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Off Script

with ATA President Jason Schilling



Differing
perspectives,
shared
purpose
See [page 7](#).

ATA NEWS

December 9, 2025 ■ Volume 60, Number 6

■ News Publication of The Alberta Teachers' Association



ISTOCK

Celebrate the holiday season with one of the festive family recipes featured in *Tale End*, [page 16](#).



Questions about the notwithstanding clause?

We've got answers

See [pages 2 and 5](#).

In the know

What is in teachers' legislatively imposed settlement?

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Reality check

Olds teacher brings diverse creative skills to reality TV

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Recommendations made

Report on aggression and complexity released, ATA urges action

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Change for Children

Canada-Honduras program aims to boost intercultural education

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A contract's been imposed, but the conversation's not done yet



EDITORIAL
Kristine Wilkinson
ATA News
Editor-in-Chief

When the Alberta government imposed a four-year contract on teachers through legislation, it didn't just end a strike—it shut down conversation. By invoking the notwithstanding clause, the government did its best to silence teachers, who had overwhelmingly voted against the deal. This felt like a betrayal of democratic principles and a disregard for the profession that shapes Alberta's future.

The legislated terms do include some wins. There are salary increases, hiring commitments and other technical fixes, market adjustments for hard-to-fill positions, northern allowances of \$6,300 annually, and updated health and safety language, including the addition of a clause

affirming teachers' right to a workplace free from harassment and violence. These changes are positive and one small step in the right direction. However, they do not make up for the years of minimal increases to teacher salaries and chronic underfunding of public education. Moreover, they do not address the systemic challenges that

for three weeks and made sacrifices for more—to attain real solutions and meaningful investment to ensure that their work is sustainable and that public education can continue to serve Alberta's students. In legislating this agreement, the government postponed meaningful change to the public education system. It continues to offer promises and

“The strike changed everything. It showed the power of solidarity and put education on the front page.”

are contributing to high levels of stress and attrition in the profession. Chronic substitute shortages, overcrowded classrooms and escalating complexity remain and must be addressed. Let's be honest. Teachers and school leaders didn't strike for minor improvements. They took job action

signal that improvements are on the way. They are listening, they say. I hope they are. But as of right now, not much has changed. Teachers asked for progress; they got political maneuvering. Is this disappointing? Absolutely. Is it the end of the conversation? Not

if we continue to raise our voices. The strike changed everything. It showed the power of solidarity and put education on the front page. The sea of red across Alberta reminded everyone that teachers fight for students, even when the system fails them. That cannot be ignored and cannot be forgotten. Disappointment is real, but so is resolve. This is not the end. It is the moment to keep the pressure high. Keep sharing your classroom realities with parents, media, community leaders and your MLAs, ensuring that underfunding and complexity are understood as lived experiences, not abstract concepts. The conversation must continue. The fight for a better education system isn't done. We will stand together, stronger because of what we have learned. Albertans are tired of promises; we want progress. ■

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

Why is there an “escape clause” to rights and freedoms?



Q & A
Dennis Theobald
ATA Executive
Secretary

Question: Why would the Charter of Rights and Freedoms have an “escape clause” that allows governments to violate the rights of citizens?
Answer: The answer to this question involves a bit of history, jurisprudence and politics—my definition of a rocking Saturday night. But anyway...

Canada was originally established by an act passed by the British Parliament in 1867. The *British North America (BNA) Act* functioned as Canada's written constitution and still forms the core of the Canadian *Constitution Act*. The *BNA Act* stipulated that the government of Canada would be similar in form and operation to that of Britain. However, Britain itself functioned without a written constitution; instead, British governmental processes reflected the common law, a collection of individual laws and general practices that had accumulated over time. The rights of citizens were not written down in one single place but were established by precedents going back as far as the Magna Carta in 1215. Because the *BNA Act* was, well, British, any constitutional amendments had to be passed by the British parliament and, for a long time,

the Judicial Committee of the House of Lords even functioned as Canada's highest court. Prime Minister Pierre Trudeau regarded this arrangement as unbecoming of a sovereign and mature Canada, so in the late 1970s he initiated an effort to “patriate” the constitution and bring it under Canadian control. Part of his ambition was to create within the new Canadian constitution an explicit written statement of rights and freedoms, something quite alien to the British tradition.

To achieve this, Trudeau had to negotiate with the provincial governments. Several premiers, among them Alberta's Peter Lougheed, wanted to preserve the notion of “parliamentary supremacy,” which was a feature of the British tradition. This meant that the elected parliament (including provincial legislatures) should, as democratic bodies, be the ultimate law-making authority, not the unelected courts. The provinces were not satisfied by the inclusion in section 1 of the charter of a statement that rights and

freedoms were subject to limitations that could be reasonably justified in a free and democratic society. They insisted that the rights and freedoms ultimately enumerated in the charter had to be subject to some override and that this provision had, itself, to be included in the charter. To obtain the support he needed to patriate the constitution, Trudeau therefore consented to the inclusion of section 33 in the Canadian Charter of Rights and Freedoms. This clause stated that the Canadian parliament and provincial legislatures could

“Teachers and the Association have chosen to fight the good fight to preserve not just their own rights and freedoms but ultimately the rights of all Canadians.”

override fundamental freedoms (including, in our case, freedom of association) and legal rights of Canadians for a period of up to five years by passing laws that contained a statement that they were to apply “notwithstanding” other provisions of the charter. The only charter provisions that could not be overridden were the democratic right to vote, the requirement that elections take place, mobility rights and language rights. It is evident from the historical record that the politicians who

framed what became the patriated constitution in 1982 did not anticipate that the “notwithstanding clause” would be used at all frequently, let alone with the casual abandon of the current Alberta government. But here we are. Because section 33 forms part of the charter, the Association's legal efforts to challenge its application will be an uphill struggle with no certainty of success. However, some jurists have speculated that the Supreme Court may be amenable to putting some fences around its application. This supposition will be tested not only by the Association's challenge but by a variety of cases that are either before the Court (Quebec's Bill 21, which uses the clause to insulate a law prohibiting teachers and some other public employees from displaying religious symbols or wearing religious clothing) or well on their way there (Saskatchewan's Bill 137, which is similar to Bill 27 in requiring teachers to notify parents if a student uses a name or associated pronouns that are not consistent with their designated gender at birth). Ultimately, democracy is a work in constant progress. Teachers and the Association have chosen to fight the good fight to preserve not just their own rights and freedoms but ultimately the rights of all Canadians. ■

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

Belonging is the foundation of learning



VIEWPOINTS

Amelia Newbert (she/her)
Co-Executive Director, Skipping Stone

In classrooms across Alberta, teachers do more than deliver curriculum—they create belonging. Every day, teachers help show young people how to paint a life for themselves where they can learn and grow and be part of something larger than themselves. Now, in a moment when Two-Spirit, trans and gender-diverse students are being legislated into silence through measures such as Bill 9 and the use of the notwithstanding clause, the work of creating belonging has never been more essential.

This is certainly not the first time, nor likely to be the last, that teachers find themselves navigating the tension between the politics they operate within and the students they support. At the heart of that tension lies a resistance that seems to surface any time our society begins to expand its circle of care to include equity-denied groups, and the goal of that resistance always seems to be the same: to control whose stories are told, whose humanity is seen as legitimate, and whose narratives and histories are socially acceptable.

