

2025

Annual Report



The Alberta
Teachers' Association



The Alberta Teachers' Association



MISSION STATEMENT

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

OBJECTS

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

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

TABLE OF CONTENTS

Message from the President / 4

Message from the Executive
Secretary / 6

Provincial Executive Council / 9

Membership / 11

Operating Expenditures by Program
Area / 12

Committee Members / 13

Awards / 17

Government **19**

Governance / 20

Annual Representative Assembly / 21

Provincewide Labour Action / 22

Summer Conference / 23

Local Presidents' Meetings / 25

Regulatory Affairs / 26

Professional Conduct and Practice
Review / 26

Legislation and Regulations / 27

Representation to the Government of
Alberta and Other
Political Bodies / 28

Liaison with Alberta Organizations / 28

Liaison with Canadian Educational
Organizations / 29

Canadian Teachers' Federation / 29

International Cooperation and
Partnerships / 30

Educator Exchange Programs / 31

Support for External Projects and
Initiatives / 31

External Communications / 32

Communications and Advocacy / 34

Political Engagement / 36

Lobbying / 36

Women in Leadership / 36

Strategic Planning Initiatives / 37

Research / 38

Library Services / 40

French Services / 41

Teacher Employment Membership Support **43**

Local Associations / 44

School Representative Program / 44

Member Assistance / 45

Staff Relations Service / 46

Healthy Interactions Program / 46

Teacher Growth, Supervision
and Evaluation / 47

Program for Substitute Teachers / 47

Collective Bargaining / 48

Grievances / 48

Appeals to ASEBP and Other
Insurance Matters / 49

Teacher Welfare Education
Program / 50

Communications / 50

Pensions and Retirement / 50

Membership Support / 51

Field Service / 52

> Professional Development 55

Professional Practice Standards / 56

Curriculum / 56

Inclusive Education / 56

Indigenous Education / 57

Social Justice and Equity / 58

Teacher Education and
Certification / 59

Teacher Qualifications / 60

University Liaison / 61

Inductions / 61

Program for Beginning Teachers / 61

Mentorship Program / 62

School Leadership Programs / 63

Specialist Councils / 64

Teachers' Conventions / 66

Professional Development
Facilitators / 66

Indigenous Education Professional
Development Facilitators / 67

Association Instructors and Association
Administrator Instructors / 67

Online Professional Development / 69

Field Service / 69

> Operations 71

Human Resources / 72

Creative and Publishing Services / 73

Publications / 74

Information Technology Services / 75

Records Management / 76

Archives / 76

Regulation Compliance/Privacy and
CASL / 76

Buildings / 77

> Financial Statements 79

MESSAGE FROM THE PRESIDENT



This year stands out as one in which Alberta teachers demonstrated extraordinary resolve and purpose. In every corner of the province, our members fought with conviction for the needs of students and the future of public education. The advocacy undertaken by teachers and their Association changed the provincial and national conversation on education, drawing sharp attention to the crisis in our classrooms. It was also a year of change and progress within the Association itself.

First, the year brought change within our governing body. A general Provincial Executive Council election was held, with six of the eighteen elected officials being new to their roles. I was honoured to be re-elected and am proud to serve alongside these Council members, who bring a

> To every teacher and school leader who spoke out, who showed up, who supported a colleague, or who carried the weight of this work with dignity: thank you.

balance of fresh perspectives and continuity to our governance. The Association's programming also saw change, with the expansion of its diversity subunit's work, demonstrating an ongoing commitment to diversity, equity and inclusion. Further, three diversity and equity networks were piloted to support racialized teachers, teachers with disabilities, and a gender and sexuality alliance.

Second, the Association engaged in advocacy around issues affecting the lived reality of teachers and school leaders. In particular, the Association advocated for improved funding for public education against the backdrop of Budget 2025, which confirmed that Alberta was continuing to spend less per student than any other province in Canada. With teachers voicing ongoing concerns regarding the implementation of new curriculum and the pressure created by government-mandated screeners for young learners, the Association pressed for an approach to public education that respects teacher expertise and honours the needs of students.

Throughout the year, we also saw the government introduce troubling initiatives, including proposed book bans and the removal of rights from trans youth through the use of the notwithstanding clause. The Association responded with clarity and resolve, defending the profession and standing firmly with students and families.

