbridge)

Doctoral Fellowship

Meagan Lundgren
Morgan Schaufele

Nadene M Thomas Graduate Research Bursary

No award presented in 2023

Belairdirect Scholarship

Corbett Artym

University of Alberta Milton Ezra LaZerte Gold Medal

Melissa LaRue

University of Alberta Campus Saint-Jean Marie-Louise Brugeyroux Gold Medal in Education

Emma Work

University of Calgary Clarence Sansom Gold Medal in Education

Ankush Dey

University of Lethbridge William Aberhart Gold Medal in Education

Hayley Bedard







Government

The work of the Government program area involves the coordination and supervision of all aspects of Association activity. A major function is the advocacy of Association policy to the provincial government and its departments, school trustees, and organizations with educational interests.

Governance

The business of the Association is transacted by an executive committee, known as the Provincial Executive Council (PEC), that is composed of 5 table officers and 15 district representatives. Council oversees the implementation of policy, formulates interim policy, interprets the application of policy, and guides staff and committees in areas in which there is no policy. Council establishes guidelines for the general operation of the Association and directs the process that staff follow in developing and implementing programs. In addition to considering program reports, recommendations from committees and reports from representatives and staff, Council deals with issues and concerns directed to it by staff and members. Developing the annual budget and proposed program prognoses and considering resolutions for the Annual Representative Assembly (ARA) occupy a significant amount of Council's time.

In 2024, Council continued to divest itself of responsibility for receiving, reviewing and, if necessary, appealing decisions of the Professional Conduct Committee (PCC), as the professional regulatory processes previously undertaken by the Association were transferred to the Government of Alberta (see Professional Conduct and Practice Review, page 25).

The president is the official spokesperson and chief representative of the Association and is chair of Council and of other designated committees. The president, two vice-presidents, the past president and the executive secretary form the Table Officers Committee. This committee acts on matters referred to it by Council, takes action in response to emergent issues or when time is of the essence, and deals with administrative matters delegated to it by Council.

Administrative matters include authorizing representations and delegations and ratifying, on behalf of Council, local fees; the constitutions of specialist councils, convention associations and locals; and the frames of reference of teacher welfare committees. The Table Officers Committee oversees Summer Conference and the Local Presidents' Meetings. It reviews new and revised legislation and regulations dealing with education in Alberta.

Table officers represent the Association in formal meetings with the government and other organizations. Table officers are also responsible for ensuring appropriate Association representation on government committees, recommending to Council the terms of reference for and membership on Association committees and task forces, and arranging opportunities to discuss issues related to public education with representatives of major political parties and interest groups. The table officers also constitute the Steering Committee for ARA.



In 2024, Council continued to refine its governance processes by participating in professional development on effective governance.

An ad hoc committee, the Committee to Review Summer Conference, completed its work in 2024 and was disbanded. Established in response to two resolutions adopted by the 2023 ARA, the committee made a series of recommendations aimed at improving Summer Conference. The committee's recommendations for a modified local rebate, which were accepted by Council, were operationalized for the 2024 Summer Conference, while the recommendations for alternating courses and shortening the schedule, also accepted by Council, will come into effect with the 2025 Summer Conference.

Another ad hoc committee, the Committee on Coordinating Communications to Members, was established in January to support and better coordinate the Association's communications and engagement efforts. The committee, which met four times, submitted 11 recommendations to Council in November. A recommendation to develop a communications plan to engage school representatives and equip them with skills and tools to effectively communicate one on one with members, was accepted by Council and referred to staff for implementation. The remaining 10 recommendations were referred to staff to provide further details regarding implementation.

In December, a Council by-election was held for Edmonton District. In the by-election, D K Zielke was elected district representative by ballot. Zielke was elected for the remainder of the 2023–25 two-year term that will conclude on 2025 06 30.

Annual Representative Assembly

The Annual Representative Assembly (ARA) is the major legislative event in the Association calendar. Each local is represented according to population (with a minimum of two delegates). The Assembly is responsible for establishing the Association's policy, budget and fees.

The 107th Annual Representative Assembly was held at the Hyatt Regency in Calgary on 2024 05 18–20.

Virtual ARA 101 sessions were hosted in advance of ARA to provide delegates with information and an opportunity to participate in a question-and-answer period. Recordings of these sessions were placed on the ARA share site prior to the Assembly for all delegates to review. In 2024, the following ARA 101 sessions were offered to delegates attending the Assembly:

- Purpose of the Annual Representative Assembly
- Budget/Finance 101

The Assembly was attended by 420 delegates from 55 locals, two representatives from the Alberta Retired Teachers' Association Special Local No 1, four specialist council observers, six student local observers, nine local observers, members of Provincial Executive Council, staff and invited guests.

The Assembly dealt with 227 resolutions, approving 197 and defeating 22. Six resolutions were declared as action taken, and two resolutions were not moved. There were no resolutions referred for study and report.

In addition to debating resolutions, delegates received the annual report of the Association, which included the auditor's report and financial statements for 2023/24, and heard reports from President J C Schilling and Executive Secretary D E Theobald.



Summer Conference

Summer Conference, the premier training event for Association leaders, was first held in 1949 in Banff. The 2024 Summer Conference was held in Banff on 2024 08 12–16. Summer Conference was attended by 341 delegates. E D Corsi served as director of the conference.

➤ ***341 delegates attended the 2024 Summer Conference in Banff.***

The following programs were offered at Summer Conference.

Local Association Programs

Fifty-three of the 55 local associations, as well as one Association member from a charter school, were represented at the 2024 local association programs, which are captured below:

- The Introduction to Collective Bargaining Course introduced the collective bargaining process to teachers new to a teacher welfare committee. The program consisted of joint sessions with the Advanced Collective Bargaining Course, as well as a course-specific session. Addressed in these sessions were topics on subgroup representation, communications, duty of fair representation and how bargaining is organized within the Association. A S McLeod and C G Perrault served as directors.
- The Advanced Collective Bargaining Course focused on the development of bargaining skills necessary for members to conduct negotiations on behalf of teachers. Participants had an opportunity to further develop the skills introduced in the Introduction to Collective Bargaining Course, exploring a more refined model of negotiation theory, data analysis, preparation of collective agreement language and costing procedures. The course also provided an opportunity for delegates to practise the skills acquired during the week in a bargaining simulation. G M Glavine served as director.

- The Local Political Engagement Officers' Seminar offered local political engagement officers leadership development to enhance the effectiveness of their local's political engagement efforts. Participants also examined opportunities for teachers related to political engagement and political advocacy. K L Wilkinson served as director.
- The Local Presidents' Seminar allowed local presidents to examine the role of a local president, review issues facing the Association, meet with members of Provincial Executive Council and share information about local initiatives. S D Brown served as director.
- The Professional Development (PD) Course supported local PD chairs and PD committee members in meeting the current professional learning needs of their local members. Delegates gained an understanding of their roles and responsibilities and had the opportunity to explore such topics as current issues, skill development, local initiatives and challenges, succession planning, and PD supports and services. T G Kaliszuk and N J Luyckfassel served as directors.
- The School Representatives' Course focused on the roles and responsibilities of the school representatives. Emphasis was placed on the skills needed to be an effective leader within a local association and the skills necessary to maintain professional responsibilities while handling member concerns and acting as a teacher representative. S Magnusson served as director.
- The Women in K-12 Educational Leadership Seminar focused on enhancing the leadership skills of participants involved in their local women in leadership (WIL) committees. The seminar created opportunities for local WIL committee members to connect and share strategies for supporting the leadership potential of women in the profession and to ensure that the Association and school divisions better reflect the gender composition of the teaching force in Alberta. L M Everitt served as director.

Table 1 (page 24) details participation in the local association programs in 2024. Table 2 (page 24) details participation in other programs and seminars in 2024.

Convention Association and Specialist Council Programs

- The Convention Seminar provided new members of convention association executive committees and boards with the opportunity to discuss upcoming of teachers' conventions. Sessions attended to convention finances, privacy laws, best practices in managing information and working together with PD subgroups. D W Maas served as director.
- The Specialist Council Seminar provided specialist council executives with skills and insights to support them in meeting the professional growth needs of their members. Participants engaged in a series of collaborative and interactive activities on vision setting and strategic planning, governance and operations, member engagement and recruitment, online and print communications, and PD event planning. D R Grassick served as director.

Table 1. Participation in Local Association Programs at Summer Conference

Course	Number of local participants	Number of locals represented
Advanced collective bargaining course	64	41
Introduction to collective bargaining course	43	26
Local political engagement officers' seminar	39	34
Local presidents' seminar	47	47
Professional development course	37	30
School representative course	31	26
Women in K-12 educational leadership seminar	38	31

Table 2. Participation in Other Programs and Seminars at Summer Conference

Course	Number of participants (not including PEC)
Convention seminar	9
Indigenous education facilitators' seminar	9
Professional development facilitators' seminar	7
Specialist council seminar	19

Association Corps Programs

- The PD Facilitators Seminar was held in conjunction with the PD Course. PD facilitators collaborated on promotional material that highlighted the services that the facilitators provide and developed strategies to support PD leaders in their local context. T G Kaliszek and N J Luyckfassel served as directors.
- The Indigenous Education Facilitators Seminar allowed participants to examine the roles of an Indigenous Education PD facilitator, as well as to learn about Indigenous leadership and wellness, and numeracy and connections in First Nations, Métis and Inuit traditional games. M A Bird served as director.

Local Presidents' Meetings

In 2024, meetings of local presidents were convened on three occasions.

The first meeting was held in Edmonton on 2024 02 09(eve)–10, with 54 of the 55 local associations, as well as a representative from the Alberta Retired Teachers' Association Special Local No 1, represented. The meeting included an address from President J C Schilling, a provincial update, a session on emerging local issues, a question period, and a general session focused on membership engagement and research on artificial intelligence. Participants also attended a geographic district group session with their district representative(s).

Participants from 52 of the 55 local associations attended the meeting of local presidents held on 2024 05 17 in Calgary in advance of the 107th Annual Representative Assembly. The meeting allowed for review of new resolutions from Provincial Executive Council, as well as an opportunity to discuss other resolutions, local issues and concerns, and the prevote on resolutions.

Fifty-four of the 55 local associations were represented at the meeting of local presidents held in Edmonton on 2024 10 25(eve)–26. The meeting included an address from President Schilling; a provincial update; a session on emerging local issues; a question period; and general sessions on bargaining, the ATA Educational Trust, ARA resolutions, and the convention board and the local. Participants also attended a session that provided them time to network and discuss topics of their choice and a geographic district group session with their district representative(s).

Regulatory Affairs

The primary function of the Regulatory Affairs unit is to assist members who find themselves the subject of conduct and/or competence complaints submitted to the Alberta Teaching Profession Commission (ATPC). Representation officers ensure procedural fairness and provide support to members during all phases of the ATPC's disciplinary procedure, including preliminary inquiries, investigations, mediations, dispute resolutions, hearings and appeals. During 2024, the Association received 154 requests for representation in relation to such complaints. Table 3 (page 26) summarizes the status of all cases at year-end.

Professional Conduct and Practice Review

In 2024, one Professional Conduct Committee (PCC) hearing remained in abeyance pending the outcome of court proceedings. This hearing has been delayed due to complex legal proceedings in criminal court but will resume once the criminal proceedings are concluded. An appeal hearing may arise from this suspended PCC hearing.

Table 3. Representation of Members in Conduct/Competence Complaints to the ATPC

Stage	Number
Investigations in progress at year-end	225
Investigations with outcomes/decisions	132
—Member declined representation	3
—Withdrawn	9
—No further action	80
—Dispute resolution	22
—Mediation	10
—Hearing	4
—Complainant appeal hearing	4

Legislation

The following bills with implications for the Association or for public education were passed or debated by the Legislative Assembly of Alberta in 2024.

Bill 27—*Education Amendment Act, 2024*, sponsored by Minister of Education Demetrios Nicolaides, passed in the Assembly on December 3.

Bill 27 imposes new procedures surrounding gender identity, parental notification and human sexuality in schools. Under this legislation, a parental opt-in will be required for students to receive instruction on sex education, gender identity or sexual orientation. The bill also mandates that the ministry of education approve all third-party teaching materials related to those topics. Additionally, schools must inform parents and obtain parental permission if a student under 15 asks to be referred to by a pronoun or name different from what they were given at birth. For students aged 16 and 17, parental notification of their request to use a different pronoun or name will be required. The legislation is expected to come into effect on 2025 09 01.

Bill 29—*The Fairness and Safety in Sport Act*, sponsored by Minister of Tourism and Sport Joseph Schow, passed in the Assembly on December 3.

Bill 29 mandates that educational institutions and sports organizations establish policies to ensure that female athletic divisions are reserved exclusively for athletes assigned female at birth. This legislation requires schools to develop and enforce eligibility criteria for sports teams, effectively barring transgender girls and women from participating in female-only sports categories. Additionally, schools must report any complaints regarding athlete eligibility and document how these issues are addressed.

Bill 208—*The Psycho-Educational Assessment Access Act*, sponsored by Calgary-Edgemont New Democrat Party Member of the Legislative Assembly Julia Hayter.

The bill aimed to establish a committee to improve Alberta students' access to psycho-educational assessments, which help identify learning needs and provide appropriate support. The bill was defeated on 2024 05 12.

Representation to the Government of Alberta and Other Political Bodies

The Association advocated on behalf of teachers and addressed issues of interest to the teaching profession with government officials, including the minister and deputy minister of education. Matters addressed in 2024 include the government's new gender policies; safety and supports for the 2SLGBTQA+ community; safety and mental health supports for teachers, students and staff; staff and teacher shortages; class size and classroom complexity; curriculum implementation; the impact of assessments on students and teachers; professional conduct processes and the Alberta Teaching Profession Commission; and bargaining and related matters.

Liaison with Alberta Organizations

Table officers are responsible for maintaining contact with other provincial organizations. They fulfill this obligation by meeting with representatives of these organizations, attending their annual meetings, writing to them about specific issues and meeting with them informally as occasions arise. These organizations include the Alberta School Boards Association, the Public School Boards' Association of Alberta, the Alberta Catholic School Trustees' Association, the College of Alberta School Superintendents, the Council of Catholic School Superintendents of Alberta, the Alberta School Councils' Association, the Alberta Federation of Labour, the Alberta Union of Provincial Employees, United Nurses of Alberta, the Health Sciences Association of Alberta and the Canadian Union of Public Employees (Alberta Division). In addition, the Association was represented on several provincial bodies, including Alberta Education committees, the Education Society of Edmonton, the Alberta Assessment Consortium, Friends of Medicare, the Parkland Institute and Public Interest Alberta.

Liaison with Canadian Educational Organizations

The Association maintains contact with educational organizations outside of Alberta by sending representatives to their annual conferences, subscribing to their publications and maintaining informal contact with their leaders. In 2024, the Association hosted the National General Secretaries Meeting in Alberta and Association representatives attended the Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants (CTF/FCE) annual general meeting and the CTF/FCE National Staff Conference. Association representatives also liaised with Canadian educational organizations as occasions arose.