“Equity and inclusion are not luxuries; they are acts of everyday courage.”

With our Two-Spirit, trans and gender diverse students vulnerable to this form of systemic invalidation, we must stand firm for these youth to ensure that their lives, experiences and humanity do not fall victim to erasure.

Giving voice to trans narratives matters because in them lies the truth that gender diversity is not a problem to be solved but has always been an essential piece in the fabric of human diversity. We see evidence of gender diversity going back at least five millennia. Many Indigenous communities around the world have long held the knowledge that more than rigid binary genders exist, including here on Turtle Island, where Two-Spirit people have often played core and sacred parts of community lives. These truths anchor students to a lineage of strength, resilience and joy, and set the groundwork for them to thrive.

Teachers understand this instinctively. They know that safety is not an ideology. It is the condition that makes learning possible. When students feel safe, their curiosity expands. When they are erased, their energy goes to survival instead of exploration. Inclusion is not political activism; it is pedagogy. It is the everyday practice of ensuring that every child can show up fully in their classroom, ready to learn.

The current public debate can make that truth easy to forget, but inclusion has always been part of teaching. With every lesson that is adapted so a student can participate more fully or to make room for diversity of cultural or lived-experience perspectives, inclusion is being fostered. Supporting Two-Spirit, trans and gender-diverse students is a continuation of that same ethic.

None of this is easy work. Alberta’s teachers are carrying extraordinary burdens: heavier workloads, shrinking resources and increasing complexity. Yet in the middle of all that, it’s clear that teachers are continuing to choose compassion over compliance and curiosity over fear, and that matters.

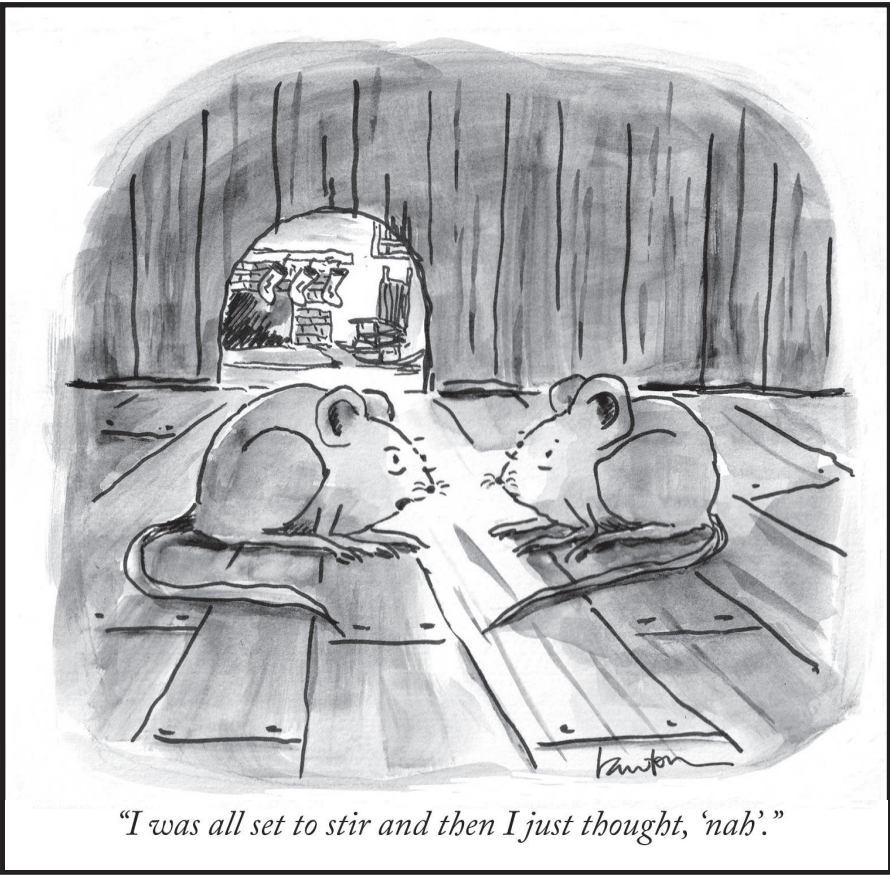
For a Two-Spirit, trans or gender-diverse young person, acceptance from one person can be the difference between despair and possibility. It can be the first moment they believe they have a future. In the face of fear, your steadiness matters.

At Skipping Stone, we see every day what happens when young people encounter teachers who make space for them to exist. Confidence grows. Learning returns. Life expands. Those small, consistent acts of inclusion ripple outward into families, schools and communities.

Equity and inclusion are not luxuries; they are acts of everyday courage. They ask us to remember that the classroom is one of the last public spaces where truth, compassion and complexity still meet. As this province debates who belongs, your classrooms quietly model the answer.

For every student who walks through your door, Alberta teachers are showing that education can still be an act of care. And in this moment, that care is revolutionary. ■

Amelia Newbert (she/her) is a founder and coexecutive director of Skipping Stone, a nationally recognized nonprofit that supports trans and gender diverse youth, adults and families to ensure they can access the supports and services they need and deserve.



YOUR VIEWS

In response to a post on the Alberta Commission on Learning’s (ACOL) recommendations back in 2003 in relation to the recent report from the Aggression and Complexity in Schools Action Team, which outlines similar actions to be taken.

f Chelsa Simpson
So their grand plan is to give back the PUF funding that they cut in the first place?? And [they]’ll act like they’re heroes for it. 😞 Don’t get me wrong, PUF funding absolutely needs to be restored to what it was pre-Covid, I just hate that this government will take credit for “fixing” something that they broke in the first place.

Also, I sincerely hope that this increase in PUF funding will extend to public schools, not just private.

f Monique Bentley
So, exactly the same stuff teachers have been saying for the past 20 years, and exactly what was said to cause the strike? And this government decided to spend more money, and force educators to do more work to get what they already had?

f Rebecca Sweet
What is even sadder is that in 2003, when those recommendations came out, funding for early intervention (PUF and mild-moderate) was even better than it is today and had services provided by health units, START programs and private service providers and the commission still recommended improvements! Since then, programs have eroded, and we are starting miles behind where we were 20 years ago!!!!

f Arlene Griffiths Garcia
Our whole education system is in such a mess. Teachers are heroes, but they can only work with what they have as support, which, at this point, is very little from our provincial government.

FOR THE RECORD

“On Human Rights Day, Dec. 10, we’re standing in solidarity with Alberta teachers. Every educator deserves the protection of fundamental rights, and every use of the notwithstanding clause puts those rights at risk.”

— The Manitoba Teachers’ Society
Dec. 3 social media post

CORRECTION

An article in the Nov. 18 issue of the ATA News entitled “Recall petition targets education minister” incorrectly stated that the recall petition must be signed by 60 per cent of eligible voters in the constituency to prompt a recall vote. To clarify, the petition would need to be signed by electors equal to at least 60 per cent of the total number of votes cast in the riding in the most recent election. The ATA News apologizes for the error.

Update on legal challenge

Mark Milne
ATA News Staff

On November 6, the Alberta Teachers’ Association (ATA) took a major step to restore the charter rights of teachers by filing an originating application with the Court of King’s Bench of Alberta. It challenges the lawfulness of Bill 2, the *Back to School Act*, which forced an abrupt end to Alberta teachers’ lawful strike.

