

Stars of the ATA LOCAL SHOWCASE

Shining a spotlight on the work of ATA locals
See Tale End, [page 20](#).

BARGAINING Central Table 2024

We are ATA.



KRISTINE WILKINSON

ATA president Jason Schilling announcing at a press conference that Alberta teachers will strike beginning Oct. 6 if an agreement is not reached before then. See [page 4](#) for more details.



Don't stop engaging
Why messages to your MLA still matter
See Q&A, [page 2](#).

Unfair play
On Bill 29: Fairness should unite, not divide
See Off Script, [page 5](#).



Better together
Overseas Teaching Together experiences have lasting impact
See [pages 7 and 9](#).



Going grassroots
Community event rallies support for Alberta teachers, public education
See [page 4](#).

Our voices matter too much to be silenced



EDITORIAL

Kristine Wilkinson
ATA News
Editor-in-Chief

In classrooms across Alberta, teachers are facing an impossible equation: 35+ students crammed into spaces meant for 20; students with complex needs waiting months for assessments while school counsellor and support staff positions are disappearing; new curriculum is arriving without the textbooks to teach it; and basic supplies like paper are running short before October. Add to this the weight of knowing that meaningful change may require the difficult step of withdrawal of services. However, amid these challenges, something remarkable is happening. Alberta's teachers are finding their collective voice—and the public is listening.

The polling numbers tell a story that should give us hope. Albertans understand what we're facing in our classrooms. They see the overcrowding, the students using outdated computers that crash midlesson, the lack of

assistive technology for students who require it for learning and the reality of teachers rationing photocopying because there's a limited budget for paper. They understand why we can't properly implement new curriculum when resources were never provided. Parents see students in crisis waiting weeks to receive the specialized support they need. When we speak up about these realities, we're not complaining, we're fulfilling our professional obligation to advocate for the conditions our students deserve.

precedes real change. I have been repeatedly sharing that the teacher voice is the trusted voice, and we are seeing proof of this right now.

Every time you share your story, share what you experience in the classroom every day, you're exercising the same professional responsibility that drives us to make things work the best we can, to buy supplies with our own money when school budgets fall short. We speak up because we care deeply about education, not because we care too little.

it is tough to listen to the rebuttals that can sometimes be mean and spiteful, we must recognize the difference our voices are making. Well done, colleagues.

As we navigate the challenging weeks ahead, we can draw strength from knowing that our professional voice—exercised through advocacy, through social media, through collective action if necessary—is rooted in the same dedication that brings us to school each day. We're not just fighting for our profession; we're fighting for the future of education in Alberta.

The path forward may be difficult, but Alberta's teachers have shown they will not be silenced when it comes to advocating for their students. That unwavering commitment to speak truth about classroom conditions, regardless of the backlash, is perhaps the most hopeful sign of all. It shows that no matter what challenges we face, Alberta's teachers will continue to put students first—even when it means standing up to power.

Our voices matter. The public knows it. And increasingly, those in positions of authority know it too. That's not something to step back from—it's something to build on. ■

“We're not just fighting for our profession; we're fighting for the future of education in Alberta.”

This advocacy has clearly struck a nerve. When those in power respond to teachers' legitimate concerns with misinformation campaigns and attempts to discredit our professional judgment, it reveals just how effective our voices have become. The louder the pushback, the clearer the signal that our message is being heard and causing the discomfort that often

The attempts to silence or discredit teachers through social media targeting and misleading narratives are proof of our impact. If our professional voices didn't matter, they wouldn't generate such defensive responses. The fact that our advocacy is being met with such resistance tells us that we're asking the right questions and demanding the changes our students need. While

Why messages to your MLA still matter



Q & A

Dennis Theobald
ATA Executive
Secretary

Question: Once again, I'm being asked by the Association to contact my MLA to explain how deteriorating classroom conditions are undermining my ability to teach. I'm sick of being asked to do this because I know nobody in this government is listening, so please stop!

Answer: Before I joined the Association, I was employed as a senior official in the ministry of education. One of my jobs was to draft correspondence for Minister Gary Mar, and later, Minister of Learning Lyle Oberg. Most of the letters I wrote were to constituents and others expressing concern about a situation or attempting to advance their cause.

In the vast majority of cases, my job was to make the problem, and the correspondent, go away. For example, I frequently used a template that started “Thank you for your letter about X. Issues such as X are best addressed by your elected school board. I suggest that you contact your trustee to share your views.” In those instances where I couldn't hive off the issue to

a school board, my objective was to, very politely, suck the oxygen out of issue with a noncommittal response that thanked the correspondent, but which offered little, if any, promise of any specific action. I would also make use of boilerplate responses on specific issues.

I'm not terribly proud of this work, but I was very good at it. What I was helping the government of the day to do was practice “repressive tolerance.” By not seriously engaging with the correspondent, I denied them any sense of reward for their efforts and encouraged them to simply give up.

were having a real effect, far greater than what they would have believed. Sometimes, that was sufficient to shift government policy.

Although time has passed and technology has changed, the reality of how government bureaucracies behave has remained largely constant. The ease of creating and sending an email has greatly lowered barriers to communication but also diminished its impact. Still, every contact made with an MLA or minister is logged and trends are reported.

Sending an email, then, is not a worthless undertaking. However, if you want to improve the impact of

last thing a minister wants to deal with is an angry MLA.

Furthermore, there is not a great deal of additional value to be gained by spending a lot of time on the content of your communication. Some teachers may believe that they need to win their case by providing that one convincing statistic or fact. The real world doesn't work like that. It is sufficient to simply state your concern and make your ask. It helps if you can provide an illustrative personal anecdote. Be polite, professional and genuine.

Finally, you can up your game by asking in writing for actual, factual information—typically this will result in some poor civil servant having to chase down an answer and then generate a custom reply to you, which will itself be noticed as it is sent through the system.

Ultimately, the way teachers will win improvements in their classroom conditions and compensation is to make democracy work. We do that by encouraging parents and other allies to support the work that we must do ourselves to exert continuing pressure on our elected representatives, even if the entire system is designed to discourage such engagement. ■

“Ultimately, the way teachers will win improvements ... is to make democracy work.”

Here's the thing though—every one of the letters to which I replied landed on the minister's desk and he signed every one of my milquetoast replies. Furthermore, we would track trends and report them to the minister's political and communications staff. What our demoralized correspondents couldn't realize was that their letters

your message, I recommend going old school and mailing off a letter (handwritten with a quill pen is a nice touch) to your MLA, cc'ing the minister. Better yet, place a phone call to the MLA at their constituency office—even if you only get to talk to their assistant, the substance of your call will be passed up the chain. The

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

Reclaiming our narrative: The vital importance of Métis education



VIEWPOINTS

Jerome Chabot
First Nation, Métis and Inuit
Curriculum and Cultural
Consultant

Taanishi, bonjour and hello. My name is Jerome Chabot. As a proud Métis man and a descendant of the Red River Métis, I carry the stories, struggles and triumphs of my ancestors within me. Our history is rich, complex and deeply intertwined with the very fabric of what is now Canada. Yet, for far too long, much of our knowledge has been lost, hidden or left dormant, a direct consequence of the tumultuous events of the 1800s.

This is precisely why Métis education is not just important, but absolutely vital. Too often overlooked in broader discussions of Indigenous education, Métis education holds the key to unlocking a more complete and truthful understanding of our past, present and future. Through it, we can reclaim lost knowledge, challenge harmful misconceptions, foster pride in our identity, and promote reconciliation by sharing our distinct history and culture with all Canadians.

Following the resistance movements of the 19th century, when our Nation bravely stood against the encroaching Canadian government, the Métis people were often branded as rebels or treasonous. This characterization had a devastating impact, pushing our unique culture, traditions and educational practices underground. The vibrant ways of knowing that had sustained us for generations were suppressed, leading to a profound disconnect for many Métis individuals and communities.