Finally, central table bargaining demanded sustained focus from the Association throughout 2025. Staff and Council members worked with determination to secure a fair agreement, but when those efforts did not result in meaningful progress, members made the difficult choice to strike.

For three weeks, teachers across the province stood together with exceptional courage. The public responded with overwhelming support that was visible in communities throughout Alberta. Teachers, families and community members came together for rallies and gatherings to demonstrate solidarity in the name of public education. At the



same time, Association staff provided indispensable legal, logistical and organizing support to members during the labour action. One online meeting during this time drew over 22,000 members, a moment that clearly signaled the engagement, strength and unity of this membership.

And then Bill 2, the *Back to School Act*, was introduced by the provincial government. This bill stripped teachers of important charter rights and forced an end to the largest teacher strike in Alberta's history. In response, the Association launched a legal challenge that will be heard in 2026. The strike ended, but the advocacy did not and will not. The Association will continue to fight for its members and for publicly funded education in Alberta.

2025 is a year that will not be forgotten soon. This is because of our members and their resolve. To every teacher and school leader who spoke out, who showed up, who supported a colleague, or who carried the weight of this work with dignity: thank you. Your commitment defined this year and gives us strength as we look ahead.



A handwritten signature in black ink that reads "Jason Schilling". The signature is written in a cursive, flowing style.

Jason Schilling
President

MESSAGE FROM THE EXECUTIVE SECRETARY



The year 2025 will be remembered as one of the defining years in the long history of the Alberta Teachers' Association. It was a year shaped by profound challenges and sustained collective effort, a time when long standing pressures on public education coupled with unprecedented demands on the profession led teachers to take concerted action to achieve real improvements to the conditions in which they strive to do their critical work. Measured in the context of more than a century of service to teachers, the events of 2025 truly tested the Association's structures, purpose and resolve. Your Association was not found wanting.

While the president's message speaks powerfully to the resolve and solidarity demonstrated by teachers across the province, my message, like the annual report itself, reflects on the Association's work as an enduring institution—how the shared efforts of members, elected leaders, volunteers and staff continued to advance the Association's statutory objects in challenging circumstances.

Throughout the year, the Association remained anchored to its fundamental responsibility to advance and promote the cause of public education in Alberta. This mandate guided sustained advocacy on education funding, class size and classroom complexity; informed the Association's participation in curriculum and assessment dialogues; and shaped a comprehensive research agenda that documented

the realities of teaching and learning as they were experienced in classrooms and schools. The Association led initiatives, provincially, nationally and internationally, to assess and respond to the emerging impact of artificial intelligence on teaching, learning and the development of children. Through public communications, campaigns and publications, the Association worked to ensure that teachers' professional expertise and the needs of students remained visible in the broader public conversation. Taken together, these efforts formed part of a long historical arc in which the Association has had a leading role in strengthening and defending a responsive, innovative, universally accessible and publicly funded education system for current and future generations.

At the same time, the Association continued its work to improve the teaching profession and support professional practice, even as teaching and learning conditions grew more complex and demanding. In 2025, tens of thousands of teachers engaged in professional learning supported by the Association through conventions, specialist councils, conferences, workshops and online programming. New teachers were welcomed into the profession through induction ceremonies and supported through enhanced beginning teacher and mentorship initiatives, while school leaders and substitute teachers accessed professional learning tailored to their unique roles. This ongoing commitment to fostering professional growth reflects a belief that has defined the Association across decades: that strong public education depends on confident, well-supported professionals who learn together.

The year also marked an important chapter in the Association's sustained commitment to equity, inclusion and professional voice. The expansion of diversity, equity and human rights initiatives; the piloting of diversity and equity networks; and continued Indigenous education and reconciliation work all reflected an understanding that public education must serve every student and that teachers must be supported to do this work with integrity and care. These efforts build on work undertaken previously by the Association staff and teacher volunteers, linking past commitments to present action and the creation of future opportunities.