Interim injunction and constitutional challenge

The originating application also serves as an application for an interim injunction, which could see Bill 2 set aside as the ATA’s legal challenge moves through the court system. If successful, the injunction would reset the clock to before Bill 2 was put into force.

“The interim injunction would restore the membership’s previous legal environment,” said Sean Brown, chief negotiator and coordinator of Teacher Employment Services for the ATA.

While this means teachers would once again have the right to take labour action, Brown noted that it would not mean teachers would immediately or automatically be back on strike.

“Prior to October 27, we were in a legal strike position,” he said. “If that environment is restored, the ATA’s Provincial Executive Council (PEC) would be required to decide next steps.”

Brown added that such decisions would depend on several factors.

“The Association’s goal has never been to strike for the sake of striking; it was taking labour action to move the needle on the crucial issues of class size and complexity, as well as salary,” said Brown. “These decisions are about the ‘risk-reward’ calculus, and PEC is fully aware of those considerations.”

Regardless of the outcome of the injunction, the constitutional challenge will go ahead, based on five main points—namely, that Bill 2

- violates the charter right to freedom of association (section 2(d)) by ending bargaining and the right to strike;
- violates the charter right to freedom of expression (section 2(b)) by prohibiting strike-related communication;
- uses section 33 (the notwithstanding clause) in an overly broad and improper way;



ADOBE STOCK

- violates section 28, which protects gender equality, given that more than 75 per cent of Alberta teachers are women; and
- attempts to remove the courts’ core constitutional role under section 96 of the *Constitution Act*.

“First and foremost, this challenge is about teacher bargaining and the ability of teachers to exercise their constitutionally protected right to go on strike,” said Brown. “This bill, and the invocation of the notwithstanding clause, puts into question the validity of all workers’ bargaining rights if a government can, with the stroke of a pen, dismiss them.”

Current status

The file is now being handled by a case management justice, meaning a single judge oversees all aspects and scheduling of the challenge. The ATA sees this as a positive indication that the matter is a priority and that the process will move forward in a clear and efficient manner. Justice Mah has already approved the litigation plan for the injunction that outlines the necessary steps leading up to the hearing.

The injunction application will be heard in the first week of March 2026. Leading up to the court date, both sides may submit evidence, expert reports and legal briefs, and take part in cross-examinations of affidavits. These steps are typical in constitutional litigation. Once the injunction is heard, the court will then proceed to schedule the full hearing on the constitutional challenge.

Updates will be shared with members as information becomes available. ■

Breaking down the imposed settlement

ATA News Staff

The government’s passage of Bill 2, the *Back to School Act*, in late October not only required teachers to end their lawful provincewide strike but also set new terms and conditions of employment for all Alberta teachers, referred to by the ATA as a “legislatively imposed settlement” (LIS). The move marked a significant escalation in the ongoing labour dispute, as the government intervened directly in the bargaining process.

This article reviews the settlement’s major provisions and what they mean for teachers.

Not a true collective agreement

Although the settlement uses the legal structure of a collective agreement, it

- was previously rejected by 89.5 per cent of teachers,
- was not reached through bargaining,
- eliminated ratification rights,
- suspended the right to strike, and
- imposed terms by legislation instead of agreement.

For these reasons, the ATA refers to it as a legislatively imposed settlement rather than a collective agreement. Of note, Bill 2 also freezes all local terms in every local collective agreement for the duration of the legislation, which is set to expire on August 31, 2028.

Work is under way to incorporate legislatively imposed terms into currently frozen local terms, forming the 2024–28 legislatively imposed settlement for each bargaining unit. Members can reference the terms and conditions of their LIS agreements, 2020–24 collective agreements and approved salary grid on the ATA website. Amalgamations will be posted for each local as they are compiled.

What teachers should know

The legislatively imposed settlement, effective from September 1, 2024 to August 31, 2028, includes the following provisions:

1. Salary adjustments

- Three per cent increase to their local grid retroactive to September 1, 2024
- Three per cent increase to their local grid on September 1, 2025
- Movement to the unified salary grid (see below), which will see a three per cent increase on September 1, 2026 (except for five units: both Fort McMurray bargaining units, Fort Vermilion, Northland and Peace River, which will maintain their local salary grids and will have a three per cent increase)
- Three per cent increase to the unified grid and to the grids of the five excepted bargaining units on September 1, 2027

2. Unified salary grid

- On September 1, 2026, almost all divisions will move to the Grande Prairie Public salary grid. The Fort McMurray bargaining units and the Fort Vermilion, Northland and Peace River bargaining units will retain their current grids.

3. Substitute teacher changes

- Retroactive three per cent increase to substitute daily rates for 2024/25
- Standardized daily provincial rate (effective 2025/26 the rate is \$271 per day, with three per cent increases in 2026/27 and 2027/28 school years) and partial-day rates
- Paid training provisions for substitute teachers (where they did not previously exist)

4. Letters of understanding

- Recruitment of teachers (1,000 new teachers per year for three years)
- Northern and remote allowances
- Concurrent experience trial process

Learn more

Additional information on the implications of Bill 2 and the provisions under the legislatively imposed settlement is available on the ATA website (www.teachers.ab.ca).

For further information or assistance, please contact Teacher Employment Services at 1-800-232-7208. ■

RED FOR ED



At CTF/FCE’s National Staff Conference on Nov. 21, colleagues from across Canada wear red in solidarity with The Alberta Teachers’ Association as they fight for improved classroom conditions for students and teachers!

À la Conférence nationale pour le personnel de la CTF/FCE, des collègues de tout le Canada porteront du rouge pour témoigner leur solidarité à l’ATA, qui se bat pour améliorer les conditions de travail des enseignant es et les conditions d’apprentissage des élèves !

Questions about the notwithstanding clause?

A Q&A with an expert in constitutional law

Cory Hare
ATA News Staff

Outlined in section 33 of Canada’s Charter of Rights and Freedoms, the notwithstanding clause allows federal or provincial governments to suspend most rights contained in the charter for a period of up to five years and renew the set-aside for future periods of five years. Since the 1982 inception of the charter, which forms the first part of Canada’s constitution, various provincial governments have used the notwithstanding clause a total of approximately two dozen times, mostly Quebec in the 1980s.

In Alberta, the government recently invoked the clause in the legislation



Professor Wayne MacKay

that forced an end to the teachers’ strike and imposed a unilateral settlement on teachers. The government then used the clause again in legislation regarding gender reassignment surgery, pronoun consent in schools and transgender sports participation.

For more insight on the notwithstanding clause and its recent use in Alberta, the ATA News spoke to Professor Wayne MacKay of Dalhousie University, a Member of the Order of Canada since 2006 and one of Canada’s foremost constitutional law experts.

Q How did the notwithstanding clause come to be included in Canada’s Charter of Rights and Freedoms?

A The notwithstanding clause was actually a vital part of getting the charter to pass. The federal government was very much promoting charter

rights and was threatening to proceed unilaterally to get the charter through the British parliament. The provinces didn’t want to give up final authority to the courts on significant policy decisions, so the notwithstanding clause was included in the charter to get enough provinces on board. The charter [was passed] largely because the feds agreed to have the notwithstanding clause in the constitution.