Compounding this historical injustice is the persistent confusion surrounding the very word “Métis.” Derived from the French “métissage,” meaning “mixing,” it has unfortunately fostered a harmful and inaccurate narrative that reduces our Nation to simply “mixed-blood” people. This misconception ignores the fundamental truth of who we are: a distinct Indigenous Nation, born from the intermingling of European and Indigenous cultures, yes, but forged into a unique and sovereign people with our own language, governance and way of life. We are a buffalo-hunting Nation from the western plains of what is now Canada, with a rich history of self-sufficiency, vibrant trade and strong community ties.

This reductionist view of Métis identity is not merely an academic point; it has tangible, negative consequences. It undermines our inherent rights as an Indigenous people, erases our unique contributions to Canadian history, and creates barriers to understanding and celebrating our distinct cultural heritage. It is a narrative that must be challenged and corrected.

Through Métis education, we can

- **reclaim lost knowledge:** by actively teaching our history, language (Michif), traditional practices and worldview, we can revitalize what was suppressed and empower future generations to connect with their heritage;
- **challenge misconceptions:** education is the most powerful tool to dismantle the harmful “mixed-blood” narrative and assert our identity as a distinct Nation with our own unique culture and governance;
- **foster pride and identity:** for Métis youth, learning about their rich heritage can be a

profound source of pride, strengthening their sense of self and belonging; and

- **promote reconciliation:** for non-Métis individuals, understanding our distinct history and culture is a crucial step toward genuine reconciliation, moving beyond superficial acknowledgements to a deeper appreciation of Indigenous diversity.

While it is essential for all Canadians to recognize the similarities and shared struggles of many Indigenous Nations, it is equally important, if not more so, to celebrate our differences and distinct identities. The Métis Nation is not a footnote in Canadian history; we are a foundational chapter, a people with a vibrant culture that continues to thrive.

The journey to reclaim our narrative through education is ongoing. It requires dedication, resources and a commitment from all levels of society to ensure that the stories, traditions and contributions of the Métis Nation are finally given the prominence and respect they deserve.

As we acknowledge the National Day for Truth and Reconciliation this September 30, let us work together to build a future where Métis children, and indeed all Canadians, can understand and celebrate the unique and powerful legacy of the Métis people. ■

Jerome Chabot is a proud Métis educator and a descendant of the Red River Métis. He bridges cultural heritage and modern curriculum as a First Nations, Métis, Inuit cultural and curriculum consultant with Elk Island Public Schools. Drawing on his experience as a former elementary teacher and school administrator, he brings a grounded, practical approach to his work. A lifelong keeper of tradition, Chabot honors his roots through the cherished practices of fiddle playing, jigging and operating his family’s trapline.

RED FOR ED

Teachers from Barrhead Elementary School strike a pose in their red shirts.

Prairie Sky School started the year off strong with 100% participation in the first #RedForEdAB Friday of the fall.



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 serves strike notice, parties continue to meet



Kim Clement
ATA News Staff

After years of underfunding, stalled wages and crowded classrooms, Alberta teachers are ready to act if necessary.

On September 10, the Alberta Teachers’ Association (ATA) announced it would serve official strike notice, with job action set to begin on October 6, 2025, if a negotiated settlement is not reached.

This announcement followed a meeting of the Provincial Executive Council (PEC), held on September 9, who have been hearing a clear message from the field: teachers are

frustrated, united and determined to stand together for a fair deal.

“The government’s offer simply didn’t cut it,” said ATA president Jason Schilling. “It did not reflect the essential work we do or the challenges we face in the classroom every single day.”

When the parties met at the end of August, TEBA agreed with the position put forward by CTBC in June regarding the hiring of 3,000 additional teachers beyond what was already budgeted and in addition to the number needed to address attrition; however, TEBA remained firm on the salary package that was consistent with the mediator’s recommendations and had been rejected by teachers. Reflecting on the proposed salary increase, Schilling commented that this also follows a decade where wages have only increased by 5.75 per cent, while the cost of living has continued to rise.

“Teachers are not unreasonable,” said Schilling. “We are seeking compensation that makes up for lost inflation, keeps pace with current inflation, reflects our increased workload and helps to retain and

attract new teachers to the profession.”

The ATA delivered its latest proposal to TEBA in good faith to move negotiations forward, he added.

“Teachers are ready to settle this. We want to teach, not strike,” said Schilling.

On September 15, the Government of Alberta filed a complaint with the Alberta Labour Relations Board (ALRB), alleging bad faith bargaining by the ATA. The complaint targets a line in a members-only resource that stated the government hadn’t given TEBA the authority to bargain on key classroom issues. As required by law, notices from the ALRB were posted in schools.

“This complaint was an attempt to silence teachers and deflect from the real issues,” said Schilling.

On September 18, the ATA and TEBA attended a resolution conference at the ALRB to address the complaint. The meeting resulted in the ALRB issuing a consent order that acknowledged that the two parties are committed to finding a negotiated settlement and confirmed the bargaining items left for resolution from CTBC’s June proposal.



CHRIS SCHWARZ/GOVERNMENT OF ALBERTA
Alberta’s President of Treasury Board and Minister of Finance Nate Horner providing an update on negotiations on August 29



CHRIS GONSALVEZ
ATA President Jason Schilling at a press conference on September 10

The Association was invited to meet with TEBA on September 19 to discuss the latest proposal from the ATA and attempt to chart a path forward.

For the most up-to-date information on bargaining, members are encouraged to visit the ATA website and sign up to receive Members’ Update emails (using a nonemployer email address). ■

Community event rallies support for Alberta teachers, public education

Lindsay Yakimyshyn
ATA News Managing Editor

A grassroots event brought together more than 100 parents and community members in support of teachers and public education. Held at a community hall in Edmonton on September 14, the event created a space for collective action and served as a counterbalance to government messaging on public education.

The event’s co-organizer, parent Jessica Baudin-Griffin, said she decided to act after watching a recent government press conference that left her frustrated.

“I felt there was inaccurate information about teachers and about the public education system,” she said. “One of the things I could do was provide other sources of information for people.”

Baudin-Griffin shared videos on social media to counter

misinformation but then decided to take the conversation offline and hold an in-person event for community members.

“I was hearing from folks that they maybe didn’t know how far-reaching some of the issues facing public education are,” she said, “And while I believe that social media can be a great space to build awareness, I wanted to translate that into real-world action.”

At the event, attendees were encouraged to sign pre-written postcards or write their own message addressed to Premier Danielle Smith or to their MLA. The postcards highlighted concerns about class sizes, funding levels and the government’s approach to contract negotiations with teachers. One-hundred-and-nine postcards were collected during the event, with another 100 distributed to parents and community members to send directly.

Baudin-Griffin said that the event was also about ensuring that

decision-makers can hear from a wide range of voices from Alberta parents and community members.

“Parents need to provide a counter voice,” she said. “It’s about the importance of democracy, of that balance of opinion.”

The strong turnout, she added, was not only heartening but also demonstrated a willingness from those in the community to engage in grassroots action in support of teachers and public education.

Baudin-Griffin also recognizes that parents are concerned about their children’s education with teachers set to take labour action in October. She encourages parents and community members to seek accurate information and focus on what is in their control, including using their voice.

“We can’t control everything, but you can work within your own circle of control,” she said. “That action can then push out into a circle of influence.” ■



LINDSAY YAKIMYSHYN
Event organizers Jessica Baudin-Griffin, Rebecca Robins and Jaymie Heilman aimed to create a space for community members to act.

Inaugural Compassionate Leadership course a resounding success

Sandra Bit
ATA News Staff

For the first time, the Alberta Teachers’ Association (ATA) offered a Compassionate Leadership course, bringing together 53 teachers, school leaders and system leaders at Barnett House from July 2 to 4.

The course explored how compassion, kindness and vulnerability can foster collective wellness and resilience in schools. Its intent was to help participants lead with their heart and create positive change in their educational environments.