In fulfilling its responsibility to advise, assist and protect members in the performance of their professional duties, the Association responded to a significant increase in demand for individual and collective support. Throughout 2025, staff provided confidential advice, representation and mediation on matters ranging from professional conduct and employment concerns to collective bargaining and labour relations. During provincewide labour action, the scale and intensity of this work expanded dramatically. The Association's ability to respond effectively was the result not only of extraordinary effort in the moment, but of institutional capacity built over many years, capacity that allowed the organization to adapt quickly while remaining laser-focused on members' needs.

➤ ***Strong public education depends on confident, well-supported professionals who learn together.***

The events of the year also underscored the importance of strong governance and organizational stewardship. Provincial Executive Council, standing committees and local leaders carried a heavy responsibility as the Association navigated legislative change, bargaining, legal action, the strike and its consequences. Our elected leadership demonstrated consistent, careful, considered and even courageous decision making. Standing behind them were the secretariate, program area staff and the Association's operational teams—finance, creative and publishing services, information technology, facilities, records and human resources. Their collective contributions ensured program effectiveness, continuity, accountability and prudent management of member resources during a period of heightened risk and scrutiny.

As it has throughout its history, the Association also continued to work in collaboration with others, strengthening relationships with education partners, labour allies, national and international teacher organizations, universities and community groups.

These connections extended the Association's influence, reinforced solidarity beyond Alberta's borders and reminded us that the challenges facing public education are not unique to this province, nor are we confronting them alone.

Looking back, 2025 was not simply a year of reaction; it was a year that revealed the strength of the Association's foundations and its capacity for proactive action. The work captured in this report belongs to many hands and many voices: teachers who stepped forward, volunteers who gave their time, elected leaders who carried responsibility, and staff who brought deep professionalism and commitment to their work. Together, our efforts demonstrated that the Alberta Teachers' Association is not defined by any single moment, but by its ability to endure, adapt and move forward with purpose.

This will be the last of these messages that I will be writing as your executive secretary. After serving 25 years on Association staff, eight in my current role, the time has come for me to move on. I am, in heart and soul, a teacher, and as teachers know, we make our mark not just in the present but in the future that we help realize through those whom we have taught or influenced. As the Association continues forward, I am gratified it will do so with confidence drawn from experience and optimism grounded in collective capacity. The challenges ahead are real, but so too is the strength of the profession and the organization that serves it. Guided by its objects and sustained by its members, the Alberta Teachers' Association remains well positioned to continue its long standing work in support of teachers, students and public education in Alberta.

I am proud and privileged to have been able to serve this Association. Thank you for providing me with this opportunity and my best wishes to you all.