Q How was the clause intended to be used?

A Certainly at the federal level, and I think even at the provincial level, there was a pretty clear understanding that the use of the notwithstanding clause would be a rather rare occurrence—a provincial or federal government would use the clause only in really significant cases. In some of the early cases, that sort of played out.

Q The Alberta government has invoked the notwithstanding clause in two pieces of legislation introduced this fall. What is the significance of this?

A It’s very significant for a number of reasons. One of them is that there has been an increasing use of the notwithstanding clause by provinces throughout Canada in the last few years, to the point that many charter supporters, and people generally, are expressing concern that it is being overused and that it should be revisited.

Another reason it is significant is that, in relation to collective bargaining, it’s quite clear that in the last 10 or 15 years, the court has recognized that the scope of collective bargaining rights protected by the right to freedom of association is quite large. So, the use of the clause pretty clearly limits rights that have been found to be in the charter.

A third reason that there’s some significance, regarding transgender rights and issues of pronouns and parental notification, is they’re dealing with current and very significant social issues and making the statement that the province should have the final say, not the court.

In that regard, it really clearly raises the core question: when you have an important policy decision, what’s required for a province to set aside our charter of rights? Unlike in the early days, I think many Canadians now regard the charter as part of our core identity.

Q Is the Alberta government’s use of the clause in line with the clause’s original intent?

A There’s some ways in which it fits, but I think many more ways in which it doesn’t fit with the original intent. It’s being used in a way that doesn’t go to the core identity of the province, such as language protection in Quebec, for example. Those core identity issues were the kind of thing I think they had in mind when they included the notwithstanding clause in the charter.

It has been used in Alberta on issues that are important to the province, so in that sense it does fit. But Canada has become a country that really values equality and equal protection of people without human rights violations—whether it’s transgender, disability, sexual identity rights—and in that regard, the use of the clause on a frequent basis really detracts from our core charter protections.

Q Given that the notwithstanding clause exists within the charter, some may argue that it’s a legitimate tool for governments to use. What are your thoughts on that?

A An excellent point, and to be fair, I’ve come down heavily on the concerns about it, but there are a lot of

legitimate arguments that the provinces are making about using it. It’s part of the constitution. It was a vital part of the constitution; otherwise, the provinces would not have gone along with it. Therefore, why wouldn’t you use a relatively clearly stated provision? The only arguments against using it, I think, are situations that raise the question: does it go too far and start interfering with our core identity and our basic rights?

Q We’ve heard the criticism here, and we’ve made it ourselves in our own reaction to our government’s use of the clause, that they know their legislation violates human rights; therefore, they’re using the notwithstanding clause to shelter it from legal challenge because they know they would lose if it came to that. What do you think of that assessment?

A I think that’s quite a fair assessment, and I think that’s what people find offensive—when we have a democratically elected government that is clearly and intentionally saying, we’re going to violate your basic rights. We don’t like that, especially when they’re doing it frequently.

Q Is it time for a conversation about removing the notwithstanding clause from the charter?

A I think it is because it’s becoming a bigger issue, and an important issue to define who we are as a country. So that’s a good reason to do it. On the downside, making any constitutional amendment is extremely difficult, almost impossible, so it’s probably better to do it by having the Supreme Court of Canada interpret it and maybe revisit whether there can be some checks on the substance of the clause, not just on the process of using it.

Report on aggression and complexity released, ATA urges action

ATA News Staff

The recently released report of the Aggression and Complexity in Schools Action Team reflects the calls for supports that have been asked for by teachers for years, according to the Alberta Teachers’ Association (ATA).

Formed by the provincial government in summer 2025, the action team was established to provide recommendations to help the province address increasing classroom complexity. The action team—composed of teachers, school and system leaders, and other stakeholders—reported that student aggression is “a deeply

multifaceted challenge rooted in a complex web of individual, social and systemic influences.” To address these complexities, the action team presented seven recommendations to ensure that learning environments are safe and respectful and allow all students to thrive.

Among the key recommendations are expanding and adapting early intervention programs, establishing and sustaining cross-ministry wraparound service models, and ensuring children and students have timely access to supports and services.

“The recommendations in the report reflect the challenges we are seeing in our classrooms every day,” said Lynnette Anderson, chief superintendent, Edmonton Catholic Schools Division. “These concerns were shared by our division staff as part of the engagement of the action team and have been central to our board’s advocacy for several years. Knowing that the voices of our front-line staff and board have been heard gives us confidence that these recommendations will lead to meaningful action for our students and staff.”

The ATA also expressed support for many of the recommendations, saying that it has been advocating for supports to address increasing complexity in schools. However, ATA president Jason Schilling emphasized that the recommendations must translate into real action.

“We expect this government to take these recommendations and put them into practice,” said Schilling. “Not some day, not when convenient and not as optional guidelines.”

Minister of Education and Childcare Demetrios Nicolaides welcomed the action team’s report, saying that it offers direction for meaningful next steps.

“I am confident this report gives us a clear path to tackle the challenges facing our classrooms,” Nicolaides said. “The action team’s recommendations will help us move forward thoughtfully and effectively.”



Alberta’s premier and minister of Education and Childcare at a press conference on Nov. 21.

The full report of the Aggression and Complexity in Schools Action Team is available here:





The holidays are almost here!

Our office will be **closed from December 25 to January 1** inclusive.
We look forward to serving you when we **reopen on January 2**.

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KEYNOTE SPEAKERS



Dr. Lisa Everitt
ATA Executive Staff Officer



Dr. Astrid Kendrick
Director, Field Experience

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Understanding potential implications of Bill 13 for teachers



EXECUTIVE REPORT

Tim Jeffares
ATA Associate Coordinator
Regulatory Affairs

On November 20, 2025, Bill 13, the *Regulated Professions Neutrality Act (RPNA)*, passed first reading in the Alberta legislature. While the final act, if passed, will require scrutiny to unpack its impact on the teaching profession, analysis of the initial draft raises some potential areas of concern.

What Bill 13 does

Bill 13, which would apply to all professional regulatory bodies in Alberta, puts limits on a professional regulator's ability to sanction expression outside professional activities. Regulators may still sanction registrants if their expressive conduct falls into a narrow category of behaviour that includes threats of violence; comments that result in criminal conviction; boundary violations with clients; and anything having to do with sexualized comments to students, distribution of sexual images of students and sexualized communications to students. Bill 13 also puts limits on mandatory education and training. In particular, section 8 of the bill strictly prohibits mandated education and training pertaining to cultural competencies, unconscious biases and anything to do with diversity, equity and inclusion (DEI).

Finally, Bill 13 replaces "reasonableness" with "correctness" as the standard of review for internal regulatory appeals and judicial review. As this change is a departure from regulatory law principles adhered to across Canada, a deep analysis of what this might mean for practitioners in Alberta, including teachers, needs to be undertaken.

How this impacts teachers

While regulators and practitioners will need to wait to see the final contents of the bill if and when it becomes law, the current wording signals some notable changes for teachers.

First, the Alberta Teaching Profession Commission (ATPC) would be unable to sanction teachers for political comments, online posts, controversial opinions and other forms of off duty speech unless they fall into the narrow category of conduct or comments summarized above. This does not mean teachers or other professionals are no longer responsible for their words, just that there is more latitude afforded professionals for the comments they make while off duty.

