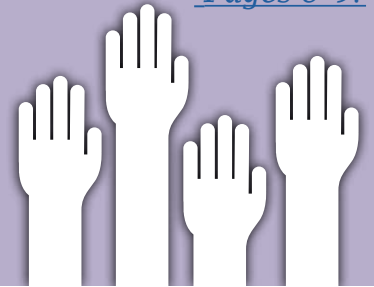




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A circle of learning, mentorship and guidance [See page 13.](#)

ARA 2025
Highlighted resolutions
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ATA NEWS

May 27, 2025 ■ Volume 59, Number 14

■ News Publication of The Alberta Teachers' Association



LINDSAY YAKIMYSHYN

ATA President Jason Schilling closed the 108th Annual Representative Assembly by reiterating a key point from earlier in the assembly: “Our unity is our power, and our solidarity is our shield.” See [page 4](#) for more on his address to delegates.

ARA 2025

Executive secretary speaks on members’ agency to shape the future – [Page 4](#)

Successful ARA showcases member resolve – [Page 7](#)

Honorary membership award recipient honours public education – [Page 7](#)

Budget passes, sets direction for next year – [Page 11](#)

Champions of equity and equality receive ATA award – [Page 11](#)

Viewpoints: Why I gave up my long weekend for ARA – [Page 3](#)



Behind the ballot

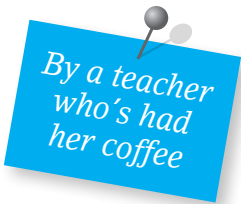
New voting system leads to high voter turnout
See Q&A, [page 2.](#)



Bundling joy

Should schools teach happiness?
See Editorial, [page 2.](#)

Should schools teach happiness? Spoiler: we already do!



EDITORIAL

Kristine Wilkinson
ATA News
Editor-in-Chief

“Should schools teach happiness?” What a question! As if teachers are not already doing that between math lessons, lost lunchboxes and the occasional glitter explosion in the art room. But let’s entertain the idea, because believe it or not, happiness is kind of school’s thing.

After moving from a school-based position to the Alberta Teachers’ Association, I noticed a huge shift in my workday. The days were still busy and long, but markedly different. Where were the funny and surprising stories, the childhood disputes that

needed a referee, and the sense of accomplishment on my students’ faces when they finally understood a math concept or could answer a question about the book we were reading? Every day in a school I saw growth in children, not just in their academic life, but also in their emotional well-being. And this emerged in between the work of curriculum, assessments and everything else we fit into a school day.

I’m not saying that teachers hand out joy like smelly stickers (though wouldn’t that be nice?). But schools are quietly, consistently shaping children into happier humans. We just don’t always call it that. Rather, we call it “social-emotional learning,” “growth mindset,” or “please-be-nice-to-your-friend lessons”.

Happiness, as the psychologists tell us, isn’t just about giggles and cupcakes. It’s about self-worth,

curiosity, resilience and connection. And guess what? That’s the school day in a nutshell. Teachers encourage kids to try, fail, try again and maybe even enjoy the process. Students learn to share, to speak up, to sit still (sometimes) and to find joy in discovering who they are.

Research backs up the connection between joy and the classroom: happiness grows from five key ingredients: positive emotion, engagement, relationships, meaning and accomplishment. Sound familiar? That’s Tuesday in a third-grade classroom.

We give kids creative outlets (hello, macaroni art), opportunities to collaborate (group projects, anyone?), and the space to feel all their feelings—even the messy ones. We help them delay gratification, and we celebrate their wins, big and small.

Sure, schools can’t fix every

challenge. Some kids face mountains we can’t move. But we can be the steady ground beneath their feet. A kind word, a safe space, a teacher who sees them—these things matter. They build the foundation for a life that feels meaningful and, yes, happy.

So, should schools teach happiness? We already do. Not with worksheets or tests, but with every moment we show up, care and believe in our students. And if that’s not the secret to happiness, I don’t know what is.

Now, please excuse me while I get to some work that makes me happy: communications. ■

I welcome your comments. Contact me at kristine.wilkinson@ata.ab.ca.

Behind the ballot: New voting system leads to high voter turnout



Q & A

Dennis Theobald
ATA Executive
Secretary

Question: Why are voting rules and procedures changing?

Answer: As a democratic organization, providing members with the opportunity to vote and facilitating their participation in the process is vitally important. To encourage the greatest possible turnout and to ensure the integrity of the vote, the Association has transitioned through a variety of approaches.

Originally, voting in Provincial Executive Council elections was done by paper ballot distributed, collected and submitted by school representatives. When the opportunity to run elections online became available, the Association initiated a voting process that involved having members visit a voting webpage to cast their ballot. The challenge with this approach was ensuring that those voting were entitled to do so. To do this, members were asked to update and access their profile in the Association’s Alinity database. The actual voting system, operated by an independent third-party provider, would use the

information in the database to verify voter eligibility and prevent anyone from casting multiple votes.

This “passive-pull” system worked reasonably well, but voter turnout in PEC elections and on earlier memorandum votes was rather lower than desired. Given that the process of concluding a new central table agreement would require conducting one and possibly more votes of the entire active membership, a new “active-push” approach was adopted. With email addresses having been collected by school representatives and locals and solicited on an online registration site for this limited purpose, the Association was able to send individual members a link enabling them to vote.

This approach was first used in the vote on the mediator’s recommendation, which saw 35,817 teachers turn out, more than 81 per cent of the 44,183 registered voters, and the highest participation rate in the modern history of the Association. In contrast, a similar vote in 2022 saw only 23,101 active members turn out, barely half of those eligible.

Despite this success, we did have some difficulties getting ballots to a small number of members in a timely fashion. This was largely the result of factors external to the Association’s control, including delayed delivery of messages containing the ballot from the provider Big Pulse and, in some cases, individual user preferences and settings that identified these

messages as junk.

Furthermore, for the strike vote, we will be changing service providers to Simply Voting. Based out of Montreal, this company has extensive experience in managing the type of vote we are conducting and has worked previously with unions in Canada and the United States. Changing providers mid-stream may present some challenges, but we believe that Simply Voting will be able to offer a more reliable voter experience.

The vote on the mediator’s recommendation could be conducted under the Association’s own rules. A formal strike vote, however, must be conducted under the strict rules set by the Labour Relations Board (LRB), which limits eligibility to active members who have provided direct service to the employer in the 60 calendar days prior to the vote taking place. This precludes participation in the vote by members who, for any reason, have been on leave for the entirety of that period and, also, of substitute teachers who have not taught in that time frame. Voters will have to complete a solemn attestation that they meet all the eligibility criteria set by the LRB before they will be permitted to complete and submit their ballot.

The LRB also is requiring us to provide alternative ways of voting to ensure that no eligible member is disenfranchised through lack of access to the necessary technology. While the

vast majority will be able to vote using the same “active-push” system used previously, we will have the capacity to offer individuals who are unable to receive a ballot individual access through an alternate online portal. As a last resort, those who simply cannot vote using either of these options will be able to travel to one of seven in-person voting centres that will be established in High Level, Fort McMurray, Grande Prairie, Edmonton, Red Deer, Calgary and Lethbridge to complete a paper ballot.