Dennis Theobald
Executive Secretary



PROVINCIAL EXECUTIVE COUNCIL

Table Officers



Jason Schilling
President



Greg Carabine
Vice-President



Allison McCaffrey
Vice-President



Greg Jeffery
Past President



Dennis Theobald
Executive Secretary

District Representatives

Calgary City



Kevin Kempt



Kent Kinsman



Alicia Taylor

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

Central



Brenton J Baum

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

Central East



Murray Lalonde

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

Central North



Rick Kremp

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

Central South



Brice Unland

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

Central Prairie Sky



Janet Westworth

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

North West



Rhonda Kelly

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

South Central Rockies



Wade Westworth

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

Edmonton McMurray



Carmen Glossop

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



Chandra Hildebrand



Jay Procktor



Heather McCaig

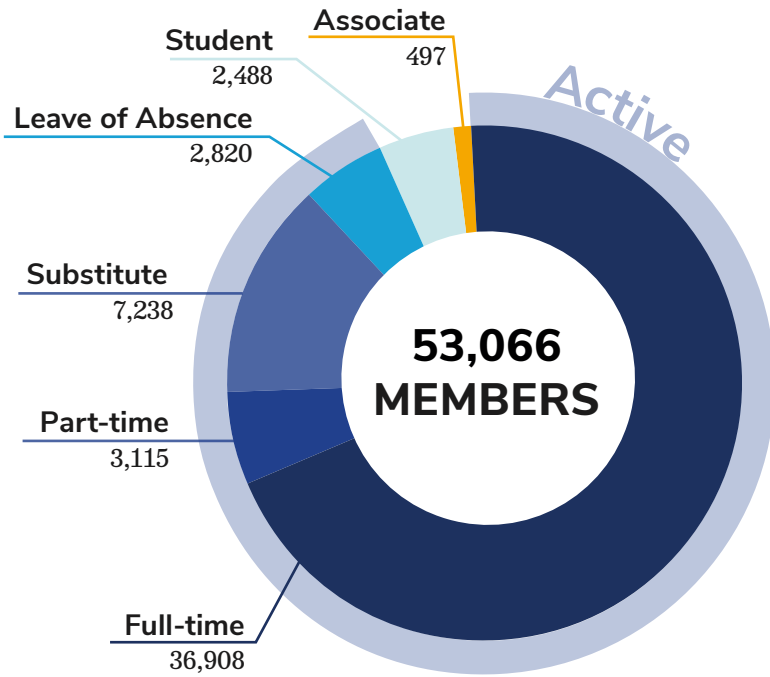
Grasslands Local No 34, Medicine Hat Local No 1, Medicine Hat Catholic Teachers Local No 39, Prairieland Local No 36, Prairie Rose Local No 2, Three Drums of Wheat Local No 20



Katherine D Pritchard

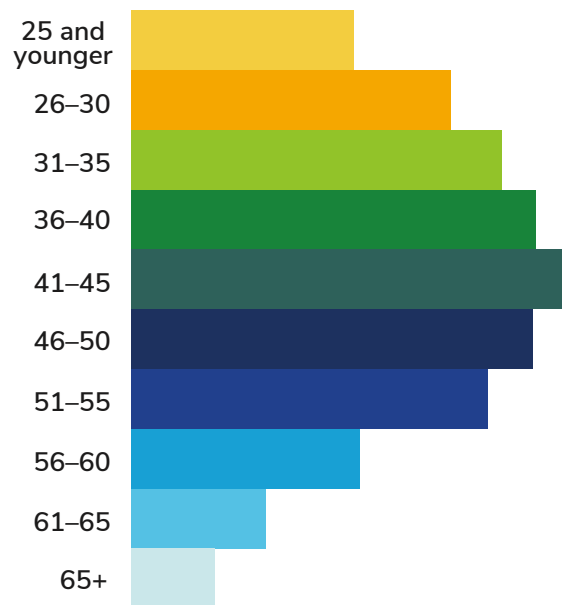
Holy Spirit Catholic Local No 5, Horizon Local No 4, Lethbridge Public School Local No 41, Livingstone Range Local No 14, Palliser Local No 19, Westwind Local No 12

MEMBERSHIP

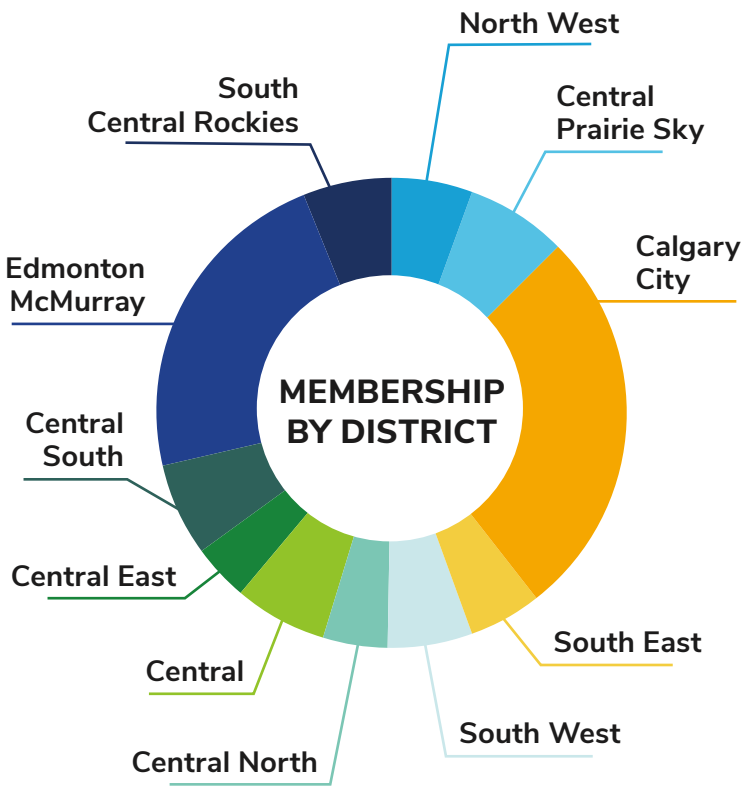


In 2025, the total active membership was 50,081. The *Teaching Profession Act* gives certain central office teachers the right to elect active membership, associate membership or nonmembership in the Association. At year-end, 58 per cent of the central office teachers eligible to make an election of membership status had elected active membership, 11 per cent had elected associate membership and 31 per cent had elected nonmembership.