Second, this bill would limit the regulator from mandating DEI training in response to complaints of unprofessional conduct or competency matters. Presently, there are no mandated DEI requirements from the regulator that need to be satisfied prior to being certificated as a teacher, though the Teaching Quality Standard speaks to inclusion in the context of teacher competency. Of note, it would seem that divisions and individual schools may still undertake DEI training as part of their employment.

These potential changes would pertain to the regulatory body only. Off-duty conduct could still be investigated by the employer and have an impact in that context.

The broader context

Though the full implications of Bill 13 remain to be seen, what regulators fear most is political interference in professional regulatory processes, something teachers have already experienced.

As of January 1, 2023, the government removed the regulatory function from the ATA and assumed responsibility for the regulation of all certificated teachers in the province of Alberta. That move sent chills through the regulatory communities in Alberta and across the country.

The formation of the ATPC is a cautionary tale of a government wanting to take over discipline for political reasons to ensure control over teachers and their professional standing. Other professions may view Bill 13 as governmental overreach into their own self-governing professions and as a signal of the government's intent to oversee the conduct and competence of Alberta's professionals. ■



Follow us on Instagram: [abteachers](https://www.instagram.com/abteachers)

If you have received a Notice of Complaint from the Alberta Teaching Profession Commission, contact the ATA's Regulatory Affairs team immediately. Call 1-800-232-7208 or email professionaldiscipline@ata.ab.ca for support.



Differing perspectives, shared purpose: Sustaining our unity

A few weeks ago, I heard Robyne Hanley-Dafoe speak in Camrose. She reminded us that every person carries their own perspective and that leadership is the work of honouring as many of those perspectives as possible. That message landed with me, particularly because we all just lived through a moment when thousands of perspectives, experiences and emotions converged into a single historic movement.

What we accomplished over the past months has no precedent in Alberta's history. Never before have all teachers and school leaders been on strike together. This was the largest job action our province has ever seen and each of you made it possible. We stood strong, proud and united. And Alberta will never forget it. Parents, students, businesses and communities heard us. Support for teachers didn't fall after the strike—it grew, here and across Canada. I've heard from our colleagues nationwide that Alberta teachers changed the national conversation on classroom complexity. You did that.

And, yes, how the strike ended has created deep and valid emotions. Pride and frustration can exist together. I felt them too. We cannot avoid or minimize those feelings, but we also don't need to rush through them. Working through these complex emotions and difficult conversations by really listening to one another is

how we gain new perspectives. Doing this work will only make us stronger.

Even when we disagree, we remain united by something larger: our commitment to public education. Learning from each other and creating space to understand one another helps us continue the work ahead. And we need to continue, because we are facing a government that is less collaborative, more unpredictable and more willing to legislate than to listen. To respond effectively, we must all be moving in the same direction.

The strike didn't end our work; it transformed it. Our post-strike strategy builds on the power and public support you created and turns it into long-term gains. Our goals are clear: protect teachers, strengthen advocacy and defend public education. This includes action on class size and complexity, a legal challenge to Bill 2, deeper partnerships with civil society and labour, strong support for public education initiatives, vigorous contract enforcement, renewed political engagement and revitalized public advocacy. The strike may have ended, but the fight is not over—and it is certainly not lost.

As we head into the holidays and look forward to a new year, I hope you find rest, joy and a well-earned break. Rest is not about stepping back from the work; it is how we sustain it. Take care of yourselves this season. You deserve it. ■

Teacher returns to TV

Cory Hare
ATA News Staff

Reality television is becoming a regular side hustle for Renu Mathew, a teacher of art, ceramics, cosmetology and edible arts at Ecole Olds High School.

Throughout November, Mathew has been appearing on *Sweet Empire: Winter Wars*, a new show on the Food Network. She was invited to apply to the show after previous appearances on the *Great Chocolate Showdown* and *The Great Canadian Pottery Throwdown*. She said doing a reality show for the third time was quite fun but still challenging.

"From my previous experiences, I know what to expect, which makes it less stressful, but each show has unique challenges," she said.

Mathew's previous television appearances were individual competitions, whereas *Sweet Empire* involved competing as a team.

"I found that performing under pressure as a team was much more difficult than working as an individual," she said.

Mathew added that her experiences on all three shows have informed her teaching practice in many ways.

"I have connected with people who are now friends that I can consult with



Olds teacher Renu Mathew during her appearance on *Sweet Empire: Winter Wars*

for specialized knowledge in ceramics, chocolate and advanced cake artistry," she said.

Mathew considers her show appearances a form of professional development because of the multiple skills involved, such as understanding diverse group dynamics, adapting quickly to change, navigating conflict effectively, managing time and being under the scrutiny of the judges and the camera.

"The shows that I have been on have improved my skills and ability to perform under pressure," she said. ■



Education issues debated

Shelley Svidal
ATA News Staff

The legislative assembly reconvened November 17 following a constituency week. Here is a summary of the education-related discussions that took place in question period from November 17 to November 27.

Class Size and Complexity Cabinet Committee

November 17—Amanda Chapman (NDP—Calgary-Beddington) asked Minister of Education and Childcare Demetrios Nicolaides why it took the government so long to establish a Class Size and Complexity Cabinet Committee. Nicolaides replied that the committee had held a productive first meeting. He added that the data the government receives from school divisions will help it make informed decisions about resource allocation.

Noting that the hastily published online forms are vague and difficult to complete, Chapman asked Nicolaides why the government continues to talk about reducing red tape while adding more of it. Nicolaides replied that the data collection provides transparency and will help the government make the best-informed decisions.

Chapman pointed out that the committee does not include a representative of Edmonton School Division. She asked Nicolaides whether anyone in the government is listening to Albertans. Nicolaides replied that the committee includes the superintendents of Calgary School Division and Edmonton Roman Catholic Separate School Division, as well as other superintendents, school trustees, representatives of the Alberta Teachers' Association and government MLAs.

Education Policies

November 18—Leader of the Official Opposition Naheed Nenshi noted that Premier Danielle Smith had delivered "quite the speech" that morning at the Alberta School Boards Association's Fall General Meeting. He asked Smith whether her statement that she does not believe in inclusion and that students with particularly complex needs should be segregated was official government policy. Smith replied that teachers are concerned about managing the complexity in their classrooms. She added that one of the teachers she has talked to suggested that the government look at the Saskatchewan model, which has special classes with no more than 15 students, one teacher and two education assistants.

Nenshi asked Smith whether it was official government policy that every teacher have a set of PowerPoint slides and lesson plans to help them teach the United Conservative Party curriculum. Smith replied that a number of teachers have told her that they find the distance learning materials a useful starting point.

Nenshi asked Smith whether she believes, as she told the Alberta School Boards Association, that any subject-matter expert with no experience in pedagogy, classroom management or the education of students with complex needs can teach. Smith

replied by suggesting that her remarks had been limited to trades education.

Bill 9

November 19—Christina Gray (NDP—Edmonton-Mill Woods) asked Smith whether her repeated use of the notwithstanding clause means that she opposes the freedoms of all Albertans. Smith replied that the government understands that its job is to protect children. She reported that she had received a note from the UN special rapporteur on violence against women and girls, saying that Smith will be remembered as having been on the right side of history and children's rights.