Votes originating from the three processes will then be collected, counted and, following a period when employers can lodge an objection to the process, the results authorized by the LRB for release to members.

Please visit the Association website for the most current information and stay attuned to any communication coming to you directly from the Association or simplyvoting.com.

Editorial note: Since going to press, this Q&A has been updated to reflect the switch in service providers for voting. This update appears in the digital version of the ATA News only. ■

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



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Why I gave up my long weekend to attend ARA



VIEWPOINTS

Jessie Olson
Calgary high school teacher
and ARA delegate

This May long weekend, I attended my first Annual Representative Assembly as a delegate for Calgary Separate School Local No. 55. How did I get here, and why did I give up my long weekend to get involved?

I'm new to the teaching profession, but I'm not new to the world of labour relations. Before becoming a teacher, I served as president of my local union while working as educational support staff with the Calgary Catholic School District. During that time, I had the opportunity to attend Unifor's national convention, which gave me early exposure to the broader work of union organizing. When an opportunity arose to serve as a school representative (SR) at my school, I was excited to be involved in the process of representation again.

I work at a high school with a number of experienced SRs who are a great resource and helped welcome me into the operations of the local. Initially, I had thoughts that maybe I wasn't needed, considering how impressed I was with our current representation, and thinking that there wasn't anything I could add. However, when there was an opening, I was happy to step up and realized that every new voice brings value.

Attending Council of School Representatives (CSR) meetings has been both informative and inspiring. I left feeling impressed by how well the local runs. At each meeting, I deepened my knowledge about the operations of the local, met and heard from members at other schools in the district, and gained practical information that I could bring back to my school.

“ I believe in public education, and I believe in the power of strong labour relations and organizing. ”

I believe in public education, and I believe in the power of strong labour relations and organizing. I saw that CSR meetings represent a powerful tool for representation at the local level, as they help foster a greater sense of connection to the colleagues in the local beyond our worksite. And the ARA extends even further, giving us a chance to connect as Alberta teachers. With this in mind, I was happy to volunteer to serve as an ARA delegate this year.

When members participate in organized events,

like CSR meetings and ARA, we help become part of the structures to more effectively mobilize when necessary and, thereby, make our Association strong. This is not just about having strength in our ability to represent members and to advocate for students, but strength to navigate difficult situations, like the current political climate. As we see right now, being involved keeps us prepared for challenges, both expected and unexpected. Our strength comes from us all.

In many ways, my first time at ARA reminded me of Unifor's national convention: I saw debate, collaboration and collective leadership. It also reminded me that we are all in it together. ARA is a chance to see our Association from a different light. It makes the work of the ATA feel tangible and close. It brings the “provincial” down to a “local” feel. You get to see the people behind the communications you receive, hear from your leadership directly and witness teachers from across the province come together to shape our shared direction.

Being involved in this work is something I see as a duty and a gift. We are able—and encouraged—to participate in our Association. I am grateful for the opportunity to serve now, and will continue to in the future, even if I miss out on my May long weekend on occasion. ■

Jessie Olson teaches Communication Technology at St. Francis High School in Calgary and is passionate about running and photography.

RED FOR ED



Teachers from Calgary Separate School Local No. 55 showed off their matching Red for Ed sweatshirts at the Annual Representative Assembly, held in Edmonton.

Show us your Red for Ed

Want to share how you or your team is supporting public education in Alberta? Let your colleagues know why you wear Red for Ed or how you create moments of engagement or advocacy. Email managing editor Lindsay Yakimyshyn at lindsay.yakimyshyn@ata.ab.ca.

Create your own “Red for Ed” wear. Visit albertateachersassociation.entripyshops.com to customize and order “Red for Ed” branded apparel — hats, hoodies and more! The online shop rotates graphics every few months, so check out the current styles now.



ATA president calls for unified action

Lindsay Yakimyshyn
ATA News Managing Editor

Teachers must stand together for fairness and respect, not only for the present and for themselves, but for the future of the profession and public education in Alberta.

This was a key message delivered by Alberta Teachers’ Association (ATA) president Jason Schilling during his address to delegates of the 108th Annual Representative Assembly in Edmonton on May 17.

“What we can do now, in this moment, is send a clear message: while we continue to seek resolution at bargaining, we will not continue to tolerate conditions that hinder both teaching and learning,” Schilling said. “We will not remain silent as the system is eroded around us. We will stand together, and we will speak with one voice against chronic underfunding and policy missteps.”

Acknowledging the pressing matter of the upcoming strike authorization vote, Schilling encouraged delegates to remember that, through their voices and their votes, teachers are responding to current conditions of practice but also shaping their collective future.

“This vote is not just about a contract—it’s about the heart of public education in Alberta.”

At the heart of it

Looking beyond collective bargaining, Schilling addressed other issues facing the profession. First, Schilling spoke on the new curriculum that will be piloted this coming September, calling on the government to delay its implementation until teachers and

schools have the requisite resources and supports. He then denounced the increase in standardized testing, particularly for the province’s youngest students.

“Teachers have identified the harm these exams are causing our students from K to 3,” he said. “Students do not need more testing—they need relationships, they need a curriculum that reflects our modern society and they need resources that help them thrive, and they need class sizes that will allow them to be supported.”

Schilling also expressed concern for the impact incoming legislation related to gender and sexual minority issues would have on the school community, emphasizing teachers’ commitment to the well-being of all students, including gender-diverse students, colleagues and families.

“At the heart of every classroom is a simple truth: students shine when they feel seen, safe and supported. That’s always been the calling of our profession.”

Unity does not require uniformity

After addressing immediate and ongoing challenges facing the profession and public education in Alberta, Schilling called for unified action and unwavering solidarity among teachers. He reminded delegates that the ATA’s strength lies in its members and in how they treat each other. Respect and collaboration are strategic necessities right now, he said.

“Make no mistake—those who seek to dismantle public education are watching closely,” he warned. “They know that a divided group is easier to silence, a fragmented group is easier



LINDSAY YAKIMYSHYN

ATA president Jason Schilling addresses delegates at the 2025 Annual Representative Assembly, held in Edmonton.

to defeat. We cannot and must not give them that opportunity.”

Acknowledging that tensions are high and opinions within the membership may differ, Schilling remarked that unity does not require uniformity; rather, it requires a commitment to support each other in difficult times. Working together with mutual respect, he added, can incite meaningful change.

“Our unity is our power and our solidarity is our shield,” Schilling said.

We are ATA

The address concluded with a passionate call to action. Delegates were urged to have courageous conversations with colleagues, to support one another, and to engage the public in meaningful conversations

about what’s really at stake in public education. Even after the current chapter of bargaining concludes, Schilling assured delegates, the ATA will continue to fight—for a better curriculum, for meaningful assessment practices, and for the dignity of every student and teacher.

Schilling closed his remarks by pointing to the red “We are ATA” pin that he, and many delegates, were wearing.

“We are more than teachers. We are advocates. We are guardians of public education. Every teacher across this province who works in a public school [...] we are the ATA,” he said. “And when we stand together, shoulder to shoulder, heart to heart, no force can silence our call for justice, dignity and respect.” ■

ARA address stresses collective agency

Lindsay Yakimyshyn
ATA News Managing Editor

Executive secretary Dennis Theobald’s report to the 108th Annual Representative Assembly was clear: history informs the present state of the teaching profession, but members will define its future.