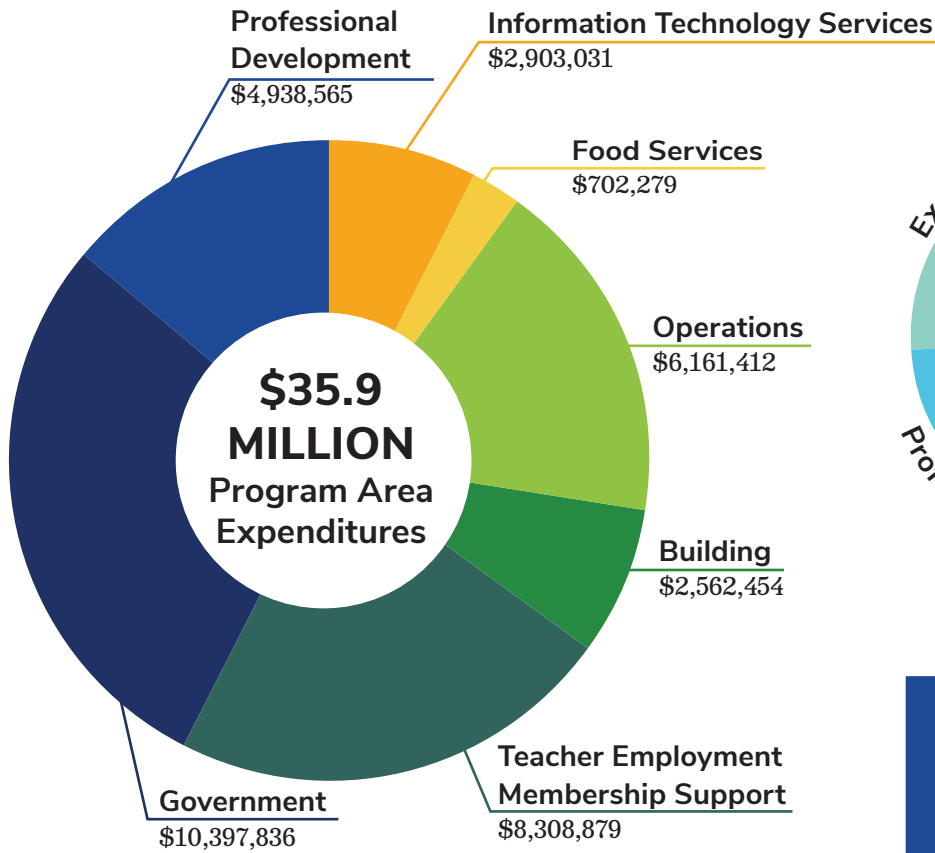
MEMBERSHIP BY AGE



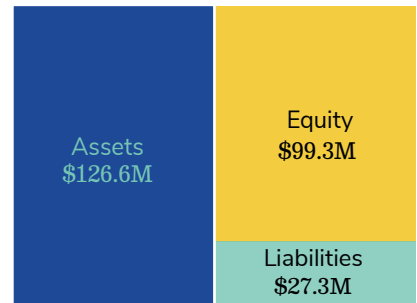
MEMBERSHIP BY GENDER



OPERATING EXPENDITURES BY PROGRAM AREA



Note: Nondepartmental and nonrebatable expenses not included.



2024



194 days

on average worked by each executive staff officer



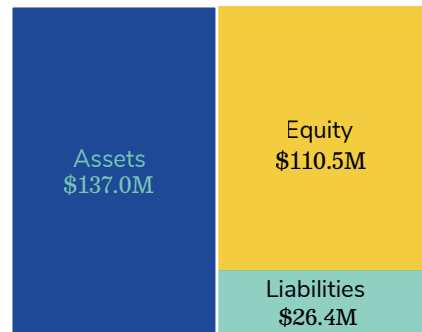
11,661 km

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



20,210 members

attended 560 workshops and presentations by PD staff and the Association instructor corps



2025

COMMITTEE MEMBERS

(The president and executive secretary are ex officio nonvoting members of all committees to which they are not explicitly named.)