Lisa Everitt, ATA executive staff officer and organizer, called the inaugural course a clear success.

“The feedback from the survey was incredible,” she said.

Participants especially valued sessions on the science of compassion, HEARTcare planning, appreciative inquiry and self-compassion. They also enjoyed time for both structured and informal conversations, such as “walk and learns.” One participant reflected, “[I] found the framework for having difficult conversations valuable...really enjoyed learning about the brain science ‘polyvagal theory’ and pain receptors with empathy.”

Everitt noted that the course comes at a critical time, saying that ongoing fiscal pressures, destructive policy choices and complex classrooms have created deep distress in the teaching profession. She added that research

undertaken through the Compassion Fatigue, Emotional Labour and Educator Burnout project (and subsequent partnership with a SSHRC grant) demonstrates alarming levels of burnout, compassion stress and compassion fatigue in the teaching profession.

“Rehumanizing schools and school systems so they work for both staff and students is a fundamental part of helping to fix this damage,” Everitt said. “My sense is that compassionate leadership is a potential solution for schools to thrive.”

Everitt observed that the only criticism from participants was that there wasn’t enough time for discussion, as some participants felt that more time to delve into conversations would have been beneficial.

Despite that, the response was overwhelmingly positive. As one participant summed up, “This course gives the tools to start the journey personally, professionally and even systematically, to begin the much-needed dialogue and shift in caring for school communities and, hopefully, a spread to the greater community over time and with continued practice.”

Everitt hopes to offer the course again next summer, with participant feedback helping organizers see where changes and improvements can be made and incorporated.

“It was an awesome experience for everyone including the course facilitators. We are so glad to have had the opportunity to do this important work.” ■



Unfair play: Fairness should unite, not divide

With the start up of the school year, we have seen our sights justifiably focused on bargaining, but I wanted to take time to focus on another concern that many teachers have shared with me.

Over the last several weeks, I have seen the word *fair* batted around a lot. As an English and drama teacher, I know the power words carry—and how they can be twisted and used in cruelly ironic ways. Teachers understand that fairness is not abstract; it's something we live and model every day in our classrooms and on our playing fields.

We also know when the word is being misused to mask discrimination. The *Fairness and Safety in Sport Act* (Bill 29) is not about fairness at all. It is government overreach that creates shame, stigma and fear.

The mandatory requirement for female athletes to prove their biological sex opens the door to invasive scrutiny of any girl's body, strength or appearance. This blunt, sweeping policy mirrors the government's failed book bans—using a heavy hand where nuance is needed, and, in the process, creating more harm than protection. Instead of fostering safety, the *Fairness and Safety in Sport Act* fosters anxiety. It is causing girls and trans students to shrink themselves from experiencing a full school life.

Parents and teachers are already reporting that girls are choosing not

to play this year rather than risk being challenged. Entire girls' divisions are collapsing because they no longer have enough athletes to field teams. This is a shameful outcome that punishes all students who simply want to play.

Teachers and coaches know that sport should build confidence, teamwork, resilience and respect. But this legislation corrodes those values. By casting suspicion on girls, it undermines decades of progress in gender equity and polices femininity in damaging ways. Far from keeping anyone safe, it leaves all female athletes more anxious about whether they will be judged, excluded or humiliated.

The risks are even greater for transgender students. We know three quarters of trans youth are already at higher risk of self-harm and suicide. Exclusionary policies like this reinforce stigma, legitimize bullying, and increase the likelihood of harassment and alienation. Forcing students into categories that deny their identity violates their safety and their human rights. Alberta now risks becoming a global outlier in discrimination.

Fairness should unite us, not be twisted into a weapon to divide. By standing together and demanding true fairness, we defend not only our students, but the very values of public education and sport. ■

FOR THE RECORD



[The Alberta School Councils' Association] wants to give thanks to the ATA for providing advanced notice of intent to strike; for their good faith position on the matter; and for prioritizing their relationship with parents, care givers and school communities.



— Alberta School Councils' Association statement issued on Sept.10 in response to the ATA providing advanced notice of intent to strike

YOUR VIEWS

Teachers shared their advice and words of encouragement for our colleagues who are new to the profession.

- Amanda Morrison**
I wish I knew that it would never all be finished. Limit yourself to a couple of extra hours at night, and just know that your kids are going to love learning from you whether or not they have cute matching name tags, or if everything is organized just so. After more than 22 years, I realized that you do what you can, leave the rest, and enjoy your time with the students more than worrying about making it look good.
- Lorna Anderson**
You can always do more, but you need to find balance. Prioritize what has to be done. The rest will get done in due time, if at all.
- Chris Storozhenko**
Drink more orange juice! Vitamin C is your friend!
- Kelsey Lacharite**
Do something at least once a week that you and your students can look forward to. A fun game, sharing jokes, an art project! Something that sparks joy and connection. School should be a place for fun, for teachers and students!
- Lindsay Wolkowski**
There will always be things on your "to do" list. It is ok to leave things for later.
- Shannon Garbutt-Steedman**
Have fun! Take pictures and post them in your room to document the year with your kids.
- Elise Murphy**
You can't physically or mentally meet all the needs and wants in the room. Prioritize and practice saying, "It's fine. It'll do. I'm doing the best I can." Not every lesson needs to be stellar. You can work on that as you grow as a teacher.
- Julianne Taylor**
You can't do it all, and that's ok.
- Darlene Fearon**
Know that as much as you want to do it all for your students as if they were your own children, they aren't, and their parents have a great responsibility to raise decent human beings. You help, but at the end of the day, we teach so children can become successful learners and to set them up well for their futures. Set limits and boundaries between you and parents as well; otherwise, teaching can take over your personal life, and that should never happen. You are a person and have a life to live too.
- Avieneet Dhillon**
Find your teacher crew. They will get you through the world that is teaching!
- Eugénie McCallan**
Fais-toi confiance!
- Susannah Killey**
Join a specialist council!!!!!!
- Karri Deck**
Don't reinvent the wheel—ask for help!
- Michael Wheeler**
Wear cool shoes.
- Steph Spady**
Find a hobby outside of work that fulfills you!
- Breanna Iannuzzi**
When making your schedule, plan double blocks wherever possible. You need the time!
- Mitchell Rains**
Sometimes you gotta try again tomorrow, and that's okay.
- Angelica McDonald**
Set boundaries around communication with parents. Emails are logged; calls are not.
- Charlene Arb**
It's okay to feel like you're drowning—that's normal. By October you should feel better!



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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TEACHING TOGETHER



Better together – making a lasting impact

This past summer, Alberta teachers participated in the Canadian Teachers' Federation's Teaching Together program (formerly known as Project Overseas). The participants had the opportunity to travel abroad to coplan and codeliver professional development workshops for local teachers, aiming to promote equitable, high-quality, publicly funded education for all.

Alberta's participants share their Teaching Together experiences here.

UGANDA

Resilience, enthusiasm and commitment

This July, I took my passion for education beyond the classroom and across the globe. Volunteering through the Teaching Together project, I spent a month in Uganda, Africa, working alongside local educators and offering professional support in under-resourced schools.

The Teaching Together project is designed to strengthen global education by pairing experienced Canadian teachers with educators in developing countries. The goal is to support teachers with limited formal training, share effective

teaching strategies and foster a mutual exchange of knowledge.

During my time in Uganda, I was struck by the stark contrast in classroom environments compared to those in Canada. One of the most memorable experiences was observing a Grade 6 classroom with more than 167 students, a number that far exceeds the typical class sizes in Calgary. Seeing the overwhelming numbers and limited resources, I was inspired by the resilience, enthusiasm and commitment of both students and teachers.

Throughout the month, I worked directly with Ugandan cohort teachers to develop lesson plans, introduce interactive teaching methods and provide mentorship. I also had the opportunity to learn from local educators, gaining insight into how they adapt to teaching in overcrowded classrooms with minimal materials. The experience was eye-opening. The challenges are significant, but the determination of the teachers in Uganda is incredibly inspiring. They are doing so much with so little.