Gray asked Smith to identify the next target of the notwithstanding clause. Smith replied that Bill 9 "is about protecting children and making sure that medical experiments are not conducted on them. . . We've got to make sure that they make it safely into adulthood, fully understanding the consequences of their decisions, preserving their fertility."

Gray asked Smith why the government has removed parents' freedoms to decide what is best for their children. Smith replied that the government stands on the side of those who want to protect children.

Complex Classroom Supports

November 26—Amanda Chapman (NDP—Calgary-Beddington) Citing the "great work" done by the Aggression and Complexity in Schools Action Team, Chapman asked Minister of Education and Childcare Demetrios Nicolaides whether he needs more committees to help him understand what is going on in Alberta's classrooms. Nicolaides replied that classrooms are larger and more complex today than ever before. He added that the government had established the Aggression and Complexity in Schools Action Team and the Class Size and Complexity Cabinet Committee to obtain expert advice and direction and that the government continues to make historic investments in the education system.

Chapman noted that the committee identifies student mental health as contributing to classroom complexity, with a rise in the number of students with disabilities that require formal learning supports. She asked Nicolaides to "stop throwing immigrants under the bus," admit that the government has not supported diversity and commit to providing the resources students need. Nicolaides described Chapman's allegation that he is throwing immigrants under the bus as "completely disgusting." He noted that the number of temporary foreign individuals in Canada rose from 900,000 in 2022 to 1.9 million in 2024. "We're working to address those pressures that the federal the government has brought forward," he said.

Chapman asked Nicolaides why the action team was not able to make recommendations that would have immediately increased supports and resources for students. Nicolaides replied that Budget 2024 and Budget 2025 had each increased education funding by about 4.5 per cent. He added that Budget 2025 had also increased the classroom complexity grant by about 30 per cent. ■

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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.

Change for Children

Canada–Honduras program aims to boost intercultural education

Julia Di Giovine
Change for Children Staff

Change for Children is now recruiting teachers to join its July 2026 Teacher Brigade in rural Honduras, where participants will work together to strengthen classroom practice and expand opportunities for students in low-resource schools along Honduras’s Caribbean coast. The initiative, delivered in partnership with the Alberta Teachers’ Association as well as local Honduran education authorities and community leaders, brings teachers together for hands-on collaboration, peer learning and cultural exchange.

A central focus for the 2026 program is intercultural bilingual education (IBE), a model that supports children in learning in their first language while integrating local culture, identity and world view into daily lessons. Honduras is home to diverse Indigenous and Afro-descendant communities, including Garifuna, Lenca, Miskito, Maya Ch’orti, Pech and Tawahka peoples, many of whom speak languages other than Spanish at home. Strengthening IBE helps ensure students receive instruction that honours who they are and how they learn.

Participating teachers will observe bilingual classrooms, exchange teaching techniques and cocreate resources that support early-reading skills, phonics, storytelling and culturally rooted learning. For many participants, the experience is transformative. Alexis Crich, a Grade 9 math and science teacher from Calgary, described last year’s program in Guatemala as a turning point in her career.

“I can’t begin to explain how much my experience with the ATA and Change for Children has impacted not only my teaching but also my entire world view on education,” Crich said.

During the trip, she was struck by the generosity of the communities and the enthusiasm of the students they worked with. Facing a language barrier herself—she was the only member of the team who didn’t speak Spanish—gave her a new appreciation for the challenges many English-language learners face at home.

“That perspective alone has changed the way I teach,” she reflected.

Digital learning is another key area of opportunity. Many schools lack reliable internet, so teachers use offline educational tools, such as RACHEL servers, which help bridge the digital divide. These tools



Calgary teacher Alexis Crich teaching math to Guatemalan students through a place-value activity using base ten blocks.

allow students to access storybooks, science videos, Indigenous-language materials and other resources that enhance classroom learning.

Crich said the contrast between digital access in Canada and Guatemala shifted her perspective.

“Now, reflecting on this experience after the challenges we have faced in our classrooms recently, being asked to do more with less, I keep returning to what I witnessed in Guatemala,” she said. “Some teachers we met had only the most basic supplies and virtually no technology beyond the 15 Chromebooks provided by Change for Children. Yet they showed such resilience, creativity and dedication.”

The 2026 program will build on

the momentum of previous years. By working side by side, educators from Honduras and Canada will strengthen classroom instruction, expand digital access and elevate the role of cultural identity in education.

As education systems worldwide grapple with widening inequalities, the Change for Children program highlights the importance of partnerships rooted in respect, reciprocity and community leadership.

Change for Children is now accepting teacher applications for the summer of 2026. Information is available at <https://abteach.cc/changeforchildren>. The application deadline is January 18.

Diversity Equity Networks strive to support and connect

ATA News Staff

Alberta teachers are coming together to drive equity, inclusion and antioppression in the profession. Provincial Diversity Equity Networks (DENs) are teacher-led networks that support members of systemically excluded and equity-rooted communities in advancing inclusion and antioppression through collaboration, shared resources and a sense of belonging. Three provincial DENs are being piloted for the 2025/26 year to offer Alberta teachers spaces of support and connection.

The DEN descriptions below were provided by DEN members.

Gender and Sexuality Alliance (GSA)

The Alberta Teachers’ Association Gender and Sexuality Alliance (ATA GSA) exists to create a safe, welcoming and empowering space for 2SLGBTQIA+ teachers and their allies across Alberta. We foster connection, affirm identity and advocate for equity through education, professional learning and collective action. Our work includes provincial outreach to isolated educators, capacity-building through professional development, and supporting teachers in navigating oppressive systems safely and collaboratively. We champion intersectionality and strive to accept, affirm and uplift the voices and experiences of marginalized educators, including those who are Two-Spirit, racialized or living with disabilities.

The ATA GSA builds partnerships within the Association and beyond, acting as a consultative body, a creator of resources and a hub for collective learning. We aim to connect GSAs across the province, document our histories, and celebrate queer joy through events, storytelling and shared learning. Through newsletters, conferences, public education and research initiatives, we strive to diversify the ATA membership and representatives, raise awareness of career pathways and foster a more inclusive profession and society.

Membership is open to all active or associate ATA members.

Teachers with Disabilities (TWD)

The Teachers with Disabilities (TWD) DEN is a provincial network that provides a safe and brave space for teachers with disabilities.

TWD meets regularly to provide mutual support for teachers who identify as having disabilities and their strong allies. TWD focuses on support and strategies that enable teachers with disabilities to thrive in their work and amplify the voices of teachers with disabilities as strong contributors to public education.

The primary goal of the TWD is accessibility: the opportunity to access equitable conditions, services, supports and work environments when they are needed without facing barriers. The TWD advocates for and promotes accessibility within schools, workplaces and at Association events. To balance and sometimes challenge

clinical understandings of disabilities as individualized deficits, the TWD supports and is guided by the social model of disability, which focuses on the elimination of barriers, and the rights-based model of disability, which works to ensure the human rights of people with disabilities are routinely met.

TWD strives for and contributes to accurate and positive representations of people with disabilities in all educational contexts.

Membership is open to all active or associate ATA members.