Addressing more than 400 teacher representatives over the May long weekend in Edmonton,

Theobald drew connections between historical moments in Alberta’s teaching profession and current challenges in collective bargaining, professionalization and human rights protections.

“Our work is rooted in and shaped by our history as a profession and as a society,” Theobald said.

Turning to the upcoming strike authorization vote, he underscored the profound and unprecedented complexity of the context in which

members must decide their next steps.

“I want to guard against reducing historical antecedents to simple slogans and to stress the uniqueness and complexity of our current circumstances,” he noted. “We are all being called upon to make critical decisions that will affect our future as individual teachers and collectively as a profession.”

Theobald emphasized that any decisions on next steps for bargaining would be made by teachers, with the Alberta Teachers’ Association (ATA) continuing to inform and support members. He highlighted the urgent need to improve teaching conditions in order to expand the workforce, recalling the post-World War I push for higher educational and professional standards, and warning against threats to teacher professionalization.

“As an Association, we must strive to protect the professional integrity of teaching and ensure that the evolving policy ensures that teachers entering the classroom are well prepared for the demanding work they will be required to do,” he said. “We must not allow the gains we made some 80 years ago to be eroded.”

In his report to the Assembly, Theobald also highlighted activities undertaken by the ATA in the past year to support members and public education. This work, Theobald said,

included professional development workshops and presentations, member assistance through Teacher Employment Services and Regulatory Affairs, and establishment of Diversity Equity Networks.

Theobald then turned his attention to the critical role of the education system in supporting diversity, equity and inclusion, speaking on the work the ATA has undertaken in the past year, including expanded support for local diversity, equity and human rights committees; new professional development opportunities; and support for diverse candidates running for elected office.

“This is a difficult and sensitive undertaking that demands meaningful consultation with groups that have suffered historical injury and continue to be marginalized and subject to systemic discrimination. It takes time, and we have taken the time to do it right.”

In concluding his remarks, Theobald commented on the value of paying attention to the discordant rhymes of history we are seeing now, but also in recognizing the power of the membership in building its future.

“We must not deny ourselves agency. History is not destiny,” he said. “We have the power to collectively shape our future as a profession, but only if we remain united in purpose and determination.” ■



LINDSAY YAKIMYSHYN

ATA executive secretary Dennis Theobald presents his annual report to the Annual Representative Assembly in Edmonton on May 17.



Teachers take strike authorization vote

ATA News Staff

The Alberta Teachers’ Association (ATA) recently held an online strike-vote authorization vote, from May 22–26. This followed members voting to reject the mediator’s report that included all previously agreed-upon items between the Teachers’ Employer Bargaining Association (TEBA) and the ATA Central Table Bargaining Committee (CTBC). Central table bargaining began in early 2024, guided by feedback from teachers collected through a provincewide survey. That input helped shape the initial proposal that served

as the starting point for negotiations with TEBA. In fall 2024, after it became apparent that the two sides would need support to address those issues with significant cost and complexity from the initial proposal, both parties agreed to bring in a mediator for assistance on these crucial items. In early May 2025, the mediator’s recommendation was rejected by the ATA’s membership, with 62 per cent of voters casting their ballot “no.” Notably, more than 81 per cent of the registered voters participated in the vote on the mediator’s recommendation. Information and updates related to central table bargaining are available on the ATA website. ■

Find the latest news on bargaining here:



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YOUR VIEWS

Delegates from the Annual Representative Assembly shared their favourite moment from this year’s assembly.

- Nicole Lueke** Favorite part of ARA was spending the weekend with the amazing delegates from Elk Island Catholic Local 21 and the feeling of unity and comradery that was very apparent this year.
- Daniel Nelles** Definitely the chorus of dittos. ... Teachers know how to have fun with wordplay!
- Aiden Lair** When Jason [Schilling] said: “Wow. Wow. Wow. This isn’t karaoke. Put the mic back on the stand!”
- Katrina Zack** The way we felt at the end of the order paper! We are ATA!!
- Andrea Lawrence** Jason Schilling’s remarks — all of them. 😊
- Jessica Armand** Finishing all business by 9 p.m. on Sunday!



Opposition questions funding for school infrastructure

Kim Clement
ATA News Staff

The spring session of the legislature has adjourned, with the house scheduled to return in late October. During the week of May 12, the following topics related to teachers and education were discussed in question period. **School Infrastructure Maintenance and Renewal, May 14** Amanda Chapman, NDP MLA for Calgary-Beddington, highlighted massive deferred-maintenance backlogs in Edmonton and Calgary schools, argued that boards could only

manage crisis repairs and pressed for funding solutions. Nicolaidis countered that Budget 2025 included significant maintenance funds, plus an \$8.6 billion program to build, modernize or replace nearly 100 schools. Chapman pointed out Calgary’s ongoing \$10 million annual shortfall and asked how boards should cover the gap; Nicolaidis dismissed her claims as fear mongering and reiterated the government’s new-build commitment. Chapman accused the government of neglecting existing facilities and overcrowding students; Nicolaidis insisted funding was adequate and pivoted to criticize the previous NDP government’s economic record. ■

FOR THE RECORD

“

Education is critical thinking.
Education is problem solving,
civic understanding.
Education is democracy.
... Today more than ever,
we need to be united to fight for
democracy, fight for education.”

”

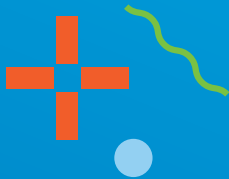
– Canadian Teachers’ Federation president Heidi Yetman in her address to the Annual Representative Assembly on May 17.

Opinions expressed on this page represent the views of the individual writers and do not necessarily reflect the position of the Alberta Teachers’ Association.

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 **AMA** Travel

Successful ARA showcases member resolve

Kristine Wilkinson
ATA News Editor-in-Chief

The 2025 Annual Representative Assembly (ARA) of the Alberta Teachers' Association convened in Edmonton with over 400 delegates in attendance, delivering a clear and unified message: in a time of labour unrest and significant uncertainty, Alberta's teachers stand together in solidarity. Held on May 17–18 at the JW Marriott in Edmonton, this year's ARA was marked by respectful, passionate debate and a renewed sense of purpose. From the opening addresses to the final moments, solidarity wasn't just a theme—it was a call to action.

The Assembly opened with standing ovations for Canadian Teachers' Federation president Heidi Yetman and

ATA President Jason Schilling, with both having a clear message: now is the time to unite. With Alberta teachers set to take a strike authorization vote, Yetman and Schilling said that the need for collective strength has never been more urgent.

The Assembly was productive and, for the first time since 2019, wrapped up by Sunday evening, providing an unexpected reprieve for delegates. However, the work done during the May long weekend was anything but light, as delegates engaged in thoughtful debate and passed key resolutions addressing a range of issues related to the profession and the Association.