The project not only supports educational development abroad but also provides Canadian teachers with a deeper appreciation of global education issues and the impact of cross-cultural collaboration.

Upon returning to my classroom this fall, I felt like this experience has made me a better teacher. This program is amazing and, in many cases, life changing. It has inspired me with a renewed perspective and a commitment to sharing my experiences with both colleagues and students. I hope that my experience will inspire others to take part in Teaching Together and support free global public education for all.

*Robert J. McKague
Our Lady of Grace School, Calgary*



Robert McKague strikes a pose in Uganda.



Uganda participants engaged in a learning activity

SIERRA LEONE

Powerful learning moments

Sierra Leone. A country with a raw natural beauty and a vibrant dance culture, but also one that has a literacy rate of less than 50 per cent and a large percentage of the population living below the poverty line. I knew when I was assigned to lead a small team of teachers into Sierra Leone that it could be a challenge on many



Teachers working together to build an Inukshuk on the Canada/Sierra Leone culture night.

levels, so I went in with an open heart and mind. I will never regret my time or experiences spent with so many wonderful colleagues who are doing the best they can in difficult situations.

Our team supported teachers in the areas of numeracy, literacy, peace education and Teachers' Actions for Girls. With the country still visibly recovering from some brutal civil wars and disease outbreaks, peace and gender issues were important areas of interest for local teachers and held powerful learning moments for all those involved. It was personally very moving to hear female educators who had faced unthinkable challenges stand up, share their heartbreaking stories and advocate for better for their female students.

I know that our work this summer won't change the education system or country immediately. My hope is that we were able to plant seeds of change and that the ripples of some of our hard conversations and joyous "aha" moments will reach far beyond our time in the country.

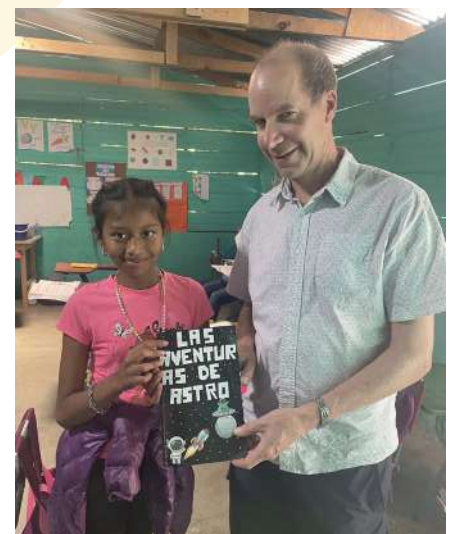
Thank you to the ATA and the CTF for trusting me with this important work. More than ever, I am privileged to live and work where I do, and to be afforded a personal and professional learning opportunities such as this.

*Michelle Dickie
Varsity Acres School, Calgary*

GUATEMALA

The excitement and potential

I could feel the tropical warmth and humidity in the air as soon I emerged from the airport in Guatemala City. We were met by Lorena and the awesome team from Change for Children and Mundo Posible. That marked the beginning of an excellent two-week trip in Guatemala as part of the Teaching Together program.



Dan Dornan with a student in Guatemala

TEACHING TOGETHER
continued on page 9



VOLUNTEER FOR TEACHING TOGETHER IN THE SUMMER OF 2026

CTF seeks English- and French-speaking Canadian teachers interested in volunteering to teach a variety of subjects abroad.

Be one of around 50 Canadian teachers to volunteer in Asia, Africa or the Caribbean.

Teams of teachers are formed in January and projects occur in July and August.

CTF follows strict guidelines pertaining to participant safety and project location.

Questions?
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Apply by November 7, 2025

For more information and to apply, visit teachers.ab.ca/goabroad.



 The Alberta Teachers' Association

COOR-61-1-2025-08



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- ✓ Dean of Education @ Concordia University Edmonton
- ✓ Executive in Alberta Education & ATA

Mark is a committed Catholic

- ✓ Active in lay ministries & parish leadership
- ✓ Knight of Columbus
- ✓ Proud dad of an Edmonton Catholic graduate



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ATA EDUCATIONAL RESEARCH AWARD

Alberta research focused on teaching & learning

The Alberta Teachers' Association Educational Research Award, valued at \$5,000, is presented annually to a faculty of education member or sessional lecturer at an Alberta university or at a university college that the Association recognizes who has undertaken high-quality research on classroom teaching and learning.

Application deadline: October 30, 2025

What Are the Criteria?

The research must meet the following criteria:

- Be directly related to school and classroom practice
- Be focused on school teaching and/or learning
- Be current (either ongoing or completed within the last two years)
- Be related to critical issues in the context of public education

- Have involved classroom teachers and/or students
- Be applicable to the Alberta context
- Be of practical benefit to teachers in improving their professional practice
- Be of high quality in terms of purpose, methodology and originality

Require More Information?

Contact **Dr Philip McRae** by e-mail at philip.mcrae@ata.ab.ca or by phone at **780-447-9469** (in Edmonton) or **1-800-232-7208** (elsewhere in Alberta).

Find details on the award criteria and on the selection and announcement of the recipient on the ATA website.

Application form

www.teachers.ab.ca





The Alberta Teachers' Association

COOR-165e 2025-09



continued from page 7

An awesome team of Alberta teachers spent one week in two schools in Chicamán in the mountains of Guatemala. The second week we were in a school in a larger centre in Panajachel. We were privileged to spend some time in an area with a strong, vibrant, indigenous Mayan culture, with colourful indigenous dresses worn by the girls, and both Spanish and K'iche' (or Quiché) languages used seamlessly by students in the classroom. In each school, we spent some time observing in the classroom, as well as leading activities using some teaching supplies we brought to the schools from Canada.

A highlight of the program for me was seeing the students' excitement to be out of their desks, playing learning games and activities with cards, ministicks and parachutes. They were very keen to try new activities. Sadly, many of the students, particularly the girls, don't continue in school past Grade 6, which is a sad reality for these bright kids with so much potential.

If you have been teaching in a public school for at least three years, I highly recommend you consider applying to participate in this program. It was a positive experience for me as an educator.

Dan Dornan
Escuela Collingwood/Collingwood School, Calgary

GAMBIA

Step by step, bit by bit

When I first arrived in The Gambia, I was surrounded by new sights, sounds and flavours. I was struck by the richness of the local languages: Mandinka, Wolof, Fula and others filled the classrooms and streets. I couldn't wait to listen, learn and experience more.

I was fortunate to be part of the CTF/FCE Teaching Together 2025 program this past July, working in Farafenni and on the island of



Gambian Teachers' Union and CTF/FCE participants enjoying the Gambian River

Janjanbureh with leaders of The Gambian Teachers' Union. Together, we explored classroom management, communication, collaboration, leadership and climate education. The Gambian leaders shared their invaluable expertise, and our role was to support the delivery with strategies for cofacilitating the workshops. Working together in this way made the learning both practical and relevant to the local context.

Over the course of two and a half weeks, we explored ways to strengthen communication and collaboration within schools, promote positive leadership both inside and outside the classroom, and organize classrooms more effectively to support student learning. What stood out most was the universal commitment to student success. Teachers everywhere, regardless of resources or location, face the same challenges and share the same drive to make a difference.

Working in the heat required us to slow down, which made the Wolof idea of *ndanka ndanka* —“slowly, slowly”—take on new meaning. At first, I thought it was just about coping with the sun and the heat, but I came to see a deeper meaning: progress in life and learning comes step by step and bit by bit. Deep learning unfolds gradually, and each small effort adds to the foundation for lasting growth. *Ndanka ndanka* reminds me to be patient, to keep going and to trust that steady steps forward are what truly create change. I will carry this lesson with me through the school year and in all aspects of my life, and I am deeply grateful for the opportunity to be part of Teaching Together!