Together We RISE: Racialized Teachers’ Circle (RISE)

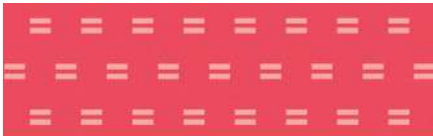
Visibility matters. This network isn’t just about support; it’s about action, transformation and justice. Together, we will not only lift each other up but also help reshape the structures we work within.

The Together We RISE: Racialized Teachers’ Circle is rooted in a powerful vision: to build a community of connection, strength and empowerment for racialized educators. Our goal is to create a space where members feel seen, valued and supported, not only by one another but also by the broader Association.

The RISE DEN will work to amplify the voices and experiences of racialized teachers within the Association, confronting systemic barriers head-on while pushing for inclusive practices that uplift everyone. Professional development will be a component of our work, offering mentorship, leadership opportunities and career-building pathways that specifically

address the unique challenges and strengths of equity-deserving educators.

Membership is open to active or associate ATA members who identify as racialized teachers, as well as allies.



DENs =
DIVERSITY EQUITY NETWORKS

For information on these DENs and their upcoming meetings, please reach out by email.

ATA Gender and Sexuality Alliance
ATAGSA@ata.ab.ca

Teachers with Disabilities
TWD@ata.ab.ca

Together We RISE: Racialized Teachers’ Circle:
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JAIME ROJO:
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Curriculum connections: Living systems, biodiversity, ecosystems, environmental sciences, human and environmental interactions

FEBRUARY 2 & 3, 2026 | 10:15a.m.



JESS CRAMP:
THE UNTOLD STORY OF SHARKS

Curriculum connections: Life science, ecosystems, biological diversity, science/technology/society (STS), environmental impact, species at risk

MARCH 9, 2026 | 10:15a.m.



HEATHER LYNCH:
PENGUINS OF ANTARCTICA

Curriculum connections: Life cycles & living systems, ecosystems, biological diversity, science/technology/society (STS), interconnectedness of land, animals & humans

APRIL 20, 2026 | 10:15a.m.

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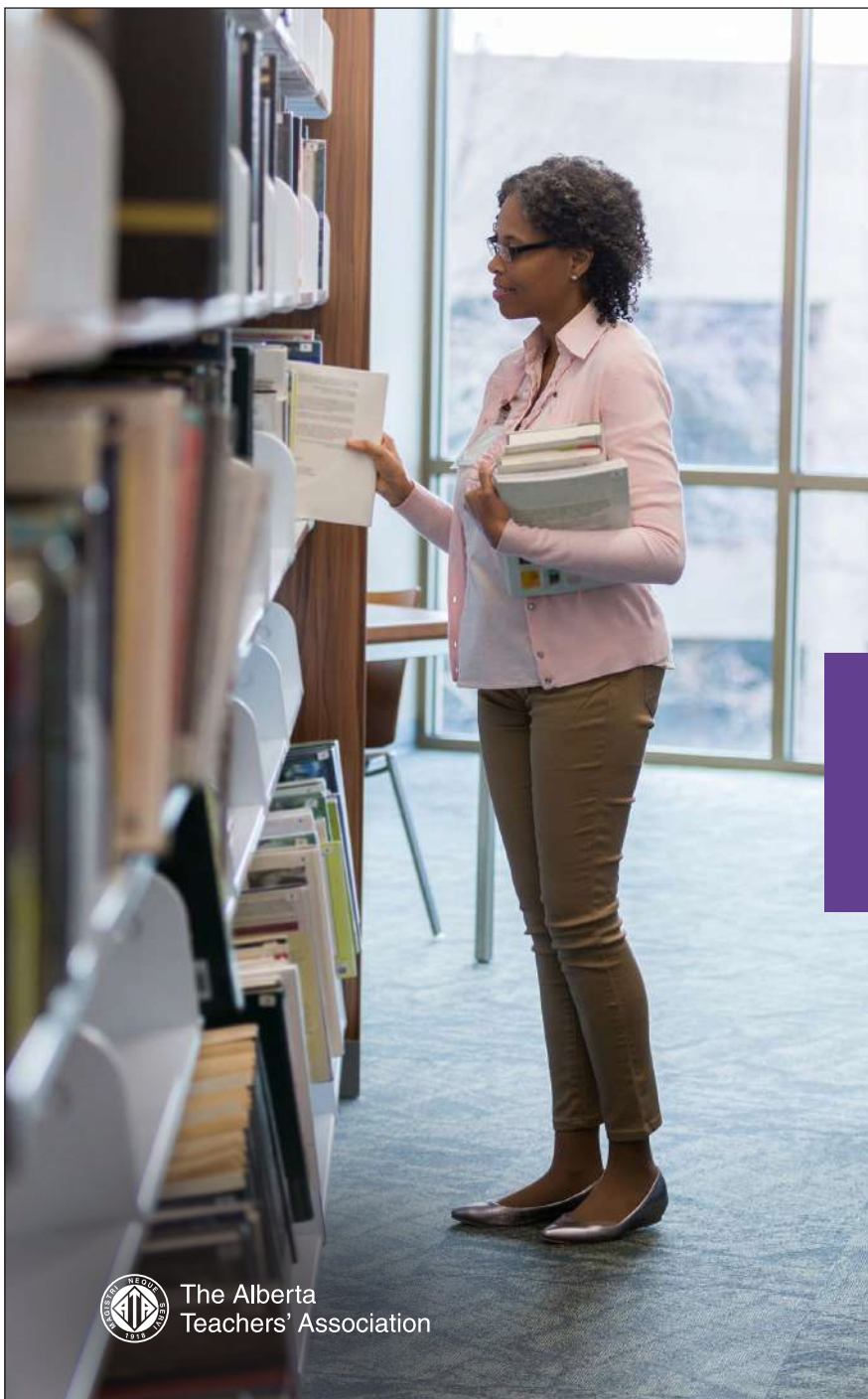
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The Alberta Teachers' Association

The Alberta Teachers' Association invites applications for the position of

COORDINATOR, PROFESSIONAL DEVELOPMENT

Competition: ESO1/26 Location: Edmonton
Commencement: March 1, 2026 (or on a mutually agreeable date)

Position Overview

This position will direct and supervise the work of the Professional Development program area, in the areas of curriculum and assessment; teacher education and certification; mentorship; inclusion; diversity, equity and human rights; Indigenous education; teachers' conventions; specialist councils; and the development of a variety of workshops, seminars and courses. Duties may include the following:

- Provide guidance and direction in professional learning, advocacy and leadership through consultation, anticipation of trends and planning.
- Direct, supervise and facilitate the work of the staff in the Professional Development program area.
- Prepare reports on the work of the program area as required and take other necessary steps to inform the president, other members of Provincial Executive Council, members and staff.
- Be responsible for the planning and execution of Beginning Teachers' Conferences, Professional Development Conferences and Summer Conference seminars.
- Assist with Association programs and supports for school and system leaders.
- Liaise with Alberta Education and Childcare with respect to curriculum, leadership, teacher and leader certification, Indigenous education, and professional development.
- Fulfill professional development field service requests within program limits.
- Participate in provincially convened meetings, conventions, local meetings and other events.
- As a senior leader, the coordinator is responsible for actively supervising, managing and leading staff; coordinating resources; administering a budget; and working with other program areas in support of the Association's mission, objects and operational strategies.