Canadian Teachers' Federation

The Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants (CTF/FCE) is the national, bilingual federation of teachers' organizations and leads the national vision for quality publicly funded education. The CTF/FCE represents nearly all the teachers' organizations operating in Canada's provinces and territories. The CTF/FCE promotes and supports quality, inclusive, publicly funded public education in all its forms. The CTF/FCE upholds teaching as a profession and advocates for adequate resourcing, labour rights and social justice across Canada and around the world. The three priorities for the CTF/FCE are (1) ensuring adequate funding and resourcing for public education, (2) strengthening labour rights and unionization and (3) advancing social justice.

Through the CTF/FCE, elected representatives and staff of member organizations share information, learning and best practices and engage in collective problem solving. The CTF/FCE generally coordinates and acts as the agent of the Alberta Teachers' Association and other provincial teachers' organizations on matters and programs affecting teachers nationally and globally, including coordinating advocacy and collective action on issues of concern to teachers. Additionally, the CTF/FCE engages in research through data collection, analyses and reports on issues impacting teachers and teachers' organizations.

In 2024, Alberta teachers represented the Association on three CTF/FCE advisory committees: the Advisory Committee on French as a First Language, the Advisory Committee on Indigenous Education and the Advisory Committee on Diversity and Human Rights. The Association continues to be represented nationally by J L Regal, who serves as one of five vice-presidents of the CTF/FCE.

The CTF/FCE's 104th annual general meeting took place in Vancouver on 2024 07 10–12. Twelve voting delegates from Alberta attended. Clint Johnston, president of the British Columbia Teachers' Federation, was elected president-designate of the CTF/FCE.

International Cooperation and Partnerships

The Alberta Teachers' Association contributes to international cooperation projects organized by the Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants (CTF/FCE) and by other international cooperation partners. In 2023–24, approximately 57 per cent of the Association's international cooperation funds were earmarked for CTF/FCE initiatives, while 43 per cent was allotted to other international cooperation initiatives.

In 2024, the Association contributed financial support to several international cooperation initiatives, including the following:

- ATA Dominica IT Project Summer Institute—Alberta teachers shared their expertise in information technology in person with teachers in the Commonwealth of Dominica, with a focus on digital citizenship and learning technologies.
- Tools for Schools Africa Foundation—The scholarship program continued to provide access to education for many Ghanaian girls not able to afford schooling on their own.
- Canadian Women for Women in Afghanistan—The Technology for Education program team continued producing, recording and uploading digital teacher training resources to provide access to education for Afghan teachers, women, girls and families both within Afghanistan and in other places in which they have taken refuge.

- CoDevelopment Canada—The Nonsexist and Inclusive Pedagogy Project continued with teacher organizations in El Salvador and Honduras. This learning and teaching process addresses issues of gender stereotyping, sexism and exclusion in the classroom and other arenas of students' lives.
- Canadian Organization for Development Through Education—Sponsorship continued for the Girls Accelerated Learning Initiative in Liberia. This is an after-school remedial learning program focused on life skills for over-age adolescent girls who are at high risk for not completing schooling.
- Change for Children—A cohort of Alberta teachers went to the BOSAWAS Biosphere Reserve, one of Latin America's most remote and impoverished regions.

This year, staff presented in collaboration with former participants of Project Overseas and Change for Children at four teachers' conventions to share international cooperation opportunities. Approximately 110 teachers in total attended the sessions. Further, an online debrief session for teachers who had participated in overseas opportunities was held in October 2024, with 18 participants in attendance.

Educator Exchange Programs

In 2024, the Educator Exchange Programs, funded by Alberta Education and administered by the Association, made 39 short-term placements, both in-person and virtual, across Germany, Spain, Australia, Mexico and the Alberta Accredited International Schools. The six-week virtual format has proven to be highly beneficial, offering expanded program accessibility, especially for participants in rural and remote areas. This format has also reduced costs and made participation easier.

Most of the in-person exchanges took place with European partners, particularly Germany. While the year-long exchanges in Australia remained paused, the newly introduced short-term, in-person exchanges with Queensland and South Australia continued in 2024. The short-term, in-person exchanges provide valuable professional development opportunities, enabling teachers and school leaders to bring fresh perspectives and innovative teaching strategies back to their classrooms.

Support for External Projects and Initiatives

The Association periodically receives requests to fund or support special projects initiated by other organizations. Such requests are placed before the Table Officers Committee, which, in turn, recommends appropriate action to Provincial Executive Council.

In 2024, the Association provided financial contributions to Friends of Medicare, the Canadian Mental Health Association, Ever Active Schools and the Parkland Institute; in-kind support to the Alberta Assessment Consortium; and both financial and in-kind support to the Alberta Advisory Committee for Educational Studies, the Alberta School Councils' Association, Public Interest Alberta and the United Way.

External Communications

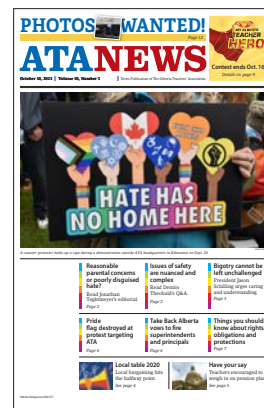
ATA Magazine—The Association published three issues of the *ATA Magazine* in 2024, with teaching in unconventional settings, teacher personality types and gender inclusion as the featured topics, respectively, in the winter, spring and fall issues. The Association continued a contract with Trevor Battye Advertising Sales to book advertisements for the magazine. Revenue from advertisement sales helped offset the cost of design, printing and distribution. The average circulation per issue in 2024 was approximately 35,000 copies.

➤ ***At the 2024 Alberta Magazine Awards, hosted by the Alberta Magazine Publishers Association, the ATA Magazine received a silver award for best illustration and a silver for editorial package.***

The magazine also continued to publish electronically via the Association's website.

ATA News—The *ATA News* is available to all members and is distributed primarily through schools. It is the journal of record of the Association. Fifteen regular issues were published in 2024, with an average circulation of 35,000 copies per issue. The *ATA eNews*, which provides recipients with a sampling of *ATA News* content and a link to a digital version of the full publication via e-mail, continued to be produced throughout 2024.

During 2024, the *ATA News* continued its agreement with Trevor Battye Advertising Sales, with paid advertisements helping to offset the cost of production, printing and distribution. Each year, the paper also provides an estimated \$35,000 worth of complimentary advertising for initiatives sponsored by the Association and its community partners.



The Learning Team—Throughout 2024, *The Learning Team* maintained its digital-only publication status, with three issues produced on the following themes: fostering inclusion and community, overall well-being and democracy. *The Learning Team* entered its third year of partnership between the Association and the Alberta School Councils' Association in September, for the purpose of collaborating on content and distribution. The publication targets the continual improvement of the relationship between parents and teachers for the overall goal of bettering children's education.

Social Media—In 2024, the Association began evolving its use of social media. The Association is active on Facebook, Instagram and YouTube, and occasionally posts on LinkedIn. The decision was made to start moving away from X, with several contributing factors influencing this change. Looking forward, the Association is considering the use of Threads and BlueSky, with accounts already secured on both sites.

The ATA Website—The website is the Association's primary tool for communicating and engaging with its internal and external stakeholders. In 2024, the Association continued to implement website enhancements, including modifications to the search function and streamlined navigation based on demographic data and user research, to improve user experience. The web team collaborated with industry experts to assist in the development of new components and features while ensuring the website conforms to best practices for modern accessibility and user experience standards. Public-facing content appeared on the current provincial website, with the legacy site hosting Members Only/My ATA functions such as voting and profile updates.



Advocacy, Communications and Public Education

Through its communications and advocacy work, the Association strives to heighten awareness of the benefits of public education. To meet this aim, the Association engaged in the following public relations, advertising and other communications initiatives in 2024. The Association conducted public opinion polling on perceptions of public education in Alberta, including phone surveys, focus groups and individual interviews, to inform the development of its campaigns.

The Association worked with Tag Advertising to launch its Stop the Excuses campaign in spring 2024 with radio, print, digital and television advertisements. This was followed by a fall campaign entitled The Least. Both campaigns aimed to increase the sense of urgency about class size and complexity, and to urge audiences to advocate for public education.

For World Teachers' Day, which is celebrated every year on October 5, the Association hosted a contest sponsored by Belairdirect Insurance for students and the public to nominate a teacher who inspired them. The contest received nearly 100 submissions.

The Association marked Education Week on 2023 05 07–11 with items promoting the week on its website, social media and internal digital signs, as well as a video message. Social media graphics, posters and PowerPoint slides for Education Week were also made available for download.

The Association produced videos for such occasions and holidays as the National Day for Truth and Reconciliation, Remembrance Day, National Indigenous Peoples' Day, Pride Month, National Indigenous History Month, Hats on! for Mental Health Day, Substitute Teachers' Appreciation Week, International Women's Day and Black History Month. Videos related to the bargaining process were also produced.

The Association continued to support the Can We Talk? campaign, an annual promotion made in partnership with the Alberta division of the Canadian Mental Health Association that communicates that teachers are often able to act as early intervenors in students' mental health struggles. In 2024, public service announcements were carried by Global Television. Schools were also encouraged to participate in Hats On! for Mental Health Day in early May to demonstrate support for mental health. Social media graphics, PowerPoint slides and posters related to the campaign were made available for download.

The Association sponsored the CTV Edmonton and CTV Calgary morning weather forecasts, which featured photos teachers shared of various activities in Alberta classrooms. For 2024, the theme was "Great Things Happening in Alberta's Public Schools."



The Stars of the ATA Local Showcase program highlights the work locals have done over the year in the areas of diversity, equity and human rights; public relations; Indigenous education and reconciliation; political engagement; and other engagement activities. This work was shared in a video presentation at Summer Conference. In 2024, 11 locals were acknowledged in the Stars of the ATA Local Showcase.

In 2024, 30 news releases were sent out to media and posted online. The topics included teachers' convention announcements, curriculum concerns, government funding, aggression in schools and the need for safe spaces for all students.

In addition, the Association supported advocacy efforts for public education through its Community Relations Grant program, which provides funding to locals to undertake initiatives that profile public education, represent teachers as active and concerned community members, or show teachers and the Association as concerned about the mental health of children and youth. In 2024, three grants were awarded.

The Association's communications efforts also included the work of local communications officers (LCOs). In October 2024, a two-day LCO meeting was held to support LCOs in their work.

Political Engagement

The Association's political engagement program is focused on enhancing teachers' awareness of and active engagement with the political process, increasing the awareness that members of the legislative assembly (MLAs) have of education, and communicating teachers' concerns about matters affecting student learning.

In 2024, the program's activities included a Political Engagement Seminar, meetings of and work undertaken by local political engagement officers (LPEOs), and advocacy at the local level. Locals continued to implement a Member Engagement and Organizing Strategy to ensure members stay informed and actively involved in issues and processes related to collective bargaining. Meetings were held in schools across the province to support this effort.

The Political Engagement Seminar, held in March, was attended by more than 100 local representatives. The seminar featured a keynote presentation on member engagement, an overview of Alberta's legislation process, a school board trustee panel and a presentation on the premier's strategy to maintain support from her party.

LPEO meetings were held in May and October. The May meeting, attended by 50 local representatives, included an environmental scan, a New Democratic Party leadership candidates' forum, a polling presentation, and time for small group work and sharing. The October meeting included a provincial update from the president, a provincial education funding overview, a bargaining communications update and information on the Association's school board trustee election engagement plan.

At year-end, the corps of LPEOs stood at 50 out of a possible 55 members. At the provincial level, the Association's Political Engagement Committee met five times in 2024.

Women in Leadership

The Women in Leadership (WIL) Committee was established to provide supports that enable the advancement of women in educational leadership within school jurisdictions and the Association. The WIL Committee accomplishes its mandate through policy recommendations, the support of local WIL Committees, the organization of an annual summit and analysis of the career progression of women in educational leadership. In 2024, the committee convened four meetings.

In March 2024, the WIL Summit was held in Edmonton, with approximately 190 teachers, school leaders and school jurisdiction leaders in attendance. The summit included 29 unique breakout sessions, as well as keynote speaker sessions by C Swindlehurst and S Kang.

The committee also hosted two WIL Sharing Circles, during which representatives from local WIL committees discussed the challenges and successes they were experiencing. Participants were also able to share strategies for developing WIL committees at the local level.

The WIL Speakers Series continued in 2024, with D Maas and D Fulwiler-Volk featured. Planning for the 2025 WIL Speaker Series also took place.

Further, the WIL Committee supported planning for the 2025 iteration of the Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants (CTF/FCE) Women's Symposium, which is being co-hosted by the Association in May 2025.

Throughout the year, the committee benefitted from the work of the WIL Advisory Council, which provides the committee with information, advice and suggestions from communities throughout Alberta.

Strategic Planning Initiatives

The strategic planning initiatives of the Association include the work of the Strategic Planning Group (SPG), which identifies, studies and advises Provincial Executive Council on emerging issues and opportunities of interest to the Association; a grant program; other support for local sessions on strategic planning and foresight; and public lectures.

As the main channel through which the Association undertakes strategic planning, the SPG engages in strategic planning across short-, medium- and long-term horizons; proposes policy where appropriate; and undertakes research to develop strategic foresight. The group plans and participates in the annual June and fall planning meetings. At its meetings in 2024, the group considered research briefs, monitored matters related to education in Alberta, and scanned articles and conference reports to identify trends that will continue to shape public education. In addition, the group oversaw the administration of the Association's Member Opinion Survey (see Research, page 35), the results of which inform the short-, medium- and long-range planning of the Association and its subgroups.

In 2024, the Association, guided by the SPG, continued to mobilize the Foundational Framework for Long-Term Direction, a strategic framework designed to guide the Association over the long term. Its purpose is to energize a vibrant teaching profession in Alberta and, with education partners and the involvement of the public, to support great schools for all through thoughtful strategic actions.



The Association also administers a Strategic Planning Grant program that assists its subgroups in conducting strategic planning activities to examine their long-term goals and activities in the context of the Association's strategic framework. In 2024, two locals and three specialist councils qualified for matching grants of up to \$2,000 each.

The Association organizes public lectures and other events that highlight the role that public education plays in shaping the future of the province. In partnership with Calgary Public Teachers Local No 38 and Calgary Separate School Local No 55, the Association held in November a public lecture featuring Margaret Atwood. The public lecture was presented in Calgary to more than 2,500 Albertans. A free live stream was also available to virtual attendees, with participants joining from 80 cities and towns across Alberta, from other Canadian provinces and from seven other countries.

Research

Association research is coordinated in the Government program area, though all program areas may participate in Association research projects. Many of the projects are carried out with the assistance of university-based researchers and global experts, and with the support of Alberta's teachers through the Association's locals and other subgroups. During 2024, the following major research projects were completed or under way.

Classroom Complexity, Labour Force Research and Intergenerational Impacts 2024

This research initiative provided a comprehensive understanding of key dynamics in Alberta's labour force landscape. Conducted in collaboration with L Hallström of the Prentice Institute for Global Population and Economy at the University of Lethbridge, the study focused on reviewing class complexity and work intensification for Alberta teachers; mapping the availability and scope of wraparound services across school jurisdictions; and reviewing labour market research on the teaching profession, including intergenerational dynamics.