A particularly moving moment occurred on Sunday morning during discussion of a resolution recognizing teachers who serve as first responders during Alberta's devastating wildfires. In speaking to the resolution, teachers shared emotional testimony, with stories that were raw and heartfelt and underscored the multifaceted responsibilities teachers' shoulder, often with no recognition.

Another resolution, which Rocky View local raised as an emergent resolution, called for transparency in school nutrition funding under the Alberta School Nutrition Program. This resolution passed swiftly, reflecting teachers' shared commitment to student well-being.

Meanwhile, the elephant in the room—central table bargaining—was addressed through a resolution from Edmonton Public and Edmonton Catholic locals to create an ad hoc committee to review and provide feedback on the provincial bargaining process. The resolution passed with



LINDSAY YAKIMSHYN

Delegates engaged in debate and considered ATA policy over two days of sessions.

strong support, signalling a desire not just for immediate action, but also for ongoing reflection and improvement.

The budget presentation prompted detailed discussion on several ATA programs, including around the Diversity Equity Networks (DENS) introduced in 2024, signalling delegates' engagement and investment in their Association. The budget was ultimately approved by the Assembly.

The Assembly also took time to honour its own, with courtesy motions

extended to several retiring members and outgoing elected leaders, a reminder that leadership and dedication are the backbone of this profession. (See Tale End, page 16 for courtesy highlights.)

If there was a single thread running through ARA 2025, it was quiet determination. As President Schilling led the crowd in a final chant—"We are the ATA!"—it was clear that this wasn't just a slogan. It was a promise.

We are the ATA. ■



LINDSAY YAKIMSHYN

Ian McLaren, an ARA delegate from Wolf Creek local, spoke on a resolution addressing support for teachers who are first responders.

Honorary membership award recipient honours public education—and his mom

Mark Milne
ATA News Staff

In a heartfelt acceptance speech, distinguished lawyer Jim Casey expressed his deep gratitude to the Alberta Teachers' Association (ATA) for selecting him as the recipient of this year's Honorary Membership Award. Casey attributed his career-long connection to public education and the teaching profession to his mother, a long-time, dedicated teacher.

"When I had the very first chance to work with the Association, I thought of my own mother, Alicia Casey," said Casey. He recalled her volunteering as part of the local bargaining committee for the Saskatchewan Teachers' Federation.

"I remember specifically, in those days, her being steaming mad because the all-male bargaining committee of the school board would only take the male teacher representatives seriously," he said. "That did not sit well with my mother."

In his speech, Casey reflected on the many ways he has personally benefitted from a strong public education system. He expressed his appreciation for the teachers who not only excelled in the classroom but also dedicated countless hours to extracurricular activities, such

as coaching sports, supervising the drama club or acting as liaisons for the student government.

Turning to his career, Casey recalled the day, while articling at Field Law, when he was approached by Steve Hillier, leader of the firm's labour and employment group. Hillier asked Casey if he would be interested in working on one of their biggest files—the ATA.

"I knew that the Association was one of Field law's most important and long-term clients," said Casey. "But most importantly, I knew them to be a passionate and tireless advocate for public education and the teaching profession."

For the next 36 years, working with the Association became a central part of Casey's legal career, which included him taking over Field Law's labour and employment group in 2003.

Casey said his work with the ATA throughout the years represents a relationship he truly cherishes.

"It's why I so humbly accept this award and am so proud to receive [this award]," said Casey. "Given my own belief in the great societal value of public education and the teaching profession, receiving this award for advancing public education is extraordinarily meaningful to me."

Casey received the award of honorary membership at the 2025



LINDSAY YAKIMSHYN

Lawyer Jim Casey accepted the ATA's highest honour at the Annual Representative Assembly.

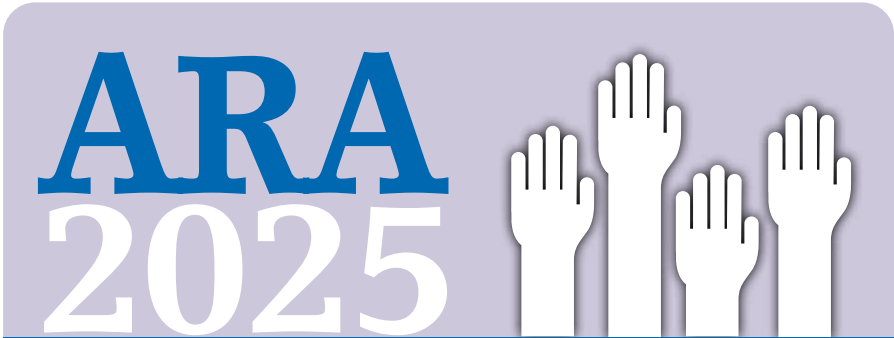
Annual Representative Assembly (ARA), at which he has been a fixture for the past three decades.

"I'm sure I missed a few ARAs over the years, but probably I attended 30, and they were all fascinating, frustrating and exhilarating. They were part of my life experience," recalled Casey. "But when I retired at the end of December 2023, I thought to myself, well, at least I'll have my long weekends free."

That feeling was short lived. This year, ATA executive secretary Dennis Theobald gave Casey a call, asking him if we could take up his long weekend one last time.

"What a way to go out with what is truly my last ARA," he said. "Teachers of Alberta, I dedicate this award to my first teacher, my mother, and to all classroom teachers striving every day to make our world a better place." ■

Highlighted resolutions



This is a selection of the resolutions adopted by the 2025 Annual Representative Assembly. See the ATA website for the complete set of approved resolutions.



LINDSAY YAKIMYSHYN

Resolutions arising from the six-year review of policy

1-1/25

BE IT RESOLVED that policy 2.1.0.1 be reaffirmed:

"All children in a public education system have the right to an education that will develop their individual potentials."

1-2 /25

BE IT RESOLVED that policy 2.1.0.2 be reaffirmed:

"Basic to education are learning experiences that help students to become knowledgeable, self-directed, responsible individuals who are able to form healthy social relationships and become engaged, contributing members of a complex, changing democratic society."

1-3/25

BE IT RESOLVED that policy 2.1.0.3 be reaffirmed:

"The mission of public education is to

1. develop the potential and gifts of each child;
2. instill an enthusiasm for learning that equips students to function effectively in work and life and to pursue further learning; and
3. prepare students to become active, contributing citizens in a democratic society."

1-5/25

BE IT RESOLVED that policy 2.1.0.5 be amended to read—

"The content, activities and resources

associated with each subject in the program of studies and all curriculum should be tailored to the developmental level and learning needs of students so that they attain a deeper understanding of each subject and of the connections between them as they progress from grade to grade."

1-8/25

BE IT RESOLVED that policy 2.1.0.8 be amended to read—

"Teachers should have the primary role in developing the program of studies and curriculum."

1-9/25

BE IT RESOLVED that policy 2.1.0.9 be reaffirmed:

"The Government of Alberta should actively engage the Association and teachers in curriculum development as they are both subject matter and pedagogical experts in curriculum matters."

1-11/25

BE IT RESOLVED that policy 2.1.0.11 be reaffirmed:

"The Government of Alberta must ensure that those advising on curriculum include Alberta K-12 classroom teachers who are representative and supportive of the diverse communities in Alberta."