Jodi Campbell
Jasper Elementary School, Jasper

GHANA

Planting seeds for the future

When I told a friend that I was returning to the Teaching Together project—this time to Ghana—her response was unexpected: “I’m surprised you’re doing that again, given how The Gambia in 2023 sounded so challenging!” She wasn’t wrong; it had been challenging, but it was also rewarding and inspiring. It made me a better teacher and strengthened my belief in the importance of union solidarity for improving public education. I wanted another opportunity like it, and Ghana did not disappoint.

The ATA and CTF have worked with the Ghana National Association of Teachers (GNAT) since 1962, with Teaching Together professional development programs serving over 600 teachers each summer. My Ghanaian cofacilitator and I taught sessions on gender equity, gender-based violence and teen pregnancy. While I was happy to assist GNAT in this important work, I was also keenly aware of my positionality as a white, western male, and I was careful to always frame my comments and questions with this in mind. The participants, all dedicated and passionate professionals, contributed to rich dialogues filled with anecdotes that illustrated their desire to improve themselves and their system for the sake of students. In our program debrief, we all agreed that many seeds had been planted, and the teachers seemed ready and eager to nurture that growth.

Apart from the work, I was delighted by Ghanaian culture. From their love

of song and dance to their warm hospitality to their affection for selfies, the Ghanaians made me feel welcomed and valued throughout my 18-day stay. My experience in Ghana will undoubtedly continue to shape my views and actions as a teacher for the remainder of my career.

Kevin McBean
McNally School, Edmonton

GHANA

Collaboration at a global level

When asked about my time volunteering in Ghana this summer, I find it difficult to capture my experiences in only a few words. Memories of Ghana trigger a range of emotions, but to briefly summarize my impressions, the country was beautiful, the people were welcoming, and though the work was challenging at times, the experience was fulfilling, both personally and professionally.



Barbara Madsen and teachers from Ghana

From start to finish, the Teaching Together program was a whirlwind of activity! After a two-day orientation in Ottawa, participants were sent to their placements in Africa and the Caribbean. When Team Ghana landed in Accra, Ghana, we were warmly welcomed by our partners from the Ghana National Association of Teachers (GNAT). We spent the following two days in collaboration with our Ghanaian partners to prepare two weeks of workshops to be delivered at the GNAT Institute for Research and Industrial Relations Studies in the city of Kumasi. The Canadian and Ghanaian facilitator teams delivered professional development to 640 teachers and administrators from the northern regions of Ghana. The four overarching topics were inclusive education, classroom management, educational technology, and gender and culture.

The professional development sessions were designed to be interactive, practical and relevant to the participants' teaching context. I was inspired by the passion and knowledge of our cofacilitators and motivated by the creativity and resilience of the teachers. The CTF/GNAT partnership emphasizes collaboration among teachers at a global level, and I am grateful for the opportunity to connect, share and teach together with my teacher colleagues from Ghana.

For Alberta teachers considering this unique experience, I highly recommend the Teaching Together program. The ATA understands the value of international cooperation in education, and I am thankful for the opportunity to represent the ATA and CTF in Ghana.

Barbara Madsen
Harry Collinge High School, Hinton



Kevin McBean with some of the Ghanaian teacher participants.

READY...

SET...

Through the Alberta Teachers’ Association (ATA), teachers can access a variety of professional learning opportunities.



SPECIALIST COUNCIL OPPORTUNITIES



The ATA has 20 specialist councils that organize annual conferences, workshops, webinars and other opportunities to help teachers and school leaders meet their professional development goals.

The information on this page lists the assigned dates for major specialist council conferences and events for the 2025/26 school year. For an up-to-date list of all specialist council conferences and events, please check out the ATAPD Sched site <https://atapd202526.sched.com/>.

Additional Languages and Intercultural Council

Date: Oct. 25, 2025
Location: Virtual
Theme: Excellence in Language Education
Website: www.alic-ata.ca

Career and Technology Education Council

No events scheduled at this time.

Council for English as an Additional Language

Date: May 1–3, 2026
Location: Chateau Lacombe, Edmonton
Theme: Every Voice, Every Story
Website: www.eslcata.com

Council for Inclusive Education

No events scheduled at this time.

Council for School Leadership

Date: Apr. 18, 2026 (preconference), Apr. 19–26, 2026 (conference)
Location: Banff
Theme: uLead 2026—The Summit of Educational Leadership
Website: <https://reg.unityeventsolutions.com/se/2026ULEAD/ATT>

Council of School Counsellors

Date: May 28–30, 2026
Location: Pomeroy Kananaskis Mountain Lodge
Theme: TBA
Website: www.ataschoolcounsellors.com

Early Childhood Education Council

Date: Oct. 18, 2025
Location: Edmonton Valley Zoo
Theme: Inspiring Environmental Stewardship in Young Children
Website: <https://reg.unityeventsolutions.com/se/INSPIRINGCHILDREN/ATT>

Date: Apr. 23–25, 2026
Location: Pomeroy Kananaskis Mountain Lodge
Theme: Rooted in Wonder: Nature, Story and Imagination in Early Childhood Education
Website: www.ecec-ata.com/conference.html

Educational Technology Council

Date: Mar. 12, 2026 (pre-conference) and Mar. 13–14, 2026 (conference)
Location: Canmore
Theme: Plug Into Learning 2026: The Future of Education Technology
Website: <https://reg.unityeventsolutions.com/se/2026ETCCONF/ETCATA>

English Language Arts Council

Date: Apr. 24–25, 2026
Location: Banff Park Lodge, Banff
Theme: Novel Ideas
Website: <https://elacata.wordpress.com/conference-2026-novel-ideas/>

Fine Arts Council

Date: Oct. 17–18, 2025
Location: Edmonton Fringe Theatre Arts Barns
Theme: Arts Unleashed
Website: <https://reg.unityeventsolutions.com/se/ARTSUNLEASHED2025/ATT>

Global, Environmental and Outdoor Education Council

No events scheduled at this time.

Health and Physical Education Council

No events scheduled at this time.

Indigenous Education Council

No events scheduled at this time.

Mathematics Council

No events scheduled at this time.

Middle Years Council

Date: Apr. 30–May 2, 2026
Location: Banff Park Lodge, Banff
Theme: TBA
Website: www.ata-myc.com/annual-conference.html

Le Conseil français

No events scheduled at this time.

Outreach Education Council

Date: Nov. 13–15, 2025
Location: River Cree Resort and Casino, Edmonton
Theme: Building Bridges, Inspiring Change
Website: www.outreachcouncil.ca

Religious and Moral Education Council

No events scheduled at this time.

Science Council

Date: Apr. 23–25, 2026
Location: Banff Arts Centre, Banff
Theme: TBA
Website: www.atasciencecouncil.com

Social Studies Council

No events scheduled at this time.

>

DID YOU KNOW?

Active ATA members can choose a no-cost membership in the specialist council of their choice. Learn more at <https://abteach.cc/specialist-councils>.

The ATA Educational Trust offers \$500 grants to members to help offset the costs of attending specialist council conferences. Apply by Sept. 30 at <https://abteach.cc/sc-conferencegrant>.

GROW



ISTOCK

TEACHERS' CONVENTIONS



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

Each of the Association's nine teachers' conventions is organized by a regional convention board of volunteer teachers who plan world-class PD events filled with expert keynotes and meaningful breakout sessions, many of which are led by fellow colleagues. Members are assigned to conventions based on their employing school authority and ATA local.