Aggression in Schools and School Communities: 2024 Update and Focused Conversation

This research addressed increasing aggression in Alberta's schools, drawing on the Fall 2023 Pulse Research Study and focus groups held at the 2024 uLead Conference (see School Leadership Programs, page 61). Key areas of exploration included policy implementation and the role of comprehensive behavioral programs, how to strengthen community engagement while supporting public education, and how to enhance school security and crisis management systems.



Hope Research: Online Resources and Hope Scale Development

The 2024 phase of this research built on the 2022 study conducted with the University of Alberta's Hope Studies Central, addressing teacher and school leader hopelessness. Objectives included developing an online hope resource tailored to school contexts, and finalizing and validating a hope scale for teachers and school leaders.

Teaching and Learning Resources: The Growing Deficit

This study examined the effects of under-resourced classrooms, exploring the financial burden on teachers, as well as increased reliance on online tools and artificial narrow intelligence (ANI) technologies. The research was embedded in broader Association survey data to highlight the systemic impacts on Alberta's education system.

Exit Interviews and the Social Contagion of Attrition

This study extended and deepened the 2023 exit interview framework to analyze teacher attrition. Using surveys and interviews, the research captured insights from teachers across three career stages (early, mid, late) and geographic regions (urban, suburban, rural). A new focus included the viral influence of attrition discussions among peers. School leaders exiting the profession were also included.

Artificial Intelligence and the Teaching Profession

This longitudinal research examined the impact of artificial intelligence (AI) on education. Areas of focus included teacher reputation, moral passivity and cognitive atrophy; AI's role in assessment, diagnostics and administrative tasks; and implications of AI for teacher preparation, classroom dynamics and learner outcomes.

Standardized Diagnostic Assessment Tools: Insights from Alberta Schools

This research report, published in 2024, delivers an in-depth examination of how Standardized Diagnostic Assessment Tools (SDATs) affected teachers, students and educational practices across Alberta. Research shows that the implementation of SDATs was done without adequate training and resources for teachers and school leaders, and had had a harmful psychological toll on students, particularly those in K-3.

Longitudinal Beginning Teachers Research

This study tracks beginning teachers' experiences through annual surveys and focus groups. Findings support Association mentoring and professional development programs and are shared with education faculties, policy-makers and the broader professional community.

ATA Pulse Studies

The Fall 2024 Pulse Study explored class complexity and class size concerns, aggression in schools and communities and exposure to ANI tools. This research activity provides rapid response data and qualitative insights, constituting a vital record of Alberta's education landscape amid escalating change within the teaching profession in Alberta.

Annual Member Opinion Survey

The Association administers the Member Opinion Survey (MOS) on an annual basis. In 2024, the survey was conducted online in English. The MOS survey seeks feedback from a large random stratified sample of full- and part-time members on a range of topics. The responses allow the Association to track trends and issues to ensure its programs and services meet the needs of members and advance the profession of teaching. Among the topics broached in the 2024 survey were conditions of professional practice, aggression in Alberta schools and school communities, polarization and its impact on pedagogical practices, politicization of the



curriculum, societal risks and levels of concern, classroom and school complexity, engagement with the Association, new Alberta curriculum, plans for the future (attrition/retention), and overall well-being and mental health.

Collaboration and Knowledge Mobilization

The Association continued to collaborate with scholars, policy-makers, nongovernmental organizations and youth and extended its research support to both the Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants (CTF/FCE) and Education International. The Association also continued its partnership with Boston Children's Hospital and Harvard Medical School through the Digital Wellness Lab and the work of the GUD Project—Growing Up Digital in Alberta. In addition, the Association is a collaborating partner for two Social Sciences and Humanities Research Council grants: one with the University of Calgary, examining how HEARTcare planning might be useful in mitigating the effects of compassion fatigue and burnout in education, and the other with the University of Alberta, exploring leadership at the intersections of gender. The Association also discussed with new and existing networks of researchers, scientists and technology industry leadership the design and social impact considerations of their various technologies and platforms, exploring the accelerating challenges of disinformation and misinformation for children and youth.

The Association also produces publications and engages in other activities to ensure that the results of its research connect with as wide an audience as possible. In 2024, the Association's research was highlighted in multiple Alberta newspapers, in international media and by teachers' federations. Staff provided advice and presented keynote addresses for external groups, such as the CTF/FCE, the Alberta Teachers' Retirement Fund and like organizations in the labour movement across Canada. The Association also supported research activities undertaken by other organizations, including the Alberta Advisory Committee for Educational Studies and the Kule Institute for Advanced Study Signature Collaborations grant program.





Library Services

The ATA library offers Association members access to a large collection of materials in English and French to support their professional practice. In 2024, the library added to its collection new and innovative materials for teachers.

The library's web guides continue to serve as a way for members to access high-quality online resources. In 2024, library staff created new guides, including additional French guides, and added or updated high-quality online resources to existing guides. These updates included adding new resources to reflect the continued changes to curriculum at the elementary grade levels.

Library presentations were delivered to several student locals and Association locals. The library also hosted tables at the Beginning Teachers' Conferences in Calgary and Edmonton, as well as several specialist council conferences.

Throughout the year, the library engaged in career mentoring programs for university students, with two students enrolled in the School of Library and Information Studies at the University of Alberta completing their practicums in the library.

Tables 4 and 5 show statistics related to library use in 2024.

Table 4. Library Service Statistics

		2024
Circulation services	Physical materials loaned	3,894
	E-books loaned	53
	Online reservations	2,612
Research services	Information and research questions	4,578
	Searches in journal databases	2,029
	Searches in e-book database	366

Table 5. Top Five Library Web Guides in 2024

	Views
Search Engines	26,598
Black History Month	14,423
Sciences Grades 10–12	14,324
English Language Learners	14,100
Makerspaces	11,726

French Services

Staff in French Services provide translation, editing and terminology services to staff and all Association subgroups. Staff translate into French such documents as handbooks, posters, brochures, surveys, collective agreements, correspondence, magazine articles, social media posts, video scripts and PowerPoint presentations. In 2024, 14 French publications and workshops were updated, and 31 new documents and workshops were created in French. New substantial publications or considerably revised publications available in French are listed in Publications (see page 73).

French Services provides ongoing support to the ATA library and works with Creative and Publishing Services to ensure that the French Services webpages are updated and accurate. In particular, French Services staff assist the library with maintaining 57 existing French web guides (see Library Services, page 39), as well as French catalogue records. Further, in partnership with the Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants, French Services staff provide an annual report for member organizations.





Teacher Employment Services

The Teacher Employment Services program area is designed to assist teachers, both individually and collectively, with professional problems and school division or local issues. Teacher Employment Services staff also work to raise the status of the teaching profession by promoting and advancing the interests of teachers to secure conditions that will make possible the best levels of professional service. Members can contact Teacher Employment Services with confidence that confidentiality will be maintained and their interests will be protected.

Local Associations

The Teacher Employment Services (TES) program area is responsible for assisting locals with their ongoing operations. TES provides advice on such topics as local annual reports and changes to constitutions. During the year, the Table Officers Committee ratified amendments to one local constitution and five student local constitutions.

The Local Secretaries' Seminar was held at Barnett House on 2024 05 31. Twenty-five local secretaries attended the seminar. Participants reviewed the duties of a local secretary and the related reports and forms necessary for their locals, learned about privacy issues and records services for locals, and received presentations on engagement strategy and generative artificial intelligence. The seminar also included a political update on the status of education in Alberta.

The Local Treasurers' Seminar was held on 2024 05 24, with 40 local treasurers in attendance, representing 37 locals (some locals were represented by both the outgoing and the incoming treasurers). Topics addressed at the seminar included local surplus, gift cards, grants and honorariums.

The Student Local Conference was held 2024 09 27(eve)–28, with representation from Ambrose University, Campus Saint-Jean, Concordia University, Keyano College, Mount Royal University, Medicine Hat College, St Mary's University, The King's University, the University of Alberta, the University of Lethbridge and the University of Calgary. The 41 participants attended a keynote on advocacy with a human rights lens, a session on what a student local executive needs to know, a session concerning privacy and job-alike sessions.

TES staff presented 30 preservice sessions to approximately 1,550 education students at universities across the province. The sessions included information on the Association's programs and services, climbing the grid, the Code of Professional Conduct for Teachers and Teacher Leaders, and e-liability.





School Representative Program

The school representative program supports key contacts in each local and prepares members in the local who are serving as school representatives. A core element of the program is the online *School Representative Toolkit*, a resource that enables school representatives to familiarize themselves with their roles and maximize their effectiveness.

In 2024, an ad hoc cross-program-area committee focused on this program continued to discuss resource creation, as well as a plan to engage and support school representatives.

Three presentations related to the program were conducted at Summer Conference. These presentations focused on the role of the school representative and how local presidents and local communications officers can collaborate effectively with school representatives to support the efforts of local associations and the overall Association.

Additionally, two webinars for school representatives were held in October 2024. The webinars focused on website navigation for resources, member organizing strategies and logistics for teacher meetings in schools.



Member Assistance

Teacher Employment Services (TES) staff help teachers with problems arising from their professional practice and advise members on issues related to employment status, professional relations, leaves, pensions and collective agreement matters.

In 2024, staff had more than 20,000 calls with members. The most common reasons for member calls to TES were interpersonal relations with staff and administration (12 per cent); employer action against the teacher (13 per cent); employment information assistance, such as contract issues (17 per cent); and leaves of absence, including sick leave and long-term disability (21 per cent).

Staff Relations Service

The Staff Relations Service (SRS) is a mediation/facilitation service that provides members of the Association with a mechanism for resolving problems in staff relations that are negatively affecting the working environment and that have not been successfully resolved through informal approaches. The program was initially designed to resolve such conflicts by working with either most of or an entire school staff. However, a review of the program revealed that conflicts were usually confined to a smaller group within the staff.

The SRS program uses a certified mediator to facilitate a conflict-resolution process with up to six staff members in conflict at a school. In 2024, there were nine requests for the SRS. The SRS is a confidential program between the involved parties and the mediator. No reports are made to the employer. The Association is informed only as to whether there was a successful resolution to the conflict.

Healthy Interactions Program

The Association offers the Healthy Interactions program, a communication and conflict-resolution program. The program aims to help individual teachers and principals enhance their ability to deal with conflict in their professional lives.

In early 2024, 40 members took part in the workshop Healthy Interactions: Understanding Conflict, held in Calgary.

A pilot project of the redesigned workshop was offered in May, with 16 attendees. Participants heard presentations about the origins of the program, understanding and navigating conflict, and moving from positions to interests and beyond conflict to establish trust. This workshop was offered again in October, with 50 participants, and in November, with 13 participants.

The pilot will be reviewed to determine the most efficient offering of the program for all teacher participants.

Teacher Growth, Supervision and Evaluation

Alberta Education's Teacher Growth, Supervision and Evaluation (TGSE) Policy deals with accountability and continuous professional growth and ensures that a teacher's professional practice is under ongoing supervision. The policy defines the process, and the *Teaching Quality Standard (TQS)* defines the competencies for professional practice.

In 2024, an open-enrolment, two-day workshop on the TGSE Policy was held two times, once on a virtual platform and once in person with school and district office leaders. These offerings allow members from across the province the opportunity to attend the workshop when there may not be a request for the workshop for their entire division. In-person workshop presentations were also in high demand throughout 2024, with many divisions requesting the workshop for their aspiring leadership cohorts and their division leadership teams. Reflecting the *TQS* and the *Leadership Quality Standard (LQS)* for the teaching profession, the workshop reviews the critical role of leaders in the TGSE process and the duties that leaders must perform, as outlined in the *Education Act* and provincial policy. The workshop also references current literature regarding TGSE.

Condensed versions of the workshop were provided on a number of occasions when individual schools or district offices requested that the presenters focus on a specific aspect of the TGSE workshop. This also includes the advanced supervision one-day workshop, which extends the conversation on quality supervision with school leaders who have already completed the standard two-day workshop. The advanced workshop was redesigned in 2024; the updated workshop was delivered once in 2024.

In 2024, the French version of the full two-day workshop was delivered on three occasions.

Program for Substitute Teachers

The Association's program for substitute teachers is primarily connected to the work of the Substitute Teachers Committee, which studies the challenges, concerns and needs of Alberta's substitute teachers and recommends targeted supports to Provincial Executive Council.

In 2024, the committee increased the number of professional development offerings available to substitute teachers by implementing a series of free webinars to coincide with Substitute Teachers' Appreciation Week in March. Throughout the year, an ongoing issue shared with the committee was a chronic shortage of certificated substitute teachers, which resulted in unfilled teacher absences or required internal coverage by other teachers in the school. This issue was raised by the committee to Council and was the focus of ongoing advocacy by the Association.

The Substitute Teachers' Conference was held 2024 10 18–19 in Edmonton and was attended by 155 substitute teachers from across the province. Travel allowance funding was increased this year to support substitute teachers attending the event. The conference program included 21 workshops that connected to the competencies in the *Teaching Quality Standard*, collective agreements, bargaining or the realities of complex classrooms.

Collective Bargaining

Collective bargaining for teachers whose employer is one of the 61 public, Catholic or francophone school divisions occurs within the framework established by the *Public Education Collective Bargaining Act* and takes place at a central table, as well as between the Association and the respective employer school divisions. The Association also bargains for five charters (Almadina School Society, Aurora Academic Charter School, Boyle Street Education Centre, New Horizons Charter School and Valhalla School) and one private school (Clear Water Academy). All the above, except Valhalla School, reached collective agreements during 2023 and 2024. Bargaining opened with Valhalla School during 2024 and remained in progress at year-end.

Central Table Bargaining

A notice to open central table collective bargaining was sent to the Teachers' Employer Bargaining Association (TEBA) in December 2023. TEBA includes representatives from the Treasury Board and Finance Ministry.

The list of all matters for the 2024 round of central table bargaining was reached in March, and the Association's initial proposal was provided to TEBA in May. Following that, two dates were set for bargaining in June. Central table bargaining continued in September. By November, the parties had reached an impasse on the items. In November, the Association, with TEBA's consent, applied for mediation. Initial mediation dates were scheduled for January 2025.



Local Collective Bargaining

By mid-December 2023, 50 bargaining units had reached memoranda of agreement for the 2020–24 round of bargaining with their divisions. Eleven bargaining units remained unsettled by the end of 2023: two had voted in favour of a government-supervised strike vote, five were in mediation, and the remaining four were still in negotiations.

In 2024, the two bargaining units that had voted in favour of a strike settled with their divisions without further action. The remaining nine units also settled.

Averages of collective agreements in effect 2024 09 01 are reported in Table 6.

Table 6. Averages of Collective Agreements in Effect 2024 09 01

Years of teacher education	Minimum salary	Maximum salary
4	\$62,062	\$97,834
5	\$65,544	\$101,390
6	\$69,409	\$105,292

Grievances

Violations of the collective agreement occur regularly, prompting, on average, the filing of almost one grievance each week of the year. When local efforts to resolve a dispute are unsuccessful, grievances are filed against that school division under a central grievance procedure that involves the school division, the Teachers' Employer Bargaining Association (TEBA) and the Association.