1-15/25

BE IT RESOLVED that policy 2.2.1.4 be amended to read—

"The Government of Alberta should employ certificated teachers with expertise in curriculum design to supervise the development and implementation of programs of study and new curriculum."

1-19/25

BE IT RESOLVED that policy 2.2.1.8 be amended to read—

"The Government of Alberta is responsible for providing ongoing funding and support for educational programs that it authorizes."

1-23/25

BE IT RESOLVED that policy 2.2.1.12 be reaffirmed:

"Teachers require adequate time during the school day and sustained resources to perform their role in curriculum development and implementation."

1-25/25

BE IT RESOLVED that policy 2.2.1.14 be reaffirmed:

"The Association opposes the censorship of locally or provincially approved teaching and learning resources."

1-29/25

BE IT RESOLVED that policy 2.2.1.18 be reaffirmed:

"The Government of Alberta and school authorities should provide time, inservice and resources for new curriculum before implementation."

1-71/25

BE IT RESOLVED that policy 2.2.9.2 be reaffirmed:

"The Government of Alberta should provide school authorities with sufficient funding to ensure that every school in Alberta has a learning commons or a library that is staffed by at least one qualified teacher-librarian and the clerical and technical personnel required."

1-75/25

BE IT RESOLVED that policy 2.2.10.2 be reaffirmed:

"The Government of Alberta should provide sufficient funding to school authorities to enable them to hire at least one formally trained, full-time teacher-counsellor for every 250 students."

1-100/25

BE IT RESOLVED that policy 3.1.0.3 be reaffirmed:

"Teachers representing the Association should constitute a majority of the members on all Government of Alberta committees dealing with student assessment."

1-102/25

BE IT RESOLVED that policy 3.2.1.1 be amended to read:

"External assessment instruments including literacy and numeracy screeners should exhibit these characteristics:

1. Be fair, just and equitable
2. Engage students
3. Instill in students the confidence that they can learn and succeed
4. Provide the teacher with information to make informed instructional decisions
5. Be consistent with the Principles for Fair Student Assessment Practices for Education in Canada"

1-104/25

BE IT RESOLVED that policy 3.2.1.3 be amended to read:

"Standardized tests, including provincial achievement tests instruments including literacy and numeracy screeners, and international assessments, are unacceptable if

1. the test results are used to determine educational funding;
2. the test results are used to compare students, teachers, programs, schools, communities, school authorities or provinces;
3. the test results constitute the sole criterion for determining in what grade or program students should be placed, whether they have completed a course or whether they should be promoted;
4. the tests do not match the developmental level of students;
5. the tests do not match the language proficiency of students;
6. the tests compromise the mental health of students;
7. the test results are used to evaluate teachers or to determine their compensation or employment status;
8. the curriculum is narrowed to focus only on content covered in the test;
9. the tests and the time spent preparing for them cut into instructional time; or
10. the tests contravene the Principles for Fair Student Assessment Practices for Education in Canada."

1-105/25

BE IT RESOLVED that policy 3.2.1.4 be reaffirmed:

"The Government of Alberta, in developing curriculum and constructing assessment instruments, should recognize that students can demonstrate their learning in many ways."

1-112/25

BE IT RESOLVED that policy 3.2.1.11 be amended to read:

"The Government of Alberta should analyze the results of achievement tests including literacy and numeracy screeners and diploma examinations to determine whether such factors as the gender or cultural background of students influences results and, if it does, revise the tests to eliminate that bias."

1-115/25

BE IT RESOLVED that policy 3.2.1.14 be amended to read:

"The Government of Alberta should not implement any high-stakes or developmentally inappropriate testing programs for students in Division I."

1-117/25

BE IT RESOLVED that policy 3.2.2.2 be amended to read:

"The teachers providing instruction should have the primary responsibility for assessing and evaluating student learning, which is the best way to determine student progress."

1-165/25

BE IT RESOLVED that policy 16.2.3.1 be reaffirmed:

"Institutions offering teacher preparation programs should ensure that all faculty members

1. are certificated teachers;
2. have demonstrated excellence

accepted at ARA 2025

in teaching in elementary or secondary schools; and

3. stay current by making classroom visits, engaging in collaborative research with teachers, attending conventions and other meetings, and joining specialist councils."

Local resolutions

2-11/25

BE IT RESOLVED that the Association urge school authorities to create policies for safe temperatures and air quality index to continue outdoor physical education and indoor/outdoor activities in all seasons that instruction occurs.

2-12/25

BE IT RESOLVED artificial intelligence be recognized as an instructional support tool that can enhance, but never supplant, a teacher’s professional roles, judgment, expertise or relational engagement with students.

2-14/25

BE IT RESOLVED that the Association urge the Government of Alberta to continue to employ certificated teachers in the design, writing, field testing and marking of government-mandated provincial achievement tests and diploma exams.

2-22/25

BE IT RESOLVED that the Association urge the Government of Alberta to recognize the value of education support staff and compensate them fairly in order to attract and retain skilled workers.

2-24/25

BE IT RESOLVED that policy 6.2.9.1 be amended to read—

“The Government of Alberta, in funding students and programs for students with exceptional learning needs, should adequately cover costs to

1. provide ongoing inservice to the staff involved;
2. hire appropriately trained educational assistants;
3. ensure trained personnel to transport students;
4. contract professionals to assess and develop programs for students, in consultation with the classroom teacher;
5. access medical and other noninstructional government services;
6. purchase assistive technology and other special equipment and resources;
7. renovate schools to ensure that they are barrier-free;
8. create an environment conducive to the education of students with exceptional learning needs;
9. reduce teacher-pupil ratios, as necessary, based on the complexity of the needs of the students in each class; and
10. reduce the instructional time of teachers so that they can (a) effectively plan instruction, collaborate with student-support teams and other professionals; and (b) develop, implement and monitor plans that are required for individual students.”

2-34/25

BE IT RESOLVED that the Association urge the government to establish and fund a program that enables teachers who are qualified responders to voluntarily assist civil authorities in responding to emergencies and natural disasters, with the government covering their full salary and benefits during such service.

2-38/25

BE IT RESOLVED that, where possible, the Association, at its Annual Representative Assembly, ensure accessibility for delegates by providing adequate spacing between seating and aisles and closed captioning on screens.

Provincial Executive Council resolutions

3-2/25

BE IT RESOLVED that the Association oppose the establishment of publicly funded collegiate schools that

1. employ noncertificated teachers who are not members of the bargaining unit to instruct, supervise and/or monitor students;
2. exclude students on any basis that violates human rights legislation;
3. exclude students because of the economic, social or educational circumstances of their parents;
4. restrict enrolment to students of higher levels of ability or achievement;
5. function as an early streaming mechanism that may unfairly impact students with a variety of intersectional identity factors;
6. threaten the survival of local public schools by diminishing their enrolments;
7. are not in alignment with Association policy on dual-credit programming; and
8. are intended, by the Government of Alberta, as a mechanism to address shortages of skilled tradespeople instead of providing adequate funding for the expansion of postsecondary institutions’ capacity to provide apprenticeship training and trades certification.