North Central Teachers' Convention

Dates: Feb. 5–6, 2026
Location: Edmonton Convention Centre, Edmonton
Contact: Carryl Bennett, president, president@nctca.ca
Website: <http://mynctca.com>

Calgary City Teachers' Convention

Dates: Feb. 12–13, 2026
Location: Telus Convention Centre, Calgary
Contact: Shae Frisby, president, cctcapresident@gmail.com
Website: www.cctca.com

Endless Skies Teachers' Convention

Dates: Feb. 12–13, 2026
Location: Edmonton Convention Centre, Edmonton
Contact: Melissa Petruk, president, estcapresident@gmail.com
Website: <https://sites.google.com/view/estca/home?authuser=1>

Central Alberta Teachers' Convention

Dates: Feb. 19–20, 2026
Location: Red Deer Polytechnic, Red Deer
Contact: Brenda Lewis, president, teacher.brendalewis@gmail.com
Website: <https://mycatca.com/>

Palliser District Teachers' Convention

Dates: Feb. 19–20, 2026
Location: Calgary Telus Convention Centre, Calgary
Contact: Jennifer Munton, president, president@pdtca.org
Website: www.pdtca.org

South Western Alberta Teachers' Convention

Dates: Feb. 19–20, 2026
Location: University of Lethbridge, Lethbridge
Contact: Kevin Sheen, president, president@swatca.ca
Website: www.swatca.ca

Southeastern Alberta Teachers' Convention

Dates: Feb. 19–20, 2026
Location: Medicine Hat College, Medicine Hat
Contact: Cam Bernhard, president, cam.bernhard@grasslands.ab.ca
Website: <https://seatca.atapd.ca>

Greater Edmonton Teachers' Convention

Dates: Feb. 26–27, 2026
Location: Edmonton Convention Centre, Edmonton
Contact: Karen Sucie, president, president@getca.com
Website: www.getca.com

Mighty Peace Teachers' Convention

Dates: Mar. 5–6, 2026
Locations: Charles Spencer High School, Grande Prairie
St. Joseph Catholic High School, Grande Prairie
Contact: Sue Hauser, president, mptcpresident@gmail.com
Website: <http://mptca.teachers.ab.ca>

FOR MORE INFORMATION



For more information about teachers' conventions, visit <https://abteach.cc/teachers-conventions>. If you have any further questions, please contact the Professional Development program area at PD@ata.ab.ca or 1-800-232-7208.

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STORIES AND PHOTOS WANTED

If something newsworthy is going on in your school, district or local, please let us know. We will also consider articles, photos and cartoons. Please email tips and submissions to managing editor Lindsay Yakimyshyn: lindsay.yakimyshyn@ata.ab.ca.

Teachers show support at Pride events

ATA News Staff

Each year, the Alberta Teachers' Association's diversity, equity and human rights program provides funding for registration for locals to participate in community Pride events.

This year, ATA Calgary Public Local No. 38 served as parade marshals for the 35th Calgary Pride parade, held on August 31. Representing the local in the parade were Stephani Clements, the local's president, and Kalyn MacAskill, the local's Diversity, Equity and Human Rights Committee chair.

Several other locals across Alberta also participated in Pride events in their communities.

ALL PHOTOS SUPPLIED



Calgary Public's DEHR chair and local president served as Calgary Pride parade marshals.



Members from Rocky View Local No. 35 participated in the Calgary Pride parade.



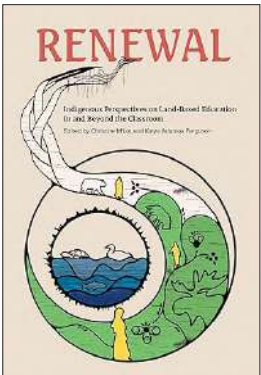
Fort McMurray Local No. 48 set up a table at the Wood Buffalo Pride Festival in June.



Teachers from Edmonton Public Local No. 37 local walked in the Edmonton Pride parade on August 23.

CHECK ME OUT!

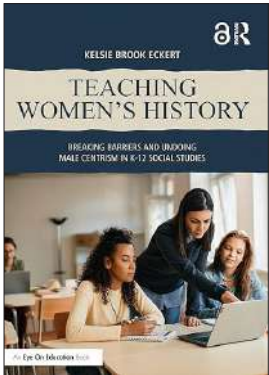
Some of the ATA Library's newest reads:



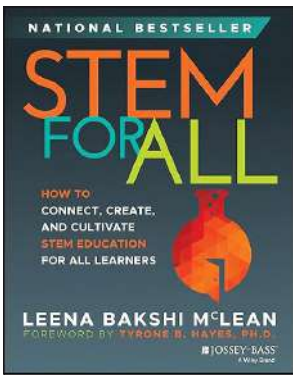
Renewal: Indigenous Perspectives on Land-Based Education In and Beyond the Classroom edited by Christine M'Lot and Katya Adamov Ferguson



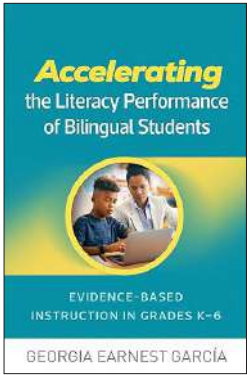
Déchiffrer le code de la confiance: L'art et la science de tisser des liens durables sous la direction de Simon L. Dolan et Kyle Brykman



Teaching Women's History: Breaking Barriers and Undoing Male Centricism in K-12 Social Studies by Kelsie Brook Eckert



STEM for All: How to Connect, Create, and Cultivate STEM Education for All Learners by Leena Bakshi McLean



Accelerating the Literacy Performance of Bilingual Students: Evidence-Based Instruction in Grades K-6 by Georgia Earnest García

WANT TO **BORROW** THESE?
(HINT: IT'S FREE FOR ATA MEMBERS!)

Head to the ATA Library's webpage to find these books — and so much more!
library.teachers.ab.ca



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INDIGENOUS PEOPLES AND CANADA

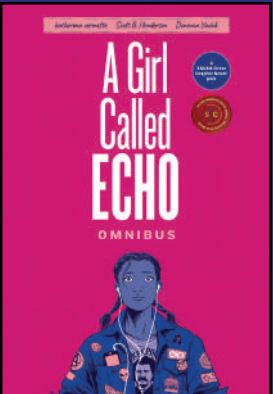
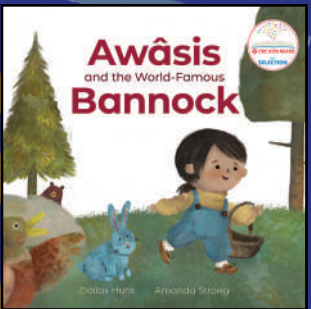
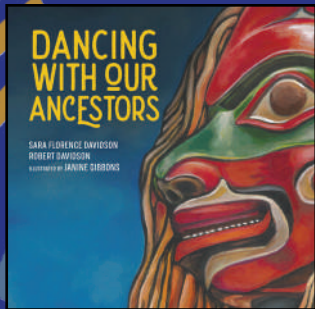
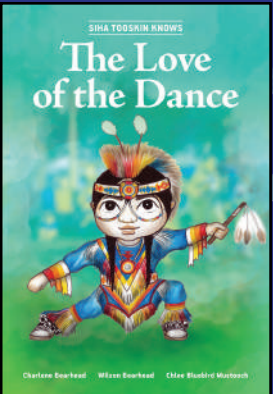
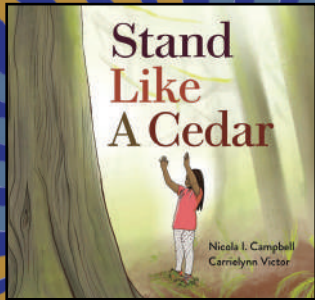
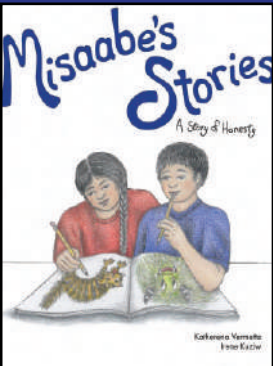
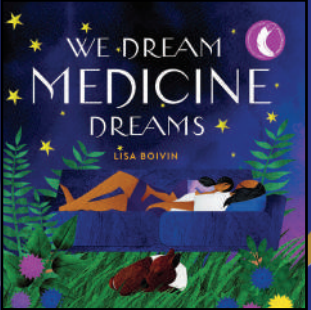
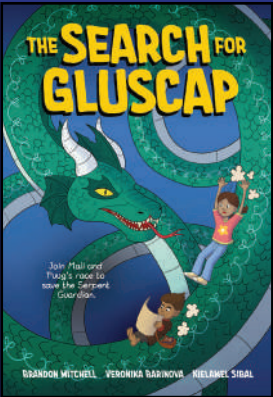
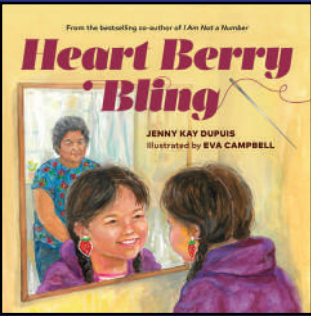
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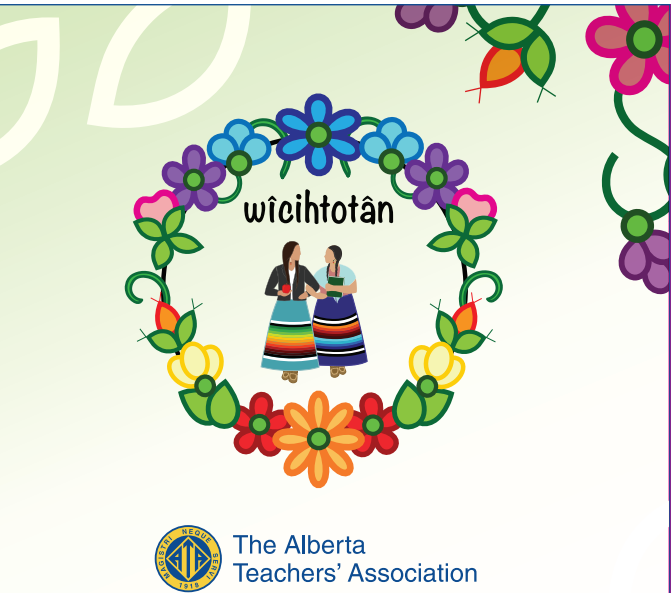
The Alberta Teachers' Association is offering grants of up to \$2,000 to schools for projects that support the Association's vision of a public education system committed to educating all children well in an inclusive setting.