Forty grievances arising from alleged violations of collective agreements were initiated in 2024. Of these, 30 remained outstanding at year-end. Ten of the forty were resolved at the initial stages of the grievance process. Six have proceeded to arbitration. In addition, 25 grievances remained outstanding from previous years and were in various stages of grievance/arbitration. Several were undergoing settlement talks at year-end. A summary of the status of grievances/arbitrations in progress at year-end is presented in Table 7.

Seven grievances remain outstanding since 2015 and 2016 under the *Assurance for Students Act (ASA)*. The process for these grievances continues. Though much time has passed since the various school divisions failed to live up to their obligations under the modified framework agreement and ministerial order legislated as part of the *ASA*, the Association and its legal team believe there is value in pursuing these grievances. If arbitrators eventually find that school divisions failed to live up to their obligations, and that failure resulted in teachers working more than they should have, the arbitrators are likely to award the Association or teachers damages based on the value of the extra time spent on unnecessary tasks by teachers.

Table 7. Status of Grievances and Arbitrations

	Total filed	Resolved prior to arbitration	In process (active or arbitration)
2024	40	10	30
Previous years	—	—	25

Appeals to ASEBP and Other Insurance Matters

The Association assists with and advises members on various benefits issues, including extended disability benefits with the Alberta School Employee Benefit Plan (ASEBP) and long-term disability with other carriers (such as Canada Life, Manulife and Desjardins). The Association also assists with policy appeals regarding insurance plan document issues. In 2024, the Association received many calls and e-mails raising concerns in these areas. Fifteen teachers had disability appeal hearings in 2024.

Other matters often brought to the Association for assistance relate to employment insurance, Canada Pension Plan disability, and occupational health and safety issues. Advice was sought by many teachers in one or more of these areas in 2024. Difficulty in these areas is often resolved with assistance from Teacher Employment Services staff.

Teacher Welfare Education and Communications

Education

The Teacher Welfare Education Program (TWEP) aims to foster teacher welfare committee (TWC) leadership capacity through a formalized education process and to ensure that an adequate number of TWC members are trained in collective bargaining issues. The program offers two levels of certification in leadership and negotiation skills. In 2024, 56 Level 1 and 13 Level 2 certificates were issued.

The certificate process aims to ensure that members have access to a variety of courses and programs that will assist them in developing the skills and capacity necessary to serve as leaders on a TWC or a negotiating subcommittee. To achieve each level of the certificate, a member must complete all core courses and a number of electives. Courses are usually offered at Summer Conference and two Collective Bargaining Conferences (CBCs). Occasionally, courses are also offered at meetings of the bargaining unit, the local, school staff or the TWC.

The spring CBC was held in Calgary on 2024 04 12–13, with 242 attendees. The program included a keynote presentation from J Stanford and a presentation on the state of collective bargaining. The fall CBC was held in Edmonton on 2024 11 22–23, with 276 attendees. The program included presentations from the Alberta School Employee Benefit Plan on the sick leave support program and from Field Law LLP on legal labour action, requirements and consequences. In addition, several TWEP courses were offered at both conferences.

Communications

During 2024, the Association produced articles in the Worth Talking About series, which offers information on and insight into current issues important to teachers. The series has two components: Worth Doing and Worth Knowing. The topics covered in 2024 included duty-free lunch, professional obligations and workload, and hazards in the workplace, as well as several bargaining updates.



Pensions and Retirement

Educating teachers on their pensions and retirement remains a large part of the Association's mandate, with Association staff continuing to address issues and questions on these topics. The Alberta Teachers' Retirement Fund (ATRF) also provides consultations virtually and by telephone, in-person education, and materials and resources through its website and the MyPension portal.

During 2024, the Association conducted virtual pre-retirement workshops for members nearing retirement, as well as other pension information sessions and financial wellness workshops for teachers in the field. Invited to present at these sessions are the ATRF, along with the Alberta Retired Teachers' Association (ARTA), the Alberta School Employee Benefit Plan (ASEBP), Blue Cross, Capital Planning and other relevant presenters as required. The workshop also offered a wills and estates component.

The ATRF continues to monitor closely the investment management services provided by the Alberta Investment Management Corporation (AIMCo) as sole investment manager for the teacher pension funds. As part of an investment management agreement, the ATRF board sets investment strategy that AIMCo must implement.

ASEBP maintains a retirement benefits plan, the MyRetiree Plan, similar to that of the ARTA retiree benefits plan. Teachers may choose to remain with ASEBP throughout their retirement years, purchase benefits through ARTA or locate a plan outside the education sector.

Field Service

Throughout the year, Teacher Employment Services (TES) staff made 137 presentations to a total of 4,945 teachers at professional development days, teachers' conventions and school staff meetings, as well as sessions to university students and student locals. Presentations addressed such topics as school leaders and the law (including dealing with unsatisfactory teaching performance); the Code of Professional Conduct for Teachers and Teacher Leaders; confidentiality issues related to student records (including counselling records); occupational health and safety; counting time; liabilities associated with the use of technology; teacher growth, supervision and evaluation; maternity leave entitlements; teachers' rights and responsibilities; retirement and pre-retirement; climbing the grid; the law and the teaching profession; the respective roles of teachers and educational assistants; how to deal with difficult people; employment insurance; and ways to address parent concerns. TES staff also supported and presented at Leadership Essentials for School Leaders and other activities for school leaders.

Throughout the year, TES staff also met with bargaining units or teacher welfare committees on nonbargaining matters, including providing workshops on matters of interest to those groups. Many meetings with various division officials also occurred during 2024. As several bargaining units had not yet reached a memorandum of agreement for the 2020–24 round of bargaining by the end of 2023, several bargaining unit general meetings were held in 2024 to ratify agreements eventually reached in 2024. Processing and finalizing collective agreements continued throughout 2024, with three collective agreements outstanding (not yet signed off) at year-end.







Professional Development

The primary goal of the Professional Development program area is to establish and maintain high standards with respect not only to the practice of individual teachers but also to teaching as a profession.

Professional Practice Standards

In 2024, the Association continued to support Alberta's professional practice standards for the teaching profession. All workshops and presentations developed and facilitated in the program area aligned with the *Teaching Quality Standard (TQS)* and the *Leadership Quality Standard (LQS)*. The Association also provided support to the nine teachers' convention boards as they continued to ensure that their program offerings aligned with the *TQS* and *LQS*. Further, the Association provided support to faculties of education in their work with preservice students and the professional practice standards.

Curriculum

After effectively shutting out the Association from curriculum consultations that have a direct effect on the professional lives of teachers, in 2023 Alberta Education began to engage in limited consultation with the Association on a variety of issues, including curriculum. This consultation continued in 2024, and the Association encouraged these efforts, working to extend opportunities to members and facilitate collaboration between Alberta Education and the Association. As part of these consultations, the Association was invited to nominate four teachers for inclusion in the Teacher Curriculum Consultation Groups struck by Alberta Education for the purpose of informing the development of Grades 7–9 mathematics, Grades 7–9 social studies, Grades 7–10 physical education and wellness, career and life management, and career education curriculum during the 2024/25 school year.

On 2024 04 22, the Association hosted a curriculum circle focused on career and technology studies (CTS) and career and technology foundations (CTF). Members from the Career and Technology Education Council and practising CTS and CTF teachers were invited to discuss recommendations for the future of career education curriculum.

On 2024 05 14, the Association hosted a social studies curriculum circle to examine the new ministerial order on student learning, discuss best practice for teaching and learning resource selection, and explore the potential of artificial intelligence tools in the social studies context. Members from five specialist councils were invited to attend the event.

Diversity, Equity and Human Rights

In 2024, the Association established a new subunit in the Professional Development program area to oversee initiatives related to diversity and inclusion.

The Association's diversity and inclusion program includes a grant program; an annual conference; support for local diversity, equity and human rights (DEHR) committees; policy review and recommendations; and studies and reports on DEHR topics. Further, the program provides resources and supports and undertakes initiatives responding to a range of DEHR issues that relate to the teaching profession, including addressing discrimination, racism and oppression; advocating for sexual and gender diverse students and teachers; promoting cultural responsiveness and inclusivity; and safeguarding the well-being of children and youth.



Highlights of the Association's diversity and inclusion work in 2024 include the following:

- Providing \$30,000 in grants to support 24 DEHR-related projects completed by individual schools and local associations across the province
- Implementing the recommendations from the Status of Racialized Teachers (SORT) Working Group
- Conducting guided listening circles for teachers who identify as living with disabilities to better understand their professional experiences
- Providing dedicated support to the Association's online gay-straight alliance network for teachers
- Holding the inaugural two-day training session for local DEHR chairs
- Developing the framework and handbook for the Diversity and Equity Networks
- Coordinating the UNESCO Associated Schools Network with two full-day meetings
- Initiating an internal diversity audit, in collaboration with Human Resources

Inclusive Education

In 2024, the Association continued to develop and implement inclusive education programs and resources to support teachers and school leaders with establishing inclusive learning environments.

The Association undertook the following activities regarding inclusive education:

- Disseminated a resource series entitled *Common Threads for Inclusive Education* and a resource guide entitled *Establishing Inclusive Learning Environments*
- Developed the Executive Function—Essential Skills for Deep Learning and Emotional Regulation workshop series

Indigenous Education

Supporting teachers and school leaders in developing and strengthening relationships with Indigenous Peoples, Lands and Knowledges is a priority for the Association. In 2024, the Association reviewed internally developed workshops and resources, including the Stepping Stones resource series, to reflect and respond to contextual realities of Indigenous education.

Through the Association's Indigenous Advisory Circle, Elders and Knowledge Keepers from across the province provide guidance and feedback on workshops, resources and administrative regulations. Each gathering is grounded within relationality, responsibility, reciprocity and respect for each other and Indigenous ways of knowing, being and doing. Providing direction and feedback to the Association on Indigenous Cultural Protocols was a priority throughout each gathering held in 2024.

The wícihtotân (pronounced weh-chee-tow-tan) mentorship program for Indigenous teachers and school leaders continued to increase its membership. More than 90 participants registered for the wícihtotân program in 2024, and two virtual events and one in-person event were held. The wícihtotân gatherings are designed to bring together Indigenous teachers and school leaders from across the province through a circle of learning, mentorship and guidance.





In 2024, the Association created a new Indigenous Education Initiatives Grant program, which supports innovative projects that foster community connections and contribute to fulfilling the Truth and Reconciliation Commission of Canada's Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

Teacher Education and Certification

The Association undertook the following activities regarding teacher education and certification in 2024:

- Monitored and provided feedback to universities with respect to teacher practicums and partner teacher experiences
- Ensured that students in their final practicum at the time of teachers' convention who were members of their student local were provided with the ability to attend teachers' convention at no cost
- Expanded the Gold Medals in Education award program to include Ambrose University, Concordia University of Edmonton, Keyano College, Medicine Hat College, Mount Royal University, Northwestern Polytechnic, Red Deer Polytechnic, St Mary's University and The King's University

In 2024, the Association offered services to the University of Alberta, the University of Calgary, the University of Lethbridge, Campus Saint-Jean, Ambrose University, Concordia University of Edmonton, Northwestern Polytechnic, Keyano College, Medicine Hat College, Mount Royal University, Red Deer Polytechnic, St Mary's University and The King's University.

Teacher Qualifications

Teacher Qualifications Service (TQS), the agency responsible for assessing teacher qualifications for salary purposes, has been operating since March 1967 under an agreement between Alberta Education, the Alberta School Boards Association (ASBA) and the Association.

In 2024, TQS staff provided support to over 8,800 teachers through the TQS application process and offered guidance on additional studies to enhance their salary grid placement. Nearly 3,800 statements of qualifications were issued to members and other stakeholders during the year. Statistics on qualifications issued, along with the number of member interactions in 2024, are presented in Table 8.

The Teacher Qualifications Committee, to which a teacher can request a reassessment if dissatisfied with an evaluation, considered four requests in 2024. The Teacher Salary Qualifications Board establishes the principles under which TQS evaluates teacher preparation for salary purposes and hears appeals of the decisions of the committee.

The principles adopted by the board are posted on the Association's website. The board is made up of appointees from the Association, ASBA, Alberta Education, the University of Alberta, the University of Calgary and the University of Lethbridge.

Table 8. Teacher Qualifications Service Activities

	2024
Statements of qualifications issued	3,749
Fees received	\$393,160
Advice given on additional study	1,965
General application inquiries	6,902

University Liaison

In 2024, the Association continued to collaborate with Alberta teacher preparation programs. Association staff delivered in-person and online workshops to preservice teachers on a wide variety of topics, including developing a professional identity; understanding professional competence and conduct; establishing inclusive learning environments; fostering effective relationships with parents and students; understanding the impacts of technology and social media use on teaching and learning; navigating legal and ethical contexts; applying for teacher certification, salary evaluation and employment; and understanding and accessing Association supports.

In 2024, Association staff represented the profession as full voting members on faculty councils and on undergraduate program, graduate program and field experience advisory committees hosted by the various teacher preparation programs. Faculties, in turn, were represented on Association teacher education and field experience committees.



Inductions

Induction ceremonies are formal events at which new teachers are welcomed into the profession. Every year, hundreds of new teachers are inducted into the Association at locally hosted induction ceremonies. Each new member receives an induction package, which contains an induction certificate and various resources to help them experience success in their first years of teaching. Induction packages are available in both English and French. In 2024, a total of 717 new members were welcomed into the profession at 29 locally hosted induction ceremonies.

Program for Beginning Teachers

In 2024, the Beginning Teachers' Conference was held in Edmonton on 2024 09 20–21, and in Calgary on 2024 10 04–05, with 314 and 241 beginning teachers, respectively, participating in the 65 sessions offered.

The conference aimed to

- orient beginning teachers to the teaching profession and to the role of the Association,
- ease beginning teachers' transition into the profession,
- provide beginning teachers with the skills and information they need to succeed in their first years,
- acquaint beginning teachers with the services the Association provides to teachers and
- help beginning teachers to develop a network of supportive colleagues.

In September, the Association implemented a program to provide professional learning and mentorship support directly to beginning teachers. This program, called the Beginning



Teacher Network, was informed by a small-scale pilot of the program implemented in October 2023. The Beginning Teacher Network consisted of no-cost virtual sessions focused on timely topics. These sessions were offered to two cohort groups who received release time to participate in the program. Sessions were also offered in an after-school format for members who preferred to attend in the evening. The Association monitors and evaluates the program on an ongoing basis to inform the direction of professional learning and mentoring supports offered.

To further support teachers new to the profession, the Association continued to maintain the Beginning Teachers video series offered in both English and French. The videos provide information on such topics as types of teaching contracts, evaluations, professional growth plans and policy beliefs.