3-3/25

BE IT RESOLVED that the Association support the establishment of dual-credit programming that

1. is instructed, supervised and/or monitored by a certificated teacher who is a member of the bargaining unit;
2. ensures off-campus instruction includes frequent on-site monitoring and reporting by certificated teachers who are members of the bargaining unit;
3. ensures students are not excluded on any basis that violates human rights legislation;
4. ensures students are not excluded because of the economic, social or educational circumstances of their parents;
5. is not intended as a strategy to manage class size; and
6. is supported by targeted funding, provided by the Government of

Alberta, for both on-campus and off-campus programming.

3-8/25

BE IT RESOLVED that the Government of Alberta develop a new teacher practicum grant program that

1. is administered by the Government of Alberta,
2. allows preservice teachers registered in Alberta-based teacher preparation programs to apply directly to the Government of Alberta for financial support for any full-day field experience placement of five or more consecutive working days in length and
3. provides biweekly funding sufficient to cover reasonable and essential costs of living for the duration of the field experience.

3-9/25

BE IT RESOLVED that the Government of Alberta ensure that curriculum redesign includes authentic, comprehensive general and specific outcomes related to racism directed toward Indigenous Peoples, including historical and ongoing impacts of colonization and assimilation policies and practices, moving toward a culturally reflective and responsive curriculum.

3-10/25

BE IT RESOLVED that the Government of Alberta revisit and renew Aboriginal Studies curriculum and select resources and design assessments to align with Indigenous Knowledge Systems.

3-11/25

BE IT RESOLVED that the Association urge the Government of Alberta to continue to employ certificated teachers, gathered in one central location, in the assessment process of provincial achievement tests and diploma examinations.

3-12/25

BE IT RESOLVED that the Association urge the Government of Alberta to work with teachers and educational partners, including organizations representing diverse language communities, to rewrite and reorganize additional language curricula, such as French as a Second Language, Bilingual Language Arts, and Language and Culture courses, to align with the new curriculum architecture.

3-13/25

BE IT RESOLVED that the Association provide funds to enhance supports and services for internationally educated teachers (IETs) by exploring issues related to certification, recruitment and communications obstacles.

3-14/25

BE IT RESOLVED that the Association create a new budget line to continue to support employee disability claims and return to-work arrangements through return to work medical assessments, ergonomic assessments and independent medical examinations required under the collective agreements with Association staff.

3-18/25

BE IT RESOLVED that the Association

oppose the piloting of the Math 7–9, Social Studies 7–9, Physical Education and Wellness 7–10, and Career and Life Management curriculum for the 2025/26 school year.

3-19/25

BE IT RESOLVED that the Association urge the Government of Alberta to ensure that curriculum intended for piloting and/or implementation is publicly Released:

1. a minimum of five months prior to the beginning of the school year, not inclusive of the summer months, and
2. with an accompanying repository of teaching and learning resources developed with Alberta Teachers to support piloting and/or implementation of the released curriculum.

3-20/25

BE IT RESOLVED that the Association urge the Government of Alberta to discontinue the administration of provincially mandated standardized literacy and numeracy screening assessments in kindergarten to Grade 3.

3-21/25

BE IT RESOLVED that the Association urge the Government of Alberta to recognize and grant individual teachers the authority to decide whether to use ministry-recommended literacy and numeracy screening assessments and, if utilized, when in the school year the screening assessments will be administered and to whom.

3-22/25

BE IT RESOLVED that policy 23.2.2.1 be amended to read—“The Association does not align itself with any political party or with any candidate seeking political office, although it may identify, attribute and take a position on platform positions or statements made by candidates, slates and/or parties that are in opposition to the best interests of public education.”

Emergent resolutions

4-1/25

BE IT RESOLVED that the Association urge the Government of Alberta to implement the “Call to Action on Education: The Exclusion and Lack of Consultation with Elders and First Nations in the Alberta Curriculum”.

4-3/25

BE IT RESOLVED that the Association urge the provincial government and school authorities to establish comprehensive trauma-informed support systems that prioritize and ensure teacher physical and mental safety in the workspace.

4-4/25

BE IT RESOLVED that the Association urge all school boards in Alberta to publicly release detailed information regarding the allocation and utilization of funding received through the Alberta School Nutrition Program and any other sources dedicated to student nutrition. ■



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AR-ETR-43-3 2025



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E-mail Managing Editor Lindsay Yakimyshyn your ideas at lindsay.yakimyshyn@ata.ab.ca.



COOR-209 2025-03

Champions of equity and equality receive ATA award

Heather Grant
ATA News Staff

Two organizations that make it their mission to support and advocate for the rights, inclusion and well-being of the 2SLGBTQI+ community have been awarded the Alberta Teachers' Association's (ATA) 2025 Public Education Award. Egale Canada and Skipping Stone were presented the award, which recognizes outstanding contributions to public education in Alberta, during the ATA's 108th Annual Representative Assembly.

"This means so much to our team, especially because our work is often behind the scenes," Jennifer Boyce, Egale Canada's director of marketing and communications, said in accepting the award. "To be seen and celebrated in this way is truly appreciated."

Amelia Newbert and Lindsay Peace, co-founders of Skipping Stone, accepted the award on behalf of the organization. Newbert commented that she views accepting the award as an ongoing commitment between Skipping Stone and the teachers of Alberta.

"We will continue working together to ensure that every single student that comes through our schools has a safe, affirming and welcoming place to be themselves, to grow and to thrive," Newbert said.

Although it was a moment to celebrate, both recipients noted the



LINDSAY YAKIMYSHYN
Vice-president Greg Carabine presented Egale Canada with the 2025 Public Education Award.

concerning environment that members of the 2SLGBTQI+ community are navigating every day. Egale Canada and Skipping Stone are partners in a lawsuit against the Government of Alberta, challenging legislation on restricting gender-affirming care.

"When this horrific legislation came out, we almost instantly saw such a chilling effect," Newbert said. "We started to see allies, supporters, start to back away. This is not the time to back away," she continued. "This is the time to double down on our support."

In her speech, Boyce noted that between 2016 and 2023, hate crimes targeting LGBTQ people increased by nearly 400 per cent, stating that

this increase is connected to the introduction of harmful legislation across the country.

"We know that this surge in hate, targeting LGBTQ communities, is having an impact on our schools," Boyce said. Echoing Newbert's call for unity, Boyce added, "From educators in classrooms to school administrators, trustees, policymakers and families, we all have a role to play. None of us can do this work on our own."

In accepting the award, both organizations remarked on the importance of support systems for trans and gender diverse youth, and the significant role schools play in providing such supports. Boyce told



LINDSAY YAKIMYSHYN
Amelia Newbert and Lindsay Peace, co-founders of Skipping Stone, accepting the 2025 Public Education Award.

the Assembly that students surveyed by Egale Canada often refer to the support they received as LGBTQ students from their teachers, with many of them wanting their teachers to know how appreciated they are and that, in some cases, they are even saving lives.

Newbert echoed this sentiment, thanking teachers for the work they put in every day for their students, saying, "It is so profoundly felt and so profoundly impactful."