For more information please contact dehr@ata.ab.ca or visit www.teachers.ab.ca.

APPLICATION DEADLINE: March 30, 2025
<https://abteach.cc/2epdpy>



DEHR = DIVERSITY, EQUITY AND HUMAN RIGHTS



The Alberta Teachers' Association

wîcihtotân Let's Help Each Other

wîcihtotân is an ATA program and network for Indigenous teachers and school leaders to listen and learn together. The program connects participants to offer support, guidance and mentorship with each other.

The Alberta Teachers' Association is seeking First Nations, Métis and Inuit teachers and school leaders to **join wîcihtotân** and attend three gatherings throughout the school year:

December 11, 2025 1:00 – 3:30 pm, online via Zoom

January 29, 2026 1:00 – 3:30 pm, online via Zoom

May 1, 2026 9:00 am – 3:30 pm, Edmonton, location TBD

Release time will be provided by the Association.

To Register go to <https://surveys.teachers.ab.ca/s3/2025-2026-w-cihtot-n-Mentorship-Program-Registration>.



Registration Deadline: November 30, 2025

For More Information

E-mail: walkingtogether@ata.ab.ca
Phone: 780-447-9400 (in Edmonton),
1-800-232-7208 (toll free in Alberta)

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

ATA expands Gold Medal program for education graduates

Dan Grassick
ATA Executive Staff Officer

More of Alberta's top graduating education students are now being recognized, thanks to changes to the Alberta Teachers' Association (ATA) Gold Medal program.

For more than seven decades, ATA Gold Medals in Education have honoured outstanding bachelor of education graduates who demonstrated the highest overall proficiency in both course work and field experience.

"These awards recognize the talent of up-and-coming leaders in the field of education and reinforce our public commitment to maintaining the highest standards of excellence in the profession," said ATA president Jason Schilling.

Until recently, the prestigious medals were awarded only at the University of Lethbridge, the University of Calgary, the University of Alberta and Campus Saint-Jean. Although the number of teacher education programs in Alberta has tripled over the last 30 years, the high cost of producing the medals prevented the ATA from expanding the program.

That changed in December 2023, when the ATA's Provincial Executive Council approved a recommendation to switch to lower-cost medals and add a cash award of \$2,000 for each recipient. With this change, medals can now be awarded annually at every ATA-recognized teacher education program in the province.

The new medals and cash awards were first presented in 2024 at the universities of Alberta, Calgary, Lethbridge and Campus Saint-Jean. At convocation ceremonies held in spring 2025, ATA Gold Medals in Education were presented at an additional nine post-secondary institutions across the province for the first time.

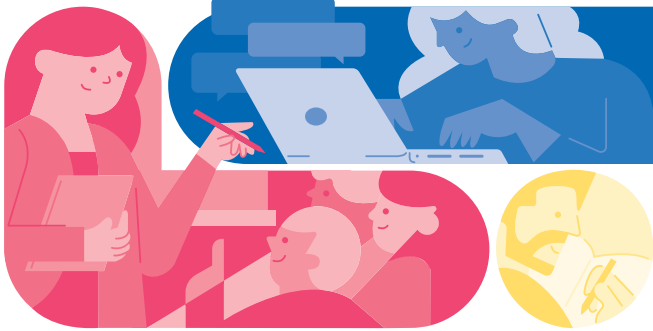
Thanks to the change in medal composition, the expanded program not only costs less to administer but also creates an opportunity to acknowledge more graduates who will be entering the profession.

"Expanding the ATA's Gold Medal program has allowed us to celebrate more of our new colleagues across the province as they enter the profession," said Schilling. "I wish them all the best as they begin what will hopefully be long careers in public education in Alberta."

Recipients of the 2025 ATA Gold Medals in Education

- Ambrose University — Davis Leong
- Campus Saint-Jean — Nicole LaMer
- Concordia University of Edmonton — Donny Hak
- Keyano College — Raisa Stokes
- Mount Royal University — Jazmin McIntosh
- Medicine Hat College — Hailey Hoffart
- Northwestern Polytechnic — Farah Hamad
- Red Deer Polytechnic — Haley Nelson
- St. Mary's University — Aria Bamford-Purcell
- The King's University — Bronwyn Miles
- University of Alberta — Roxanne Bader
- University of Calgary — Julie Lowry
- University of Lethbridge — Madeleine Suggitt

ATA president Jason Schilling displays a medal, which ATA Gold Medal in Education winners receive in addition to a cash prize.