Mentorship Program

The Association continued to provide locals and divisions with advice on establishing mentorship programs for beginning teachers. The Association's primary role in this regard is to ensure that both mentors and beginning teachers receive adequate preparation and support. Mentorship programs vary considerably among schools and school divisions, reflecting such factors as fiscal restraints, availability of substitute coverage, availability of time for mentors and protégés to meet during the school day, travel requirements due to geographical challenges, local priorities and areas of interest, the number of experienced teachers able to serve as mentors, and competing school division mentorship program offerings that may not reflect the Association's mentorship program model.

In the establishment of mentorship programs, Association staff tailor support to respond to local circumstances. In some cases, staff encourage locals and school divisions to implement mentoring partnerships, while in others, staff work within existing division-led or local-led mentoring programs. The Association monitors and evaluates these programs on an ongoing basis.

In 2024, the Association maintained formal mentoring partnerships with the following divisions and locals: the Peace Wapiti School Division and Northern Spirit Local No 6, the Grande Prairie Roman Catholic Separate School Division and Grande Prairie and District Catholic Teachers Local No 42, the Grande Prairie School Division and Trumpeter Local No 26, the Greater St Albert Roman Catholic Separate School Division and Greater St Albert Catholic Local No 23, and the Holy Spirit Roman Catholic Separate Regional Division and Holy Spirit Catholic Local No 5.

The Association also provided a continuum of mentoring assistance over the past year to Calgary Public Teachers Local No 38, Calgary Separate School Local No 55, and the Additional Languages and Intercultural Council.

Each formal partnership is monitored by a steering committee consisting of local representatives, division representatives and Association staff. The steering committees develop a frame of reference and guiding principles; coordinate activities for mentors, beginning teachers, school leaders and district staff; and monitor and evaluate the program. Formal collaborative mentoring programs provide quality professional development and a support system to attract new teachers to the profession and contribute to their retention.

To support beginning teachers working in francophone schools and in French immersion programs, the Association also publishes its mentoring resources in French, and bilingual staff work with individual locals and divisions to offer the mentorship program.

School Leadership Programs

The purpose of this program is to develop materials for and provide professional development to school leaders on a variety of topics.

In 2024, the Association held speaker series events for school leaders and aspiring leaders. The spring iteration focused on artificial intelligence, with sessions held in Bonnyville, Fort McMurray, Red Deer and Lethbridge. The winter iteration focused on navigating leadership drift, with sessions held in St Albert, Red Deer and Lethbridge. Event participation ranged from 20 to 75 attendees per session.

In April, the Council for School Leadership of the Association hosted its annual international leadership conference, uLead. The event featured a preconference event featuring M Fullan. More than 1,100 leaders and aspiring leaders from across Canada and around the world came together for three days of conversation, collaboration and learning.

In November, the Association hosted the annual Leadership Essentials for School Leaders Conference, which attracted 110 registrants. The conference aimed to provide relevant and diverse sessions to support and enhance leadership practice. Additionally, for the first time the Educational Leadership Academy was held in conjunction with Leadership Essentials, with 22 experienced leaders participating in the academy.

Finally, the Association maintained a webpage specifically designed to offer school leaders and aspiring school leaders with information about events that promote their professional growth.

Specialist Councils

The Association has 20 specialist councils that support the objects of the Association as set out in Section 4 of the *Teaching Profession Act*. These councils offer programs and services to increase members' pedagogical and leadership knowledge and abilities in general and in each council's defined areas of specialty.

In 2024, the Association provided about \$850,000 in grant funding to support the councils' programs and services to members. To ensure councils are successful in their efforts, Association staff provided a number of online and in-person training events and meetings throughout the year, as well as consultations for council executive officers as needed.

This year, 15 councils hosted major conferences, which were attended by more than 3,200 teachers and school leaders. Many councils also hosted smaller symposia, workshops and webinars to provide opportunities for teachers from across the province to increase their individual and collective efficacy.

Specialist councils continued to contribute to educational research literature through the publication of academic journals that include articles from Alberta teachers who are pursuing graduate and doctoral studies, professors from Alberta's faculties of education and international researchers. Councils also continued to keep their members informed of upcoming events, effective teaching and leadership strategies and innovative practices through the publication of electronic and print newsletters.

As the Association's experts in their respective areas of specialty, councils contributed to the policy direction of the Association by developing and advocating for new policy resolutions that were considered and debated at the 2024 Annual Representative Assembly.

In spring 2024, the Alberta School Learning Commons Council was dissolved because of persistent low membership, due largely to a sharp decline in the number of teacher-librarians in the province over the past two decades. Despite the dissolution of the council, the Association continued to provide support to teachers and school leaders on such topics as addressing misinformation, selecting inclusive resources and administering school libraries and learning commons.



In the fall, Provincial Executive Council approved a request from the English as a Second Language Council to change its name to the Council for English as an Additional Language. The new name reflects the reality that many English-language learners are already multilingual and places more value on their families' languages and cultures.

Annual membership statistics for the specialist councils are presented in Table 9.

Table 9. Regular and Student Memberships in Specialist Councils

Council (inaugural year)	Membership in 2024
Additional Languages and Intercultural Council (1998)	572
Career and Technology Education Council (1997)	747
Council for English as an Additional Language (1992)	633
Council for Inclusive Education (1970)	1,447
Council for School Leadership (1961)	2,483
Council of School Counsellors (1961)	422
Early Childhood Education Council (1966)	2,356
Educational Technology Council (1982)	369
English Language Arts Council (1961)	1,398
Fine Arts Council (1963)	797
Global, Environmental and Outdoor Education Council (1976)	505
Health and Physical Education Council (1962)	1,528
Indigenous Education Council (2008)	439
Le Conseil français (1970)	542
Mathematics Council (1961)	1,288
Middle Years Council (2005)	757
Outreach Education Council (2002)	139
Religious and Moral Education Council (1974)	254
Science Council (1961)	1,274
Social Studies Council (1961)	774
TOTAL	18,724

Teachers' Conventions

Nine teachers' conventions were held in 2024. The approximate attendance for each convention is shown in Table 10.

Convention sessions addressed curricular subjects, pedagogical topics and leadership strategies in alignment with the Teaching Quality Standard (TQS) and the Leadership Quality Standard (LQS). Further, convention programs focused on a number of common themes, including teaching and learning strategies, preparation for new Alberta curricula, Indigenous education, social-emotional learning, mental health and wellness for students and staff, and the TQS and the LQS.

Throughout the year, the Association held meetings for convention association executives to train members new to their executive roles, to develop and share new ideas for meeting members' professional development (PD) needs through convention programs, to increase their expertise in PD, and to offer role-specific training to improve individual and collective efficacy.

Table 10. 2024 Convention Attendance

Convention	Attendance
Calgary City	10,949 (from 2 locals)
Central Alberta	2,234 (from 5 locals)
Endless Skies	2,222 (from 9 locals)
Greater Edmonton	9,301 (from 3 locals)
Mighty Peace	1,575 (from 5 locals)
North Central	6,314 (from 18 locals)
Palliser District	4,028 (from 10 locals)
Southeastern Alberta	1,078 (from 5 locals)
South Western Alberta	1,898 (from 7 locals)

Professional Development Facilitators

The Association's professional development (PD) facilitator corps consisting of 12 teachers who support local PD chairs and committees. In 2024, PD facilitators provided leadership in two key areas:

- Information sharing: published and distributed regional newsletters to local PD chairs and committees with information about upcoming professional learning events for teachers across the province
- Mentorship: supported the Association's mentorship programs by presenting workshops to first- and second-year teachers at local events and Beginning Teacher Network sessions.

At meetings held throughout the year, PD facilitators provided updates on their regional PD activities; explored new Association resources, publications and events for their regional newsletters; and received training to support the mentorship programs.

Indigenous Education Professional Development Facilitators

Active since September 2019, Indigenous education professional development (PD) facilitators have expanded their offerings for members to include Indigenous Cultural Protocols and advice on fostering relationships with local Elders and Knowledge Keepers. Ongoing recruitment for Indigenous education PD facilitators continued to sustain programming, such as Indigenous education workshop facilitation and consultation with members.

In 2024, 104 Indigenous education workshops were facilitated by 19 Indigenous education PD facilitators in person and through online platforms, with a total of 2,792 participants attending. In collaboration with Indigenous education PD facilitators, two new workshops were developed: Being In Good Relations—An Introduction to Cultural Protocols and Imagining a New Story—Your Journey of Truth Telling and the Reconciliation Process. The most requested Indigenous education workshops were: Engaging in Numeracy and Connections Through First Nations, Métis and Inuit Traditional Games; Full Circle—Understanding the Social Implications of Indigenous Realities; and More Than Words: The Significance of Land Acknowledgements on the Journey of Truth and Reconciliation.



Association Instructors and Association Administrator Instructors

Association instructors—63 teachers and school leaders—deliver Association workshops at schools, locals, conventions and conferences. Workshops in French are offered by 10 members of the corps. In 2024, Association instructors presented 267 workshops to 7,836 participants at schools, local professional development (PD) days, teachers' conventions and specialist council events. Over the course of the year, the following new workshops were developed: Rethinking “Boys will be Boys”—Gender Bias and Boys’ Education, Culturally Responsive Teaching—Fostering Inclusive Classrooms, UDL Meets EAL—Empowerment for All Learners, Unlocking the Power of Numbers—Building Versatile Numeracy Skills in All Subjects, and Executive Function—Essential Skills for Deep Learning and Emotional Regulation. Further, two workshops were translated into French.

➤ ***Association administrator instructors delivered 40 workshops to 1,248 participants.***

Association administrator instructors—nine school administrators—delivered Association workshops at schools, local PD days, teachers' conventions and specialist council events and to groups of administrators. In 2024, Association administrator instructors delivered 40 workshops to 1,248 participants.

In January and May, Association instructors and Association administrator instructors met in person to engage in training focused on facilitating workshops, planning and preparing workshops for delivery, and delivering newly developed workshops.

Throughout the year, the instructor corps facilitated workshops to support teachers in meeting the Teaching Quality Standard competencies and school leaders in meeting the Leadership Quality Standard competencies.

Online Professional Development

The Association continued to offer online professional development in 2024.

Virtual sessions were held throughout the year on such topics as school leadership, women in leadership, artificial intelligence, beginning teacher strategies and Indigenous education. Professional Development (PD) staff, Indigenous PD facilitators and Association instructors continued to offer virtual learning sessions for groups as requested, primarily through the Zoom platform. In 2024, approximately 3,437 teachers participated in 100 online sessions.

Field Service

The Association held two Professional Development Conferences (PDCs) in 2024. The spring PDC was held on 2024 04 26–27 in Edmonton, with 139 attendees from across the province. The fall PDC was held on 2024 11 15–16 in Calgary, with 129 attendees from across the province. PDC attendees included local PD chairs, local presidents, convention association presidents and program chairs, specialist council presidents, PD facilitators, Indigenous education PD facilitators, members of the Indigenous Advisory Circle and members of Provincial Executive Council.

In 2024, staff provided 288 workshops and presentations to 14,275 members on several topics at conferences, conventions, universities, schools and local meetings. Workshops were also delivered by the instructor corps (see Association Instructors and Association Administrator Instructors, page 66; Professional Development Facilitators, page 65; and Indigenous Education Professional Development Facilitators, page 65). In 2024, 26,600 members attended 710 workshops and presentations. Statistics on the workshops and presentations provided are shown in Table 11.

Table 11. Professional Development Workshops and Presentations

2024		
	Number of workshops and presentations delivered	Number of participants in attendance
PD facilitators	11	449
Indigenous education PD facilitators	104	2,792
Association instructors	267	7,836
Association administrator instructors	40	1,248
PD staff	288	14,275
TOTAL	710	26,600



A scenic landscape featuring snow-capped mountains, autumn-colored trees, and a snow-covered riverbank. The word "Operations" is overlaid in large white text.

Operations

Operations encompasses Finance, Creative and Publishing Services, Human Resources, Central Records and Archives, Building, and Information Technology Services, all of which support and enable the programs that the Association carries out on a provincial and local level.



Human Resources

Human Resources (HR) supports the Association's service to members by providing specialized knowledge and consultation to leadership and staff in support of an engaged workforce. This includes developing programs and policy that strategically align workforce strategies in support of the Association's mission and objectives. Specifically, HR supports the Association's service to members by maintaining appropriate staffing levels, handling matters related to employee and labour relations, ensuring health and safety compliance, facilitating and coordinating staff training and development, and assisting the coordination of the organization's pension and benefit administration functions.

Key HR initiatives and accomplishments for 2024 include the following:

- Selected as one of Alberta's Top 80 Employers of 2024 for the third consecutive year
- Continued the ATA Pathways initiative, which aims to define the Association's operational vision and strategy
- Upgraded its in-building safety programs and practices as part of a review of the occupational health and safety program and current legislation changes
- Developed or updated programs focused on career development, learning, diversity and leadership
- Worked with the Employee Working Inclusion Group (EWIG) to build awareness and knowledge related to diversity, equity and inclusion practices within the Association
- Supported implementation of an online learning management system to offer available courses, ensure consistent tracking of mandatory safety training, and simplify the management of staff certification records

The Association has 150 employees, encompassed in the following staff groups: 38 executive staff, 51 professional staff and 61 support staff.

In 2024, 44 recruitment competitions were conducted. Staffing changes included 10 promotions and 8 retirements.

Taking into account leaves, on average, executive staff officers worked 207 days and travelled 18,938 kilometres in 2024.

Creative and Publishing Services

In 2024, Document Production was renamed Creative and Publishing Services (CaPS) to more appropriately reflect the work undertaken by the unit. CaPS staff work in the areas of editing, design and production of both print and digital communications, collaborating with Association program areas and subgroups to assist with projects that engage, inform and serve members.



Throughout 2024, editorial and graphic design work continued to focus on specialist council newsletters and journals, research monographs, the *ATA News* and the *ATA Magazine*. Other work undertaken in 2024 comprised the editing, creative design and development of internal and external publications, banners, brochures, postcards and communications to support the activities of the Association. CaPS also assisted with the creation and distribution of several types of member-organizing materials for Teacher Employment Services. Further, CaPS fulfilled orders submitted by local presidents and school representatives for thousands of copies of member organizing materials.

The distribution of school mailings continued in 2024. All items included in school mailings are also posted to the local collaboration website and school representative collaboration website. Items distributed through nine scheduled school mailings included promotional materials for the 2024 Provincial Executive Council Edmonton District by-election; specialist council activities; information for Beginning Teachers' Conferences; information from Ever Active Schools; materials related to Education Week, Hats On! for Mental Health Day, Substitute Teachers' Appreciation Week and the Stop the Excuses campaign; Association library brochures; and materials advertising the Leadership Speaker Series, school leader professional development opportunities, mentorship and Educator Exchange Programs.

Publications

The Association produces many types of documents, ranging from monographs to brochures to workshop materials. New substantial publications produced in 2024, or those which were considerably revised, are mentioned below.