The award was fittingly presented to both groups on May 17, the International Day Against Homophobia, Biphobia and Transphobia. ■



Off Script

with ATA President Jason Schilling

Delegates, thank you for leaving me hopeful

I have lost track of how many annual representative assemblies (ARAs) I have been to during my career, but it is always an interesting way to spend a long weekend. You do not find too many people excited about being crammed into a hotel ballroom with 450 other teachers, hammering out policy. But I sure love it. Over the years I have attended, I have gotten to know many of the other delegates, who all bring their enthusiasm to the event. I have always found it infectious and inspiring.

ARA is an important event for the Association because we are a policy-driven organization. Our policy, created and approved by members, helps drive our Association forward. When I am asked by the public or reporters what the Association thinks about a topic, I can refer to our policy and speak confidently about what the profession thinks—that is, thanks to the delegates at ARA.

Every ARA also has a different "vibe," as the kids say. Some years can be more contentious than others, depending on what is going on in the province or schools. Some years can include long, drawn-out debates about topics where it seems like a consensus will never be

achieved. We are usually successful in getting to a consensus, but it just takes some time and compromise. And honestly, some years can be a bit dull in terms of policy debates.

Luckily, this year was neither contentious nor dull.

The vibe of this year's ARA was one of unity and solidarity. The delegates came together knowing the seriousness of upcoming votes related to bargaining but also recognizing that we needed to draw our attention to other important issues like curriculum and assessment. There were also moments of much-needed levity between serious conversations around resolutions.

In my address to delegates, I focused on the need to be unified as a profession, asserting that our strength is in our unity and solidarity is our shield. When we work together, we can achieve so much more. I had a real sense of unity and solidarity from the delegates as we adjourned ARA for the weekend.

A long weekend indoors focused on policy can sound boring, but I left feeling hopeful and inspired. Not a bad way to spend a weekend if you ask me. ■

Budget passes, sets direction for next year

Full-time fee remains at \$1,422

Pedro Carriel
ATA Treasurer and
Chief Financial Officer

At the conclusion of a productive long weekend of debate, delegates at the Annual Representative Assembly (ARA) approved a balanced operating budget for 2025/26 to help guide the Association's decision making in the upcoming school year.

Total planned expenditures in the upcoming fiscal year are expected to increase by two per cent compared to the 2024/25 budget.

Teachers' ATA membership fees will remain consistent at \$1,422 for the 2025/26 school year. The annual fee for associate members continues at \$213.30.

Approved budget highlights

The 2025/26 Budget features a range of programs, initiatives and strategic investments designed to reinforce the ATA's ability to navigate anticipated challenges, while also improving the level of service provided to members.

ARA delegates approved that the Association work in the upcoming year to implement recommendations stemming from the Diversity, Equity and Inclusion Audit conducted in 2024/25, with the initial audit having focused on the internal operations of the Association. Further, the Assembly expressed its broad support for the Diversity and Equity Networks

(DENs). As such, work to evolve and expand on the DENs will continue over the 2025/26 fiscal year.

Next, funds were approved to set up a French Beginning Teachers' Network cohort group in 2025/26. In addition, the approved budget allocates resources to enhance supports and services for Internationally Educated Teachers (IETs) by examining challenges related to certification, recruitment and communication. Funding is also now earmarked for a comprehensive study focused on improving workforce stability through an in-depth analysis of the key factors influencing teacher retention and recruitment in Alberta's education system.

Finally, acknowledging the vital role of long-term planning and risk management, delegates also endorsed continued investments in strategic information technology services, along with allocations to the Capital Fund and the Special Emergency Fund.

The questions raised and diverse perspectives expressed throughout the budget formulation process reflect the strength and inclusiveness of our Association, ensuring that a wide range of perspectives inform our priorities. With the budget now approved, the Association will move forward with a clear fiscal direction to guide its efforts in the year ahead, well-positioned to respond effectively to emerging challenges and to continue to effectively support members across the province. ■



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LINDSAY YAKIMYSHYN
Indigenous teachers and school leaders came from across Alberta for the wîcihtotân gathering.



LINDSAY YAKIMYSHYN
Cree music educator and artist Sherryl Sewepagaham engaged participants in a music-filled workshop.

Indigenous teachers and leaders gather for wîcihtotân

ATA News Staff

On May 16, Indigenous teachers and school leaders came together for the final wîcihtotân mentorship session of the school year. A longstanding initiative of the Alberta Teachers' Association, wîcihtotân fosters a circle of learning, mentorship and guidance among Indigenous educators.

This year, the program included two virtual sessions and one in-person gathering, providing participants with opportunities to engage in meaningful dialogue,

share knowledge and grow together in a culturally respectful and empowering environment. The in-person gathering included sessions on reclaiming song practices in education, and creating authentic learning experiences using First Nations, Métis and Inuit traditional games.

Named in nêhiyawêwin (Cree) by Elder Mary Cardinal Collins, wîcihtotân means "let's help each other," reflecting the program's core values of mutual support, community and cultural affirmation.

For more information about upcoming wîcihtotân mentorship gatherings, please contact walkingtogether@ata.ab.ca.

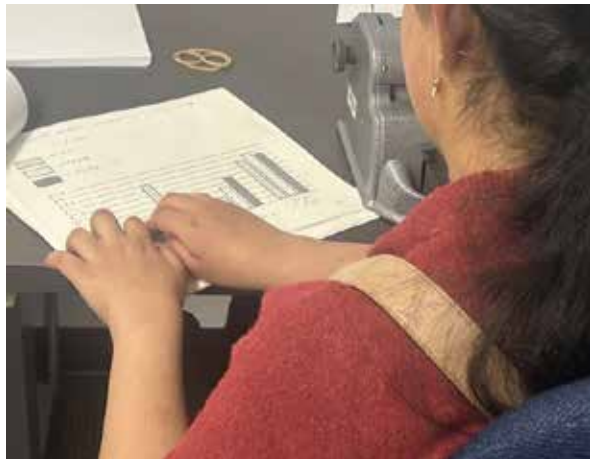
Students celebrate their skills in Braille Challenge

SUCCESS STORIES

Richard Svekla
Vision Consultant, Specialized Learning Supports
Edmonton Public Schools

On May 8, 53 visually impaired students from across Alberta demonstrated their braille proficiency at the 2025 Braille Challenge, a competition designed to promote literacy and academic excellence.

Teachers Kathy Young from Edmonton Public Schools and Michelle Gillis from Calgary Board of Education coordinated Alberta's regional challenges, which were held in Edmonton and Calgary, and featured a vibrant "Fine Arts" theme that added a creative dimension to the rigorous academic testing.



SUPPLIED
Alberta students read braille and brailled their answers during the regional Braille Challenge 2025.

"The Fine Arts theme allowed students to engage with braille in a unique and enriching way," said Young. "It's not just about academic skills; it's about fostering a love of learning and creative expression."

The Braille Challenges held in Alberta are part of a broader international competition, with regional events held across Canada, the United States, the United Kingdom and Australia. The challenge aims to highlight the importance of Braille literacy in the academic and future success of visually impaired students.

Organized by the Braille Institute, the Braille Challenge tests students in fundamental Braille skills, including reading comprehension, spelling, speed and accuracy, proofreading, and interpreting charts and graphs. Alberta students ranging from Grade 1 to Grade 12 competed for a chance to advance to the finals in Los Angeles.