Qualifications

Key requirements:

- Knowledge of ATA mission, objects, program area roles and responsibilities.
- Commitment to prioritizing and advancing the broader strategic and operational goals of the Association in an evolving political, economic and governance environment.
- Ability to lead program area budgeting and financial planning.
- Experience supervising and managing staff.
- Facility in the French language is an asset.
- School leadership experience is an asset.

Additional competencies:

- | | |
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| <ul style="list-style-type: none">• Problem Solving and Decision Making<ul style="list-style-type: none">◦ Ability to analyze problems systematically, organize information, identify key factors, identify underlying causes and generate solutions• Change Agility<ul style="list-style-type: none">◦ Ability to embrace change and adapt effectively in response◦ Commitment to continuing the evolution of the program area within the Association• Effective Communication<ul style="list-style-type: none">◦ Commitment to regularly seeking feedback in order to understand other peoples' perspectives and to integrating feedback into new behaviours and decisions• Accountability and Self-Awareness<ul style="list-style-type: none">◦ Ability to manage professional relationships by performing work in a timely and quality way that enables departmental success and advances the objectives of the organization | <ul style="list-style-type: none">◦ Ability to manage personal stress and work conflict in respectful and tactful ways• Commitment to Collaboration<ul style="list-style-type: none">◦ Ability to work effectively and in both leader and follower roles with other staff, both within the program area and across the organization◦ Commitment to contribute to team building and success◦ Vision and Direction Setting◦ Ability to embrace ambiguity, nuance and complexity• Supporting People and Results<ul style="list-style-type: none">◦ Commitment to managing with integrity and with an ongoing commitment to improving service to members◦ Ability to mobilize and manage resources to deliver on the priorities of the Association, improve outcomes and add value◦ Ability to manage performance and provide constructive and respectful feedback in order to encourage and enable performance excellence |
|--|---|

In addition, the following are required:

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

A demonstrated commitment to the Alberta Teachers' Association (or another Canadian teachers' organization) will be considered an asset, as will the ability to work in the French language. The Association is committed to reconciliation, and a candidate's knowledge and experience of related issues and/or membership in an Indigenous community is considered an asset.

As an employer, the Association aims to reflect and respond to the diversity of our membership, our staff and the public. To help us better serve our members across the province, applicants who speak more than one language or offer diversity in other areas are encouraged to identify these assets in their employment application.

What This Position Offers

The total compensation for this position includes a starting salary of \$169,243, pensionable service under the Teachers' Pension Plan of the Alberta Teachers' Retirement Fund Board, and allowances and employer-paid benefits as stipulated in the collective agreement. The initial location will be in Edmonton, but future assignments may be at any current or future Association office. Duties will commence on March 1, 2026, or on a mutually agreeable date.

Applicants should quote position ESO1/26. Applications must be received by **4:00 PM on Tuesday, December 23, 2025**, and should be addressed to

Ms Kathryn Dick
Human Resources Director
The Alberta Teachers' Association
11010 142 Street NW, Edmonton T5N 2R1
E-mail: careers@ata.ab.ca

EVENTS AND NOTICES

School Trustees Information Session

School trustees and the Alberta Teachers' Association —an important partnership! Trustees are invited to join us for a trustee information session online on Jan. 14, 6–7pm.
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If you would like more information or have any questions, please contact Kristine Wilkinson at kristine.wilkinson@ata.ab.ca.



SEEKING FURRY SUBMISSIONS!

The ATA News is seeking entries for Teacher's Pet, which profiles teachers' furry, feathered or even scaled friends.

If you have a cuddly companion that you'd like to share with your colleagues, please send us a picture, along with the following information:

- Your name, school and the grade(s) and subject(s) you teach
- Your pet's name and breed
- What makes your pet special and how they help you in your profession

A selection of submissions will be published in an upcoming issue of the ATA News.

Please email your submissions to newsandmag@ata.ab.ca.

DEADLINE: DEC. 19



DIGITAL NEWS

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SEASON'S EATINGS



This holiday season, consider trying out one of these festive family recipes, courtesy of your colleagues.

*Submitted by Lorelei Gertz,
Art and English teacher*

Dill Feta Scones

- 2 cups flour
- 1 tbsp. baking powder
- 1/2 tsp. salt
- 1/2 cup cold butter, cubed
- 3/4 cup milk
- 1/2 cup fresh or frozen dill (or to taste)
- 1 cup crumbled feta

- Preheat oven to 400°F.
- Line a baking sheet with parchment paper.
- In a bowl, combine flour, baking powder and salt. Cut in the butter. Stir in the milk and fold in the dill and feta.
- Shape dough into a circle and cut into 8 wedges
- Separate the wedges and bake for 18 minutes.

Holiday Cheer Punch

- 1 x 1.89 litres white grape juice
- 1x 1.89 litres cranberry cocktail
- 1 1/2 tsp. vanilla
- 1 tsp. ground cinnamon or a few cinnamon sticks
- Combine in a crock pot, put on low to simmer and serve.

*Submitted by Melissa Henke-Lambert,
substitute teacher*

Cinnamon Sugar Cookies

- 2 1/2 cups flour
- 1/2 tsp. baking soda
- 1 cup brown sugar
- 1/2 cup granulated sugar
- 1 cup butter
- 2 eggs, beaten
- 2 tsp. vanilla
- 1 tbsp. cinnamon

- Combine 3 tablespoons of the granulated sugar and the cinnamon together in a small bowl and set aside.
- Mix the remaining ingredients together until they form a dough.
- Shape into one-inch balls and roll in the sugar-cinnamon mix.
- Place on an ungreased cookie sheet and bake at 300°F for 18 to 20 minutes.



Overnight Apple French Toast

- 1 cup packed brown sugar
- 1/2 cup butter
- 2 tbsp. corn syrup
- 2 large apples, peeled, cut and sliced
- sprinkle of cinnamon
- 3 large eggs
- 1 cup whole milk
- 1 tsp. vanilla extract
- 9 slices French bread

- In a small saucepan, combine the brown sugar, butter and corn syrup. Cook over medium heat for 5 to 7 minutes or until thickened. Pour into an ungreased 13 x 9-inch baking dish. Arrange apples over top and sprinkle with cinnamon.
- In a large bowl, beat eggs, milk and vanilla. Dip bread slices into the egg mixture for one minute; place over apples. Cover and refrigerate overnight.
- Remove from the refrigerator 30 minutes before baking. Preheat oven to 350°F. Bake, uncovered, for 35 to 40 minutes.

Root Beer Float Muffins

- 2 1/2 cups flour
- 2 1/2 tsp. baking powder
- 1/2 tsp. salt
- 3/4 cup softened butter
- 1 1/2 cups sugar
- 3 eggs
- 1 tsp. root beer extract
- 1/2 tsp. vanilla
- 1 1/4 cups root beer

- Line muffin pans with paper liners and preheat oven to 350°F.
- Stir together flour, baking powder and salt.
- Cream together butter and sugar until fluffy.
- Mix in eggs, root beer extract and vanilla.
- Gradually add in the flour mixture and root beer until just combined.
- Fill each cup about two-thirds full.
- Bake for 15 to 20 minutes or until toothpick inserted in the center comes out clean.
- Cool in pan for 10 minutes before transferring to wire rack to cool completely.