ATA Membership and Services

Members' Handbook; School Representative Toolkit; Student Locals; School Board Elections Handbook

Teacher Resources

Nature of Learning Guides

Research

December 2023 Pulse Research Study; Exiting the Teaching Profession Final Report; Standardized Diagnostic Assessment Tools Research Report

French Publications

Atelier de mobilisation des membres, thème no 1 : Processus de négociation; Atelier de mobilisation des membres, thème no 2 : Conditions d'enseignement; Atelier de mobilisation des membres, thème no 3 : Au-delà de l'ABC des négociations; Guide Nature de l'apprentissage : stratégies d'apprentissage; Livret Nature de l'apprentissage no 2 : Technique de récupération espacée; Livret Nature de l'apprentissage no 3 : Interrogation élaborative; Livret Nature de l'apprentissage no 4 : Double codage; Livret Nature de l'apprentissage no 5 : Apprentissage entrelacé; Livret Nature de l'apprentissage no 6 : Charge cognitive; Présentation Responsabilités possibles liées à la prise en charge d'élèves ayant des besoins médicaux; Présentation Garder son emploi : limites professionnelles; Présentation Enseignants suppléants : rôles et responsabilités; Présentation Les parents et l'école; Présentation Services de l'ATA offerts aux leadeurs scolaires; Présentation Les enseignants et la loi : responsabilités des enseignants; Présentation Enjeux courants et d'actualité pour les leadeurs scolaires; Présentation Perfectionnement des enseignants; Présentation Supervision des enseignants, parties 1 et 2; Présentation Les leadeurs scolaires et la loi; Présentation Code de conduite; Présentation Parlons-en! Compétences conversationnelles pour l'apprentissage; Présentation Résilience et régulation : soutenir les élèves ayant un comportement difficile; Présentation Enseigner en milieu minoritaire; Présentation Questions que posent les leadeurs scolaires au secteur Emploi et bien-être; Trois présentations pour enseignants en formation initiale : (1) l'enseignement, un cheminement professionnel; (2) regard vers l'avenir; (3) vous êtes sur le point d'obtenir votre brevet d'enseignement, et maintenant?; Droits, responsabilités et obligations légales des enseignants; Foire aux questions sur la grève; Formulaire et guides sur les échanges virtuels ou en personne de courte durée; Livret Cadre stratégique; Livret Classes complexes et pleines à craquer; Livret Services en français de l'ATA; Politiques administratives et éducatives de l'ATA; Présentation Le filet de sécurité des enseignants; Présentation E-responsabilité; Présentation Code de conduite professionnelle et procédures disciplinaires; Trousse des représentants d'école



Information Technology Services

In 2024, the Association's Information Technology Services (ITS) focused on planning for the replacement of the current member database system, Alinity, and improving cybersecurity through updated technical tools and staff education.

For the Alinity Replacement Project, a working group and steering committee were established to work with ITS to document requirements from all program areas. With the support of an expert vendor (CGI), the Association selected a new platform, Microsoft's Dynamics 365. CGI interviewed all program areas to gather detailed requirements to design the future configuration of the Dynamics solution.

Cybersecurity online training, phishing tests and penetration tests were all done throughout the year to highlight areas for improvement and education. The Association was able to withstand an actual phishing attack due to this training.

Website content and search tools continue to improve with support from a partner vendor (Kanopi). The legacy member site will be replaced as part of the Alinity Replacement Project implementation.

Records Management

During 2024, Records Management continued all services to staff and members, including lifecycle management, secure onsite shredding services and shredding truck services. In 2024, the process of selecting an electronic document records management (EDRM) system was concluded and the Association undertook the planning and piloting of an EDRM system. EDRM training sessions were presented to Association subgroup executives at virtual and in-person events.

Archives

The Archives completed 926 new accessions including artifacts, and both print and electronic records in 2024. These accessions represent artifacts and records of permanent value to the Association, including corporate records. Historical research services were provided to Association staff and subgroups. The Archives corresponded and cooperated with provincial, national and international archival institutions. Digitization of print archival materials continued.

Regulation Compliance/Privacy and Canada's Antispam Legislation

In 2024, the Association continued to provide training to all incoming staff respecting compliance with the *Personal Information Protection Act* (PIPA). The Association received and processed requests for access under PIPA. Training sessions were provided to Association staff and subgroup executives regarding the collection, use and disclosure of personal information at various Association virtual events and meetings. The Association also represented members in matters before the Office of the Information and Privacy Commissioner with respect to PIPA and the *Freedom of Information and Protection of Privacy Act* (FOIP). In 2024, the United Conservative Government repealed FOIP and replaced it with two new acts, *The Access to Information Act* and *The Protection of Privacy Act*. Training on the new provisions of these acts was provided to Association subgroups and staff. The Association also responded to the Office of the Information and Privacy Commissioner on matters before the Commissioner.

The Association continued to provide training to members respecting Canada's antispam legislation and developed training materials and plans for additional sessions. Additionally, the Association monitored proposed changes to Canada's federal privacy regime under Bill C-27, the Digital Charter, and planned for updates to the Association's privacy compliance efforts.

Buildings

In 2024, the following major repairs and upgrades to Barnett House were undertaken: created a fitness centre, relocated electrical requirements for the podium in the auditorium, started a security upgrade project, updated technology in a meeting room, updated the building condition assessment report, completed specifications and drawings for the replacement of the air handling unit (AHU 4) system and loading dock ramp, completed a roof fall protection system plan, completed exterior on-grade surface assessment and repairs, completed a noise assessment report and implemented safety procedures, completed the first phase of an energy report, and created a multifaith space.

The Association continues to lease space at Barnett House to the Alberta Teachers' Retirement Fund, Alberta Assessment Consortium, Alberta School Councils' Association, Edmonton Catholic Teachers Local No 54 and Edmonton Public Teachers Local No 37.

The Association continues to lease office space in Calgary and sublease to Calgary Separate School Local No 55 and Calgary Public Teachers Local No 38

The cafeteria and food services revenue for 2024 was \$692,210, with expenditures of \$664,386.

Funds and Expenditures

During the year, \$352,911 was charged to the Defense and Advocacy Fund. The fund ended the year on 2024 08 31 with a fair market value of \$17,388,608 (2023—\$15,813,527). Investment earnings from the fund totalled \$562,710 (not inclusive of unrealized gains or losses).

During the year, \$81,900 was charged to the Special Emergency Fund (SEF). Investment earnings from the fund totalled \$650,209 (not inclusive of unrealized gains or losses). The market value of the SEF at 2024 08 31 was \$21,729,537 (2023—\$19,069,629).

The Capital Fund was established to fund the costs of furniture, equipment and major renovations. As budgeted, \$400,000 in cash was directed into the fund, plus investment earnings of \$71,275 (not inclusive of unrealized gains or losses). During the year, the fund was charged \$362,014 to reflect annual furniture and fixtures purchases. The market value of the fund on 2024 08 31 was \$2,810,769 (2023—\$2,102,433).

The Southern Alberta Regional Office (SARO) Lease Fund was created to provide investment income to offset the costs of leasing space for the Association's Calgary office. Income from the fund in excess of the leasing costs is available for general operations. If the investment income is not sufficient to cover the leasing costs, the difference is paid from general revenues. The market value of the fund on 2024 08 31 was \$3,589,717 (2023—\$3,146,717).



Financial Statements

Year ended August 31, 2024



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Independent Auditor's Report

To the Members of
The Alberta Teachers' Association

Opinion

We have audited the financial statements of The Alberta Teachers' Association (the "Association"), which comprise the statement of financial position as at August 31, 2024, and the statements of operations, changes in members' equity and cash flow for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Association as at August 31, 2024, and its results of operations and its cash flow for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Association in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Association or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Association's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.



Independent Auditor's Report (continued)

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

BDO Canada LLP

Chartered Professional Accountants

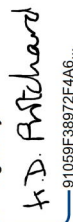
Edmonton, Alberta
November 18, 2024

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Financial Position
Year ended August 31, 2024

	Special Emergency	Defense and Advocacy	Capital	SARO Lease	Property and Equipment	Office Staff Pension Plan (Note 9)	Unappropriated	TOTAL
								2024
								2023
ASSETS								
CURRENT								
Cash and Cash Equivalents	\$ -	\$ 331,341	\$ -	\$ -	\$ -	\$ -	16,466,317	\$ 16,797,658
Short Term Investments (GIC)	-	-	-	-	-	-	1,000,000	\$ 1,000,000
Fees Receivable	-	-	-	-	-	-	1,655,592	1,919,526
Other Receivables	-	-	-	-	-	-	421,947	421,947
Prepaid Expenses	-	-	-	-	-	-	1,376,625	1,376,625
Due from (to) Other Funds	(17,453,686)	27,288	5,446,907	(1,284,329)	63,311	-	13,200,509	626,927
	(17,453,686)	358,629	5,446,907	(1,284,329)	63,311	-	34,120,990	21,251,822
ACCRUED PENSION ASSET (Note 9)	-	-	-	-	-	27,947,000	-	27,947,000
INVESTMENTS (Note 3)	21,729,537	17,388,608	2,810,769	3,589,717	-	-	-	45,518,631
PROPERTY AND EQUIPMENT (Note 4)	-	-	-	-	31,804,625	-	-	31,804,625
	\$ 4,275,851	\$ 17,747,237	\$ 8,257,676	\$ 2,305,388	\$ 31,867,936	\$ 27,947,000	\$ 34,120,990	\$ 126,522,078
LIABILITIES								
CURRENT								
Accounts Payable and Accrued Liabilities	\$ -	\$ 37,726	\$ -	\$ -	\$ -	\$ -	3,908,903	\$ 3,946,629
Fees Payable to Locals	-	-	-	-	-	-	2,705,551	2,705,551
Current Portion Capital Lease Obligations (Note 5)	-	-	-	-	207,258	-	-	207,258
Current Portion Mortgages Payable (Note 6)	-	-	-	-	1,214,952	-	-	1,214,952
Deferred Grant Revenue	-	-	-	-	-	-	184,108	184,108
	-	37,726	-	-	1,422,210	-	6,798,562	8,258,498
POST RETIREMENT BENEFITS (Note 9)	-	-	-	-	-	-	8,274,000	8,274,000
MORTGAGES PAYABLE (Note 6)	-	-	-	-	9,997,440	-	-	9,997,440
CAPITAL LEASE OBLIGATIONS (Note 5)	-	-	-	-	726,691	-	-	726,691
	-	37,726	-	-	12,146,341	-	15,072,562	27,256,629
COMMITMENTS (Note 7)								30,006,727
CONTINGENCIES (Note 8)								
MEMBERS' EQUITY								
Appropriated	4,275,851	17,709,511	8,257,676	2,305,388	19,721,595	27,947,000	-	80,217,021
Unappropriated	-	-	-	-	-	-	19,048,428	19,048,428
	4,275,851	17,709,511	8,257,676	2,305,388	19,721,595	27,947,000	19,048,428	99,265,449
	\$ 4,275,851	\$ 17,747,237	\$ 8,257,676	\$ 2,305,388	\$ 31,867,936	\$ 27,947,000	\$ 34,120,990	\$ 126,522,078
								114,674,870

The accompanying notes and schedules are an integral part of these financial statements.

Signed by:

 K.D. Atchard, Director

Signed by:

 Greg Carbine, or B4E3FFFF0458473...

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Operations
Year ended August 31, 2024

	<u>Special Emergency</u>		<u>Defense and Advocacy</u>		<u>Capital</u>		<u>SARO Lease</u>		<u>SUBTOTAL</u>
	2024	2023	2024	2023	2024	2023	2024	2023	2023
REVENUE									
ATA Membership Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Advertising	-	-	-	-	-	-	-	-	-
TQS Evaluations	-	-	-	-	-	-	-	-	-
Registration Fees	-	-	-	-	-	-	-	-	-
Rentals	-	-	-	-	-	-	-	-	-
Printing	-	-	-	-	-	-	-	-	-
Publications	-	-	-	-	-	-	-	-	-
Food Services	-	-	-	-	-	-	-	-	-
Public Education Action Sales	-	-	-	-	-	-	-	-	-
Gain on Disposal of Equipment	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-
Miscellaneous	-	-	-	-	216,000	180,083	-	-	-
Realized Investment Earnings	650,209	894,381	562,710	779,040	71,275	98,722	107,891	147,767	180,083
Unrealized Gain (Loss) on Investments	1,920,960	(78,783)	1,575,081	(34,408)	226,579	(6,192)	321,006	(8,621)	1,919,910
TOTAL REVENUE	2,571,169	815,598	2,137,791	744,632	513,854	272,613	428,897	139,146	1,971,989
EXPENDITURES - Schedule 1									
Government	-	-	-	-	-	-	-	-	-
Teacher Employment Services	-	-	-	-	-	-	-	-	-
Professional Development	-	-	-	-	-	-	-	-	-
Building	-	-	-	-	-	-	-	-	-
Operations	-	-	-	-	-	-	-	-	-
Food Services	-	-	-	-	-	-	-	-	-
Information and Technology	-	-	-	-	-	-	-	-	-
Non-departmental	-	-	-	-	-	-	-	-	-
Other (non-rebatable)	81,900	874,693	-	-	-	-	-	-	-
Defense and Advocacy	-	-	352,911	1,104,746	-	-	-	-	874,693
TOTAL EXPENDITURES	81,900	874,693	352,911	1,104,746	-	-	-	-	1,104,746
Excess (Deficiency) of Revenue Over Expenditures	\$ 2,489,269	\$ (59,095)	\$ 1,784,880	\$ (360,114)	\$ 513,854	\$ 272,613	\$ 428,897	\$ 139,146	\$ (7,450)

The accompanying notes and schedules are an integral part of these financial statements.

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Operations
Year ended August 31, 2024

	<u>SUBTOTAL (Continued)</u>		<u>Property and Equipment</u>		<u>Office Staff Pension Plan (Note 9)</u>		<u>Unappropriated</u>		<u>TOTAL</u>
	2024	2023	2024	2023	2024	2023	2024	2023	
REVENUE									
ATA Membership Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 43,221,533	\$ 42,173,577	\$ 42,173,577
Advertising	-	-	-	-	-	-	163,370	147,114	147,114
TQS Evaluations	-	-	-	-	-	-	397,815	382,373	382,373
Registration Fees	-	-	-	-	-	-	61,224	55,092	55,092
Rentals	-	-	-	-	-	-	1,177,795	1,160,135	1,160,135
Printing	-	-	-	-	-	-	12,614	24,765	24,765
Publications	-	-	-	-	-	-	99	5,517	5,517
Food Services	-	-	-	-	-	-	692,210	570,644	570,644
Public Education Action Sales	-	-	-	-	-	-	16,087	15,722	15,722
Gain on Disposal of Equipment	-	-	3	28,473	-	-	-	-	28,473
Grants	-	-	-	-	-	-	136,221	6,234	6,234
Miscellaneous	216,000	180,083	-	-	-	-	255,127	102,254	282,337
Realized Investment Earnings	1,392,085	1,919,910	-	-	-	-	744,818	476,551	2,396,461
Unrealized Gain (Loss) on Investments	4,043,626	(128,004)	-	-	-	-	-	-	(128,004)
TOTAL REVENUE	5,651,711	1,971,989	3	28,473	-	-	46,878,913	45,119,978	47,120,440
EXPENDITURES - Schedule 1									
Government	-	-	-	-	-	-	9,320,112	9,628,204	9,628,204
Teacher Employment Services	-	-	-	-	-	-	8,029,356	8,270,420	8,270,420
Professional Development	-	-	-	-	-	-	4,483,926	4,595,652	4,595,652
Building	-	-	-	-	-	-	2,672,418	2,784,423	2,784,423
Operations	-	-	-	-	-	-	5,947,610	6,030,291	6,030,291
Food Services	-	-	-	-	-	-	664,387	577,248	577,248
Information and Technology	-	-	-	-	-	-	2,539,082	2,567,131	2,567,131
Non-departmental	-	-	1,919,082	1,887,288	(113,000)	425,000	2,128,437	2,933,182	5,245,470
Other (non-rebatable)	81,900	874,693	-	-	-	-	3,476,100	3,558,000	4,085,472
Defense and Advocacy	352,911	1,104,746	-	-	-	-	-	-	1,104,746
TOTAL EXPENDITURES	434,811	1,979,439	1,919,082	1,887,288	(113,000)	425,000	39,261,428	40,597,330	44,889,057
Excess (Deficiency) of Revenue Over Expenditures	\$ 5,216,900	\$ (7,450)	\$ (1,919,079)	\$ (1,858,815)	\$ 113,000	\$ (425,000)	\$ 7,617,485	\$ 4,522,648	\$ 2,231,383

The accompanying notes and schedules are an integral part of these financial statements.