Though Alberta students did not advance to the finals, participants and their families expressed enthusiasm for the event, saying that it created an opportunity for students to connect with peers, build confidence and celebrate their achievements.

"It's inspiring to see these students excel and demonstrate their dedication to Braille literacy," said one participant's parent. "The Braille Challenge is a valuable experience that empowers them to reach their full potential."

CALL FOR SUBMISSIONS

Success Stories is an ongoing feature that enables teachers to share their successes with their colleagues. To submit an idea or an article about a new program or approach that you've instituted or another successful endeavour related to the classroom, please contact managing editor Lindsay Yakimyshyn at lindsay.yakimyshyn@ata.ab.ca.

National women's symposium empowers teachers and leaders

Lindsay Yakimyshyn
ATA News Managing Editor

More than 300 women teachers and educational leaders from across Canada came together not just to talk about leadership in the profession, but to stand in their own power. The Canadian Teachers' Federation (CTF) Women's Symposium was held May 8–10 in Alberta this year, marking the first time the event was co-hosted by the Alberta Teachers' Association (ATA) and the largest CTF Women's Symposium to date.

Open to all CTF members who identify as women, the symposium was a chance for teaching professionals from across the country to share stories and strategies related to the challenges and successes they have experienced—particularly in connection with embracing their own potential as leaders in their profession and in their communities.

"With the under-representation of women in leadership roles within education, this conference served as an important reminder of the power each woman holds," said Tanya Thiessen, ATA staff officer and secretary to the provincial Women in Leadership Committee. "It was a safe space for participants to reflect on their strengths and network with their colleagues from around Canada."

Presentations explored such areas as reframing limitations as opportunities, advocating for women's rights and human rights, working collectively to elevate the teaching profession and each other, maximizing your own potential and recognizing your own value—critical topics as Alberta teachers continue to navigate complexity within the profession. The symposium also challenged participants to rethink what leadership looks like.

"Leadership doesn't mean one thing, and it doesn't appear one way," Thiessen said. "Standing in your power means finding who you are as a leader and owning that."

The ATA's lead organizer of the conference, Lisa Everitt, said that the symposium also served as a platform for ATA women in leadership projects in Alberta, as members of local and provincial committees contributed to the event's success.

"With the ATA co-hosting the CTF Women's Symposium, Alberta teachers had an opportunity to show off their collective leadership capacity through providing session presentations, helping prepare conference packages, assisting delegates with their questions and moderating presentation sessions," said Everitt.

With this event now wrapped, plans are already under way for the 2026 iteration of the CTF Women's Symposium, which will be held in Ontario.



TANYA THIESSEN
Speaker Koren Lightening, KC presented on reconciliation and allyship at the symposium.

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IN THIS ISSUE:

Feature

THE ATA IS YOU!

The strength of the teaching profession is its members

Unsung Hero

Indigenous champion Valerie McDougall

Wellness

Take steps to recharge this summer

Technology

Phys-ed and technology can be effective workout partners

Diversity

Service animal helps model inclusion in the classroom

Kid Lit

Teachers provide recommendations for reluctant student readers

In Profile

Alberta a land of opportunity for Pakistani teacher

Research Insights

Alberta teachers sound alarm on explosion in elementary tests

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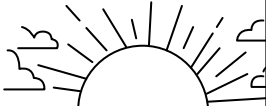



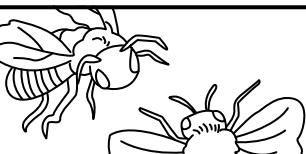
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Unscramble these seasonal words.

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	cicnpi	snulsasesg	
sterdhutnorm			ebse

Council authorizes next step in central table bargaining

PEC POINTS

Audrey Dutka
ATA News Staff

Highlights of the Provincial Executive Council meeting held May 5–6, 2025, at Barnett House, Edmonton.

1. Authorized staff to make best efforts to align eligibility to participate in the strike-vote authorization vote with eligibility to participate in a strike vote as set under the *Labour Relations Code*.
2. Authorized the Association to hold a strike-vote authorization vote from 0900 on May 22 to 1700 on May 26.
3. Authorized a Bargaining Advisory Committee meeting to be held on 2025 05 07 with Provincial Executive Council, Provincial Executive Council-elect, local presidents, Teacher Welfare Committee chairs and local communications officers.
4. Approved for submission to the 2025 Annual Representative Assembly (ARA) a resolution that amends policy 23.2.2.1 to read, “The Association does not align itself with any political party or with any candidate seeking political office, although it may identify, attribute and take a position on platform positions or statements made by candidates, slates and/or parties that are in opposition to the best interests of public education.”
5. Approved for submission to the 2025 ARA resolutions that oppose the piloting of the Math 7–9, Social Studies 7–9, Physical Education and Wellness 7–10 and CALM curriculum in the 2025/26 school year; urge the minister of education to ensure that curriculum intended for piloting and/or implementation is publicly released a minimum of five months, not inclusive of the summer months, in advance of the projected piloting and/or implementation date, and with an accompanying repository of teaching and learning resources to support piloting and/or implementation of the released curriculum; urge the Minister of Education to discontinue the administration of provincially mandated standardized literacy and numeracy screening assessments in kindergarten to Grade 3; and urge the ministry of education to recognize and grant individual teachers with authority to decide whether to use ministry-recommended literacy and numeracy screening assessments and, if utilized, when in the school year the screening assessments will be administered and to whom.
6. Approved the Association’s nominees to the Canadian Teachers’ Federation Advisory Committee on the Teaching Profession, Advisory Committee on the Status of Women, Advisory Committee on Diversity and Human Rights, Advisory Committee on Indigenous Education and Advisory Committee on French as a First Language.
7. Approved the draft Association calendar for 2025/26 and provisionally approved for finalization by staff the draft Association calendars for 2026/27 and 2027/28.
8. Approved Council committee and representation assignments for 2025/26.
9. Authorized the chair of the Central Table Bargaining Committee (CTBC) to stay on as chair until the conclusion of the current round of central bargaining and appointed two members of Council to the CTBC.
10. Amended the Substitute Teachers Committee frame of reference.



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TALEND

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ARA 2025

UNCOMMON *Courtesy*

At this year's Annual Representative Assembly, delegates took time to honour their colleagues for their dedication to the profession and to the ATA. Here are some highlights.

PHOTOS: LINDSAY YAKIMYSHYN



Calgary local presidents say thanks to outgoing Calgary City district representatives (DRs) Darren Moroz and Allison Scott-Davies.



Greg Meeker, outgoing DR for Edmonton-McMurray, receives a courtesy motion.



DR Karen Nakaska, whose term ends this June, is honoured by members from South Central Rockies.



Northern Spirit ARA delegate Lori Szmul, who is retiring from teaching, was honoured by her colleagues after attending 26 ARAs (or perhaps 27— too many to count!).



St. Albert Public Teachers presented a courtesy motion for retiring local president Ellen Snaith.



Calgary Separate School Local delivered a courtesy to local president Allison McCaffrey, who is leaving her position soon to take on her new role as ATA vice-president.



Retiring member of Provincial Executive Council Deneen Zielke was honoured by locals from the Edmonton District.