THE ATA


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The Alberta Teachers' Association



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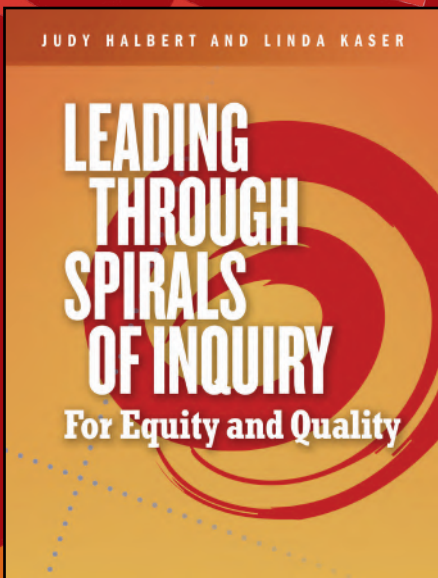
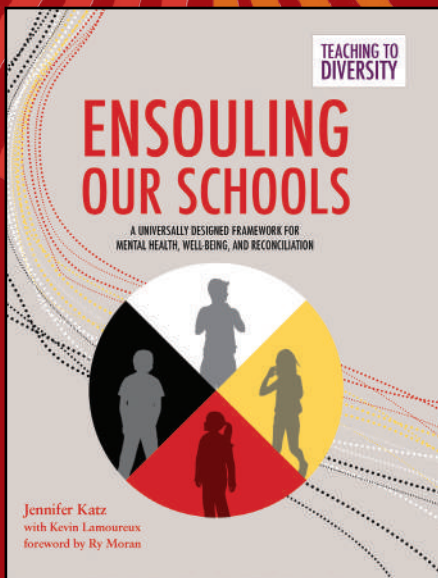
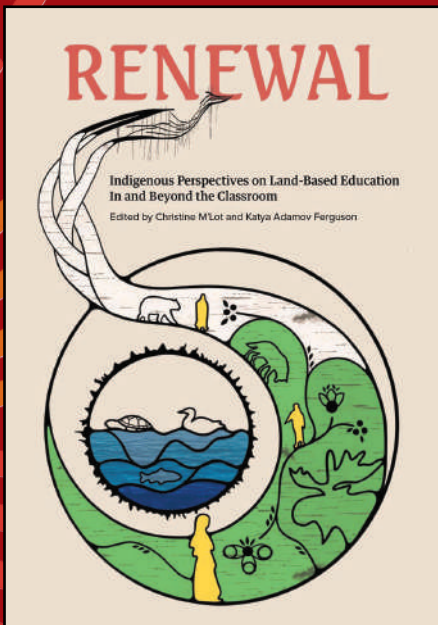
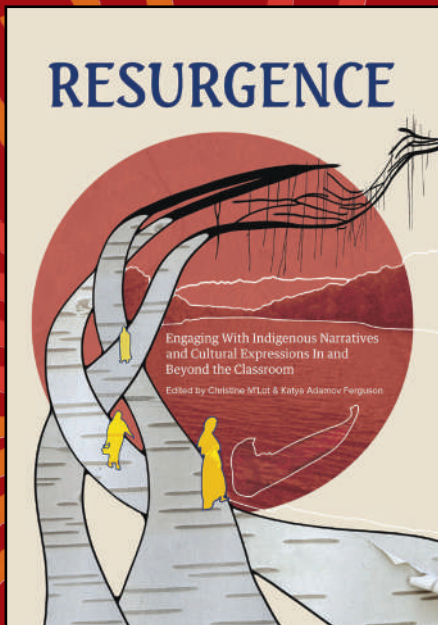
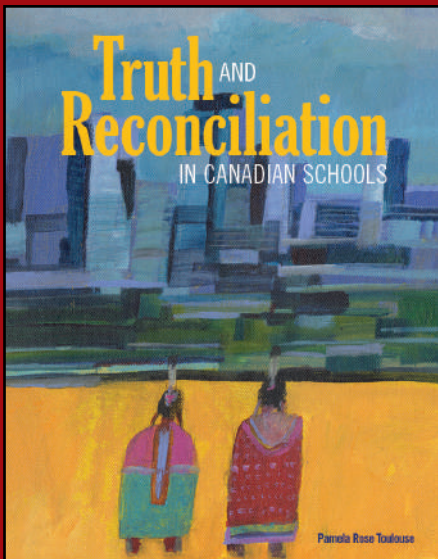
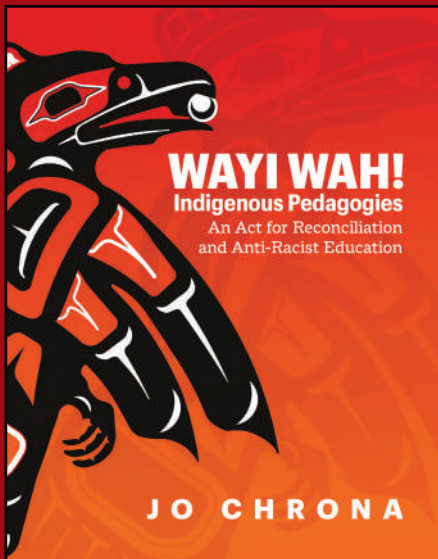
Word Scramble

Unscramble these seasonal words.

svelea	ahrvtes
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OCT
25/25

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Calgary



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The Alberta Teachers' Association

TES-MS-HI-13g-i 2025-08

A colorful graphic for the Teachers for Trustee election. It shows a stylized landscape with houses, trees, and a large black 'X' mark. The text "Teachers for Trustee" is in large blue letters.

Teachers for Trustee

Teachers running in the 2025 school board trustee election are invited to submit material that will be shared with Alberta teachers through the ATA’s website and social media channels, and, if space permits, the October 14 issue of the ATA News.

The invitation applies to

- active Association members in good standing,
- Association life members and
- other members who have maintained the highest level of membership available to them.

If you meet the above criteria, please submit your name, photo, brief platform statement (approx. 50 words) and school board for which you are running to communications@ata.ab.ca by **October 2**.

The Alberta Teachers' Association

Ignite curiosity and inspire action with National Geographic

A still from the film "Wild Eye" showing Beverly and Dereck Joubert in a savanna landscape with lions. A yellow circle with "LIVE ON STAGE" is overlaid.

A photo of a performer on stage in front of a large audience.

A photo of a yellow school bus with "SCH" and "EMERGENCY" text.

MONDAY, OCTOBER 27, 2025 | 10:15AM
Jack Singer Concert Hall, Werklund Centre

WILD EYE: A Life in Photographs with Beverly and Dereck Joubert

Take your students on a journey into the heart of the wild as acclaimed filmmakers and conservationists Beverly and Dereck Joubert share breathtaking photographs and powerful stories that bring science and curiosity to life.

BOOK YOUR CLASS TODAY
werklundcentre.ca/ngl-ed

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For advertising information,
contact Trevor Battye
at Trevor Battye Advertising Sales
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Next deadline
Thursday, Oct. 2, 2025, 4 p.m.
(Publication date Oct. 14, 2025)
Advertisers are encouraged to book early – space is limited.

Circulation: 34,500
We accept Visa, Mastercard, cash or cheque.

TALEND

September 23, 2025 | Volume 60, Number 2



Watch this year's Stars of the ATA Showcase video.



Learn more about the Stars of the ATA Showcase.

Stars of the ATA LOCAL SHOWCASE

Every year, the Stars of the ATA Local Showcase shines the spotlight on how teachers from across the province have worked hard to increase political awareness, support worthy charities and engage their members. Some of the fantastic work being done by ATA locals, which was included in this year's Stars of the ATA Showcase, is highlighted below.

This is just the tip of the iceberg for the work that was done by our members in the past year. Locals can apply for grants from the ATA to help them realize their great ideas for 2025/26.



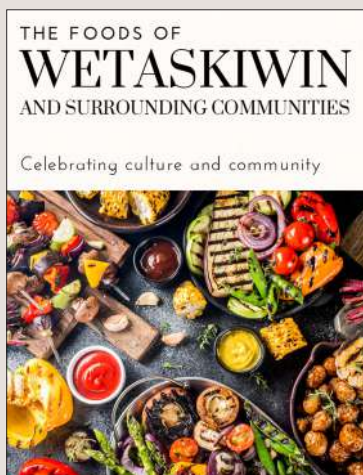
A lawn-sign pick up event by Edmonton Public. Face-painting and a food truck turned a task into a treat.



Edmonton Catholic engaged members through an Indigenous-themed paint night.



Timberline brought back their art walk featuring local student artwork and information about mental health services in the area.



A cookbook created by Wetaskiwin teachers and parents. Proceeds from sales went to local food banks.



Red Deer honoured Indigenous Education and Reconciliation by providing orange flags to every school. The local also recognized members' years of service through commemorative coins.



Calgary Public took part in the city's Lilac Fest as well as the Nagar Kirtan festival.



AEEFA a créé et mis en vente une version française des chandails Red4ED et les profits ont été remis au personnel de l'école Desrochers à Jasper.