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Changes in Members' Equity
Year ended August 31, 2024

	Special Emergency		Defense and Advocacy		Capital		SARO Lease		SUBTOTAL	
	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023
MEMBERS' EQUITY,										
BEGINNING OF YEAR	\$ 1,786,582	\$ 1,845,677	\$ 15,924,631	\$ 16,284,745	\$ 7,705,836	\$ 6,586,877	\$ 1,932,874	\$ 1,870,425	\$ 27,349,923	\$ 26,587,724
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	2,489,269	(59,095)	1,784,880	(360,114)	513,854	272,613	428,897	139,146	5,216,900	(7,450)
INTERFUND TRANSFERS (NOTE 10)	-	-	-	-	37,986	846,346	(56,383)	(76,697)	(18,397)	769,649
PENSION REMEASUREMENTS AND OTHER ITEMS (NOTE 9)	-	-	-	-	-	-	-	-	-	-
MEMBERS' EQUITY, END OF YEAR	\$ 4,275,851	\$ 1,786,582	\$ 17,709,511	\$ 15,924,631	\$ 8,257,676	\$ 7,705,836	\$ 2,305,388	\$ 1,932,874	\$ 32,548,426	\$ 27,349,923

The accompanying notes and schedules are an integral part of these financial statements.

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Changes in Members' Equity
Year ended August 31, 2024

	SUBTOTAL (Continued)		Property and Equipment		Office Staff Pension Plan		Unappropriated		TOTAL	
	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023
MEMBERS' EQUITY,										
BEGINNING OF YEAR	\$ 27,349,923	\$ 26,587,724	\$ 18,644,966	\$ 17,717,887	\$ 24,117,000	\$ 12,416,000	\$ 14,556,254	\$ 13,819,149	\$ 84,668,143	\$ 70,540,760
EXCESS (DEFICIENCY)										
OF REVENUE OVER										
EXPENDITURES	5,216,900	(7,450)	(1,919,079)	(1,858,815)	113,000	(425,000)	7,617,485	4,522,648	11,028,306	2,231,383
INTERFUND										
TRANSFERS (NOTE 10)	(18,397)	769,649	2,995,708	2,785,894	-	-	(2,977,311)	(3,555,543)	-	-
PENSION REMEASUREMENTS AND										
OTHER ITEMS (NOTE 9)	-	-	-	-	3,717,000	12,126,000	(148,000)	(230,000)	3,569,000	11,896,000
MEMBERS' EQUITY,										
END OF YEAR	\$ 32,548,426	\$ 27,349,923	\$ 19,721,595	\$ 18,644,966	\$ 27,947,000	\$ 24,117,000	\$ 19,048,428	\$ 14,556,254	\$ 99,265,449	\$ 84,668,143

The accompanying notes and schedules are an integral part of these financial statements.

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Cash Flow
Year ended August 31, 2024

	Special Emergency	Defense and Advocacy	Capital	SARO Lease	Property and Equipment	Office Staff Pension Plan	Unappropriated	2024	TOTAL	2023
Net Inflow (Outflow) of Cash Related to the Following Activities										
OPERATING										
Excess (Deficiency) of Revenue Over Expenditures	\$ 2,504,269	\$ 1,784,880	\$ 515,854	\$ 431,397	\$ (1,919,079)	\$ 113,000	\$ 7,597,985	\$ 11,028,306	\$	2,231,383
Items Not Affecting Cash										
Depreciation	-	-	-	-	1,919,082	-	-	1,919,082		1,887,288
Unrealized Loss (Gain) on Investments	(1,920,960)	(1,575,081)	(226,579)	(321,006)	-	-	-	(4,043,626)		128,004
Gain on Disposal of Equipment	-	-	-	-	(3)	-	-	(3)		(28,473)
Net Change in Employee Future Benefits	-	-	-	-	-	(113,000)	270,000	157,000		1,947,000
Interfund Transfer	155,640	(27,288)	192,481	12,031	2,995,707	-	(3,328,571)	-		-
	738,949	182,511	481,756	122,422	2,995,707	-	4,539,414	9,060,759		6,165,202
Changes in Non-Cash Operating Working Capital Items										
Fees Receivable	-	-	-	-	-	-	263,934	263,934		(177,471)
Other Receivables	-	-	-	-	-	-	327,140	327,140		(289,352)
Prepaid Expenses	-	70,000	-	-	-	-	(819,698)	(749,698)		(150,678)
Accounts Payable and Accrued Liabilities	-	(16,074)	-	-	-	-	251,156	235,082		(169,678)
Fees Payable to Locals	-	-	-	-	-	-	(1,187,086)	(1,187,086)		1,518,128
Deferred Grant Revenue	-	-	-	-	-	-	(136,230)	(136,230)		(6,234)
	738,949	236,437	481,756	122,422	2,995,707	-	3,238,630	7,813,901		6,889,917
INVESTING										
Additions to Property and Equipment	-	-	-	-	(948,703)	-	-	(948,703)		(1,066,238)
Proceeds on Disposal of Equipment	-	-	-	-	37,695	-	-	37,695		44,102
Proceeds on Sale of Investments	-	617,990	-	-	-	-	-	617,990		785,882
Purchase of Investments	(738,949)	(617,990)	(481,756)	(122,422)	-	-	(1,000,000)	(2,961,117)		(2,084,078)
	(738,949)	-	(481,756)	(122,422)	(911,008)	-	(1,000,000)	(3,254,135)		(2,320,332)
FINANCING										
Mortgage Payments	-	-	-	-	(1,876,206)	-	-	(1,876,206)		(1,514,952)
Capital Lease Payments	-	-	-	-	(208,493)	-	-	(208,493)		(246,106)
	-	-	-	-	(2,084,699)	-	-	(2,084,699)		(1,761,058)
NET CASH INFLOW	-	236,437	-	-	-	-	2,238,630	2,475,067		2,808,527
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	-	94,904	-	-	-	-	14,227,687	14,322,591		11,514,064
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ -	\$ 331,341	\$ -	\$ -	\$ -	\$ -	\$ 16,466,317	\$ 16,797,658	\$	14,322,591

The accompanying notes and schedules are an integral part of these financial statements.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2024

1. BACKGROUND

The Alberta Teachers' Association (the "Association"), as the professional organization of teachers, promotes and advances public education, safeguards standards of professional practice and serves as the advocate for its members. It is incorporated under the Teaching Profession Act of the Province of Alberta. The Association is exempt from income tax in accordance with Section 149(1) of the Canadian Income Tax Act.

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES

These financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations using the restricted fund method of accounting for contributions and reflect the following accounting policies:

Controlled entities

The Association controls 84 entities that have been established to provide a front-line service resource to members and professional development opportunities for members. These entities were established through by-laws and motions of the Association and are administered by volunteer executive committees elected by the membership of the particular entity. These entities are not taxable under the Income Tax Act. The Association has chosen not to exercise direct financial control over these entities; however, if any of these entities were to cease operations, the assets and liabilities would be assigned to the Association.

The fiscal years of these entities do not necessarily coincide with the Association's fiscal year. Due to the large number of entities involved and the relative immaterial size of each entity, the accounts of the controlled entities have not been consolidated with those of the Association and certain disclosures have not been made.

Fund accounting

The Association's accounts are maintained in accordance with principles of restricted fund accounting for contributions. The accounts have been segregated into the following funds or appropriations to reflect the purposes for which funds are designated.

a) Special emergency

This appropriation is maintained by budget allocations approved by the Annual Representative Assembly and reduced by emergent expenditures that are approved by the Provincial Executive Council or the Annual Representative Assembly. The source of Provincial Executive Council's authority to expend funds from this fund derives from the Teaching Profession Act Section 11(1) and By-laws 33 and 81(1) and (2).

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2024

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

b) Capital

This appropriation is maintained to provide for future building or significant renovation costs. Allocations to and from this appropriation are determined by the Provincial Executive Council or the Annual Representative Assembly.

c) Defense and advocacy

In 2022, with the approval of Provincial Executive Council, the Association established this fund as an integral part of its response strategy to Bill-32 (Restoring Balance in Alberta's Workplaces Act). Financial resources for this fund were provided via a transfer of \$16,000,000 from the Special Emergency Fund. The primary purpose of this fund is to hold a portion of legacy assets accumulated through to July 31, 2022 and utilize annual investment income derived from these legacy assets to pay for specific activities determined by the Association to be non-core, as per its interpretation of Bill-32.

d) SARO lease

This appropriation is maintained to provide income to offset costs for leasing space for the Calgary office. Any excess or shortfall in earnings is credited or charged to general operations.

e) Property and equipment

This appropriation represents the investment in property and equipment.

f) Office staff pension plan

The defined benefit pension plan is established for eligible Association employees classified as professional or support staff, see also Notes 2 and 9.

g) Unappropriated

The unappropriated is maintained to provide for unrestricted contributions and for restricted contributions for which no restricted fund exists.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2024

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

Cash and cash equivalents

The Association considers cash and all highly liquid investments with original terms to maturity of less than three months to be cash equivalents. Included in the ending cash balance is \$184,108 (2023 - \$320,338) of restricted cash related to grant funding.

Financial instruments

The Association initially measures its financial assets and financial liabilities at fair value when the Association becomes a party to the contractual provisions of the financial instrument. The Association subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments and derivatives. Investments are measured at fair value with changes recognized in the statement of operations. Related party financial instruments quoted in an active market or those with observable inputs significant to the determination of fair value or derivative contracts are recorded at fair value at initial recognition. All other related party financial instruments are recorded at cost at initial recognition.

The Association measures derivative contracts at fair value. Changes in fair value and relevant revenue and expenditures are recognized in the statement of operations.

Property and equipment

Property and equipment are stated at cost. Buildings, building improvements, equipment, tenant inducements and automobiles are depreciated using the rates described in Note 4 on a straight-line basis over the useful life of the asset. When a property and equipment asset no longer has any long-term service potential to the Association, the excess of its net carrying amount over any remaining book value is recognized as an expenditure in the statement of operations. Any write-down will not be subsequently reversed.

Depreciation of property and equipment will begin in the year following acquisition except for depreciation of automobiles which is recorded in the year of acquisition and on a straight-line basis using the applicable rates described in Note 4.

Equipment under capital lease

Equipment under lease, whereby substantially all the benefits and risks of ownership rest with the Association, is accounted for as a capital lease. This equipment is depreciated on the straight-line basis over the term of the lease.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2024

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

Employee benefit plans

The Association has established and maintains two defined benefit plans. The defined benefit obligation is determined using an actuarial valuation prepared for accounting purposes. The total cost of the defined benefit plans for the year is comprised of the current service costs, finance costs, and remeasurements and other items. The current service costs and finance costs are charged to operations for the year, while remeasurements and other items are charged directly to members' equity as they occur.

a) Office staff pension plan

The Association has established and maintains a defined benefit pension plan for eligible employees classified as professional or support staff. This plan provides for a pension benefit based on service and a percentage of the member's highest five-year average earnings and the average year's maximum pensionable earnings. Pension fund assets are measured at fair value at the statement of financial position date. Pensions accrued for services prior to January 1, 1997 have been indexed at 70% of the Consumer Price Index. Effective January 1, 2010, pensions have been indexed at a rate of 60%. Pensions falling in between these periods may be increased on an ad hoc basis.

An independent corporate trustee holds the assets of the plan. Expected return on plan assets is based on the market value of the assets as at August 31 as reported by the independent corporate trustee. The most recent actuarial valuation for funding purposes was performed as at December 31, 2021, and extrapolated to August 31, 2024 for accounting purposes. The next actuarial valuation for funding purposes must be effective no later than December 31, 2024 and will be completed for filing prior to the December 31, 2025 due date.

b) Other benefit plans

The Association also sponsors other defined benefit plans for eligible employees classified as executive, professional or support staff. These plans provide health care, life insurance and other post-employment benefits.

Other benefit plans are not funded in accordance with accounting standards for not-for-profit organizations. The most recent actuarial valuation for accounting purposes was performed as at August 31, 2024.

Revenue recognition

The Association follows the restricted fund method of revenue recognition related to contributions. Restricted contributions are recognized as revenue of the appropriate restricted fund when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured. However, if no appropriate restricted fund is presented, then the restricted contribution is recognized as revenue of the Unappropriated Fund in the year in which the related expenses are incurred. Membership fees and charges for goods or services are recognized as revenue in the year received or receivable and allocated to appropriations on the basis approved by the Annual Representative Assembly. Investment earnings consist of dividends, interest income and realized gain, net of related expenditures. Unrealized gain (loss) on investments consists of changes in fair value of the investments. Investment earnings and unrealized gain (loss) on investments are allocated to appropriations based on the investments held in each appropriation.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2024

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

Use of estimates

Management must make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and revenue and expenditures during the year. Key areas of estimation where management has made subjective judgments, often as a result of matters that are inherently uncertain, include those relating to accrued pension asset, useful life of property and equipment and corresponding depreciation rates, fair value of financial instruments, and post-retirement benefits.

3. INVESTMENTS

	2024		2023	
	Fair Value	Cost	Fair Value	Cost
Allocated to:				
Special emergency	\$ 21,729,537	\$ 20,776,300	\$ 19,069,629	\$ 20,037,358
Defense and advocacy	17,388,608	16,033,607	15,813,527	16,033,584
Capital	2,810,769	2,720,311	2,102,433	2,238,558
SARO lease	3,589,717	3,467,347	3,146,289	3,344,924
	\$ 45,518,631	\$ 42,997,565	\$ 40,131,878	\$ 41,654,424

The amounts above do not include amounts due from (to) other funds, as outlined on the Statement of Financial Position.

The investments are held in the Franklin Templeton Institutional Balanced Fund and the Franklin Global Real Assets Fund, with an asset mix as follows:

	<u>2024</u>	<u>2023</u>
Cash	3.5%	5.0%
Fixed Income	35.1%	39.2%
Canadian Equities	24.4%	24.2%
US Equities	19.5%	17.5%
International Equities	12.2%	10.7%
Emerging Market Equities	5.3%	3.4%
	<u>100.0%</u>	<u>100.0%</u>

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2024

4. PROPERTY AND EQUIPMENT

		2024			2023
	Rates	Cost	Accumulated Depreciation	Net Book Value	Net Book Value
Buildings	2%	38,561,270	11,104,607	27,456,663	\$ 28,227,887
Building improvements	10%	19,280,740	19,168,648	112,092	124,547
Equipment	10%-33%	6,265,757	5,283,579	982,178	865,636
Tenant inducements	lease-term	2,167,069	1,277,238	889,831	1,186,442
Work in progress	0%	46,600	-	46,600	-
Automobiles	20%	2,163,079	937,697	1,225,382	1,107,811
		68,484,515	37,771,769	30,712,746	31,512,323
Land		157,930	-	157,930	157,930
Equipment under capital lease	lease-term	1,244,784	310,835	933,949	1,137,608
		\$ 69,887,229	38,082,604	\$ 31,804,625	\$ 32,807,861

Additions to property and equipment include non-cash lease additions of \$nil (2023 \$ 1,239,949). As well, work in progress are assets that are not yet in use, therefore, no depreciation is recorded on those amounts.

5. CAPITAL LEASE OBLIGATIONS

The Association leases certain printing and reproduction equipment under capital leases. Future minimum payments under the capital leases are as follows for the fiscal years ending in:

2025	\$ 207,258
2026	207,258
2027	207,258
2028	207,258
2029	104,917
Total minimum lease payments	933,949
Less current portion	207,258
Long-term obligations under capital lease	\$ 726,691

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2024

6. CREDIT FACILITIES

The Association has a credit arrangement with its bank for an operating line of credit authorized to a maximum of \$2,000,000. This line of credit is to fund temporary cash flow shortages relating to operations. Interest is charged at the bank's floating prime lending rate. Advances under the line of credit are repayable on demand and the line of credit was not used during the fiscal year ending August 31, 2024.

The following table provides details concerning the outstanding mortgages' principal amounts at year end:

	<u>2024</u>	<u>2023</u>
Loan, bearing interest at the Term Canadian Overnight Repo Rate Average, plus 1.771% for an effective rate of 6.69%, requiring monthly principal payments of \$38,745 plus interest, maturing on March 17, 2025	\$ 649,892	\$ 1,201,098
Scotiabank Banker's Acceptance, bearing interest at 1.10% and increasing to 1.40% when no swap rate is in place, requiring monthly principal payments of \$62,500 plus interest, maturing on September 30, 2024, with Scotiabank committed to extending the maturity so that the balance is not called at maturity	10,562,500	11,312,500
Repaid during the year	-	575,000
	11,212,392	13,088,598
Less current portion	1,214,952	1,514,952
Long-term portion	\$9,997,440	\$ 11,573,646

As at August 31, 2024, there are no swap rate arrangements in place.

Credit facilities are secured by a collateral mortgage for \$25,000,000, a first fixed charge over the Barnett House building owned by the Association, a general security agreement over all present and future personal property, and appropriate insurance coverage.

Approximate future minimum annual payments under these mortgages payable are as follows for the fiscal years ending in:

2025	\$ 1,214,952
2026	9,997,440
	\$ 11,212,392

The above minimum annual payments reflect the current financing agreements and maturity dates as of August 31, 2024.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2024

7. COMMITMENTS

The Association is committed under an operating lease with third parties on a leased premise located in Calgary, Alberta, with the first five years being basic rent free. The Association shall pay its share of the operating costs, property taxes and other charges provided for in the lease throughout the entire term.

The current lease has approximate future minimum annual payments, excluding operating costs, property taxes and other charges, as follows for the fiscal years ending in:

2025	\$ -
2026	197,336
2027	263,115
2028	263,115
2029	263,115
Subsequent years	328,894
	<hr/>
	\$ 1,315,575

8. CONTINGENCIES

The Association is a defendant in lawsuits arising in the normal course of operations. As the outcomes of these actions are not determinable, no provision has been made in the financial statements. Any awards or settlements will be reflected in the statement of operations in the year that the liability becomes likely and the amount can be reasonably determined.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2024

9. EMPLOYEE BENEFIT PLANS

Information concerning the Association's employee benefit plans, in aggregate, is as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2024</u>	<u>2023</u>	<u>2024</u>	<u>2023</u>
Accrued benefit obligations	\$ (57,420,000)	\$ (52,483,000)	\$ (8,274,000)	\$ (7,856,000)
Fair value of plan assets	85,367,000	76,600,000	-	-
Accrued benefit asset (liability)	\$ 27,947,000	\$ 24,117,000	\$ (8,274,000)	\$ (7,856,000)

The net benefit plan expenditure is as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2024</u>	<u>2023</u>	<u>2024</u>	<u>2023</u>
Current service costs	\$ 1,065,000	\$ 1,296,000	\$ 595,000	\$ 562,000
Interest cost on accrued benefits	2,759,000	2,884,000	420,000	304,000
Expected return on plan assets	(3,937,000)	(3,407,000)	-	-
Net benefit plan expenditure (recovery)	\$ (113,000)	\$ 773,000	\$ 1,015,000	\$ 866,000

The total expenditure from the two plans is \$902,000 (2023 - \$1,639,000) which has been included in salaries and benefits in the department to which is related, see Schedule 1.

Pension remeasurements and other items recognized in member's equity consist of the following:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2024</u>	<u>2023</u>	<u>2024</u>	<u>2023</u>
Difference between actual return and expected return	\$ 6,621,000	\$ 3,022,000	\$ -	\$ -
Actuarial gain (loss)	(2,904,000)	9,104,000	(148,000)	(230,000)
Pension remeasurements and other items	\$ 3,717,000	\$ 12,126,000	\$ (148,000)	\$ (230,000)

The total remeasurements credited to members' equity from the two plans during the year is \$3,569,000 (2023 - \$11,896,000).

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2024

9. EMPLOYEE BENEFIT PLANS (continued)

The significant actuarial assumptions adopted in measuring the Association's accrued benefit obligations are as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	2024	2023	2024	2023
Benefit obligations				
Discount rate	4.8%	5.2%	4.7%	5.2%
Rate of compensation increase	3.0%	3.0%	3.0%	3.0%
Other benefit costs				
Discount rate	4.8%	5.2%	4.7%	5.2%
Rate of compensation increase	3.0%	3.0%	3.0%	3.0%
Rate of inflation on health benefits				
Dental Care	-	-	5.0%	5.0%
Extended health care	-	-	5.0%	5.0%
Vision care	-	-	0.0%	0.0%
Average remaining service life of employees	10 years	10 years	10 years	10 years

For measurement purposes, it is anticipated that the rate of inflation on health benefits will remain at the levels identified above.

Pension plan assets are invested entirely in a diversified fund. The distribution by major asset category as at August 31, 2024, is as follows:

Equities	61.6%
Debt Securities	32.5%
Cash and other	5.9%
	<u>100%</u>

The Association's payments for employee future benefits during the year are as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	2024	2023	2024	2023
Association contributions	\$ -	\$ 348,000	\$ -	\$ -
Benefits paid	-	-	745,000	649,000
Total benefits	\$ -	\$ 348,000	\$ 745,000	\$ 649,000

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2024

10. INTERFUND TRANSFERS

As part of ongoing operations, the Association transfers certain amounts between funds or appropriations. These transfers are approved by the Provincial Executive Council or the Annual Representative Assembly.

For the year ended August 31, the following transfers were made:

	Special Emergency	Defense and Advocacy	Capital	SARO Lease	Property and Equipment	Office Staff Pension Plan	Unappropriated	2024	2023
Members' equity, beginning of year	\$ 1,786,582	\$ 15,924,631	\$ 7,705,836	\$ 1,932,874	\$ 18,644,966	\$ 24,117,000	\$ 14,556,254	\$ 84,668,143	\$ 70,540,760
Excess (deficiency) of revenue over expenditures	2,489,269	1,784,880	513,854	428,897	(1,919,079)	113,000	7,617,485	11,028,306	2,231,383
	4,275,851	17,709,511	8,219,690	2,361,771	16,725,887	24,230,000	22,173,739	95,696,449	72,772,143
Transfer for furniture and fixture additions	-	-	(362,014)	-	362,014	-	-	-	-
Transfer representing proceeds on disposition	-	-	-	-	(37,695)	-	37,695	-	-
Transfer to offset leasing costs	-	-	-	(56,383)	-	-	56,383	-	-
Transfer related to property and equipment additions	-	-	-	-	586,690	-	(586,690)	-	-
Transfer related to mortgage and capital lease principal payments	-	-	-	-	2,084,699	-	(2,084,699)	-	-
Transfer for capital allocation	-	-	400,000	-	-	-	(400,000)	-	-
Pension remeasurements (Note 9)	-	-	-	-	-	3,717,000	(148,000)	3,569,000	11,896,000
	-	-	37,986	(56,383)	2,995,708	3,717,000	(3,125,311)	3,569,000	11,896,000
Members' equity, end of year	\$ 4,275,851	\$ 17,709,511	\$ 8,257,676	\$ 2,305,388	\$ 19,721,595	\$ 27,947,000	\$ 19,048,428	\$ 99,265,449	\$ 84,668,143

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2024

11. FINANCIAL INSTRUMENTS

Market price and interest rate risk

The Association is exposed to interest rate risk on its fixed and floating interest rate financial instruments. Fixed rate instruments subject the Association to a fair value risk while the floating rate instruments subject it to a cash flow risk.

The Association is exposed to interest rate risk on its debt as described in Note 6, in particular, the cost of renewal for the mortgages coming due subsequent to year-end.

The Association is exposed to fluctuations in the market prices of its investments. This risk is managed by the Association's investment policies, which prescribe the investment asset mix. The Association invests in a balanced portfolio, comprised of approximately 60% mixed currency equities and 40% bonds and cash.

Credit risk

The Association provides credit to members and customers in the normal course of operations. The Association does not consider this risk to be significant.

12. RELATED PARTY TRANSACTIONS

The Association controls 84 entities as described in Note 2.

The Association received registration fees, printing and rental revenue totaling \$628,694 (2023 - \$354,664) from the controlled entities. This revenue is included in the respective accounts as reported in the statement of operations. Accounts receivable include \$118,090 (2023 - \$133,752) due from the above related parties.

The Association paid grants and seminar costs totaling \$1,956,558 (2023 - \$1,794,511) to the controlled entities. These expenditures are included in various expense accounts reported in Schedule 1. Accounts payable and fees payable to Locals include \$2,956,268 (2023 - \$4,041,269) due to the above related parties.

THE ALBERTA TEACHERS' ASSOCIATION
EXPENDITURES
Year ended August 31, 2024

SCHEDULE 1

	2024	2023
GOVERNMENT		
Annual Representative Assembly	\$ 572,987	\$ 490,743
Committees	124,554	378,086
Conferences	44,525	67,114
Education	441,560	423,713
Elections	-	116,195
Library	159,827	153,593
Local Presidents' Meetings	71,560	61,959
President	205,052	202,180
Provincial Executive Council	1,711,801	1,737,929
Public Education Promotion	144,316	170,199
Publications	485,212	505,903
Publicity	177,469	238,497
Representation	136,828	87,384
Research	194,263	253,783
Salaries and Benefits	4,850,158	4,740,926
	9,320,112	9,628,204
TEACHER EMPLOYMENT SERVICES		
Bargaining	668,685	720,640
Committees	30,884	30,971
Conferences	89,967	66,403
Education	1,417,982	981,442
Member Assistance	1,660,170	2,307,795
Publications	17,981	1,439
Representation	3,079	(3,893)
Salaries and Benefits	4,117,212	4,142,901
Travel Insurance	23,396	22,722
	8,029,356	8,270,420
PROFESSIONAL DEVELOPMENT		
Committees	90,819	95,265
Conferences	20,491	14,521
Conventions	55,460	53,079
Education	1,277,643	1,231,041
Evaluations	7,402	67,702
Publications	38,016	52,673
Representation	-	9,300
Research	18,810	23,627
Salaries and Benefits	2,918,905	2,971,632
Specialist Councils	56,380	76,812
	4,483,926	4,595,652

THE ALBERTA TEACHERS' ASSOCIATION
EXPENDITURES
Year ended August 31, 2024

SCHEDULE 1

	2024	2023
BUILDING		
Operating Costs - Barnett House	1,645,017	1,686,396
Operating Costs - SARO	66,194	77,652
Salaries and Benefits	961,207	1,020,375
	2,672,418	2,784,423
OPERATIONS		
Audit	119,059	106,928
Equipment Maintenance	2,350	10,184
Equipment Rental	125,808	121,385
External Services	46,329	21,257
General	144,102	126,334
Human Resources	250,295	244,970
Interest and Bank Charges	50,901	32,796
Miscellaneous	(255)	-
Mortgage Interest	776,314	837,404
Office Staff Pension Plan	213,997	173,660
Postage and Delivery	104,857	157,386
Salaries and Benefits	3,939,494	3,991,157
Stationery and Supplies	174,359	206,830
	5,947,610	6,030,291
FOOD SERVICES		
Food Purchases	213,742	193,906
Salaries and Benefits	412,569	347,740
Supplies	38,076	35,602
	664,387	577,248
INFORMATION AND TECHNOLOGY		
Salaries and Benefits	1,275,050	1,268,475
Technical Services	1,264,032	1,298,656
	2,539,082	2,567,131

THE ALBERTA TEACHERS' ASSOCIATION
EXPENDITURES
Year ended August 31, 2024

SCHEDULE 1

	2024	2023
NON-DEPARTMENTAL		
Contingency	1,594	-
Deferred Pension Adjustment	(113,000)	425,000
Depreciation	1,919,082	1,887,288
Employee Benefits	1,209,036	945,165
Future Benefits Adjustment	270,000	1,522,000
Grants and Awards	509,799	459,783
Grant Expenditures	136,221	6,234
Specialist Council Grants	1,787	-
	3,934,519	5,245,470
OTHER (NON-REBATABLE)		
Canadian Teachers' Federation Fees	1,009,903	985,028
IT Projects	579,764	365,108
Media Campaign	1,016,433	996,643
Special Emergency Expenditures (Schedule 2)	81,900	874,693
Specialist Council Grants	870,000	864,000
	3,558,000	4,085,472
DEFENSE AND ADVOCACY		
Advertising	(12,866)	588,437
Canadian Teachers' Federation Fees	101,695	98,589
International Cooperation	135,000	170,000
Public Education Promotion	11,042	-
Representation	118,040	247,720
	352,911	1,104,746
TOTAL EXPENDITURES	\$ 41,502,321	\$ 44,889,057

THE ALBERTA TEACHERS' ASSOCIATION
Special Emergency Expenditures
Year ended August 31, 2024

SCHEDULE 2

	2024	2023
Election Readiness	\$ 81,900	\$ 478,566
Rally 2022	-	396,126
	\$ 81,900	\$ 874,693



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