Standing Committees

Membership as of 2025 12 31

Benefits, Insurance and Pension Committee

Heather McCaig (Chair)
Sean Brown
Amanda Freeman
Deb Gerow (Alberta Retired Teachers' Association [ARTA])
Eve Godin
Erica Good
Fred Kirby
Stefane Kreiner
Chris McCullough
Andrea McLeod
Brian Potts
John Templin
Wade Westworth
Myra Rybotycki (Secretary)
Chloe Brodowski (Administrative Secretary)

Central Table Bargaining Committee

Rick Kremp (Chair)
Greg Carabine
Rhonda Kelly
Kevin Kempt
Robert Mazzotta
Heather McCaig
Sean Brown (Secretary)
Karrman Walz (Administrative Secretary)

Communications, Advocacy and Public Education Committee

Rhonda Kelly (Chair)
Jocelyn Arthur
Stephani Clements
Betty Fu
Carmen Glossop
Chris Gonsalvez
David Hurley
Kevin Kempt
Josh Overland
Hardeep Rai
Jonathan Teghtmeyer
Kristine Wilkinson (Secretary)
Cory Hare (Administrative Secretary)

Canadian Teachers' Federation (CTF) Committee

Jason Schilling (Chair)
Brenton Baum
Greg Carabine
Greg Jeffery
Rhonda Kelly
Kent Kinsman
Rick Kremp
Murray Lalonde
Allison McCaffrey
Jay Procktor
Alicia Taylor
Dennis Theobald
Wade Westworth
Genevieve Blais (Secretary)
Chloe Brodowski (Administrative Secretary)

Curriculum Committee

Jay Procktor (Chair)
Fiona Cavanagh (Alberta Education)
Craig Findlay
Andrew Finlay
Teresa Fowler
Christine Grzanich-Campbell
Naomi Herriman
Joshua LaFleur
Danny Maas
Lorrie Makepeace (College of Alberta School Superintendents [CASS])
Richelle Marynowski
Lindsay Mcnelly-Brown
Philip McRae
Janet Rockwood (Alberta Education)
Megan Sénéchal
Alicia Taylor
Janet Westworth
Terra Kaliszuk (Secretary)
Olivia Leclair (Administrative Secretary)



Diversity, Equity and Human Rights Committee

Rick Kremp (Chair)
Christina Ainsworth
Sibin Ammanethu
Amanda Fox (University of Lethbridge [U of L], Faculty of Education)
Alisha Gerow
Chandra Hildebrand
Anne-Marie Huizing
Sarjenka Kuryliw
Rin Lawrence
Carmen Parent (Alberta Education)
Carla Peck (University of Alberta [U of A], Faculty of Education)
Fitz Sherman
Natalie Stinn
Gail-Ann Wilson Mitchell
Andrea Berg (Secretary)
Jessica Grayson (Administrative Secretary)

Finance Committee

Allison McCaffrey (Chair)
Brenton Baum
Greg Jeffery
Rhonda Kelly
Dennis Theobald
Brice Unland
Wade Westworth
Pedro Carriel (Secretary)
Caroline Inacio (Administrative Secretary)

Indigenous Education Committee

Preston Huppie (Chair)
Natalie Bear
Emily Hellyer
Dusty Sage
Joline Wood
Chandra Hildebrand
Murray Lalonde
Carmen Parent (Alberta Education)
Madison Properzi (Alberta Native Friendship Centre)
Christina Fox (Indigenous Advisory Circle)
TBD (Rupertsland Institute)
Tiff Pino (Secretary)
Jessica Grayson (Administrative Secretary)

Political Engagement Committee

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

Resolutions Committee

Greg Carabine (Chair)
Kent Kinsman

Rick Kremp
Katherine Pritchard
Elissa Corsi (Secretary)
Shelley Svidal (Administrative Secretary)

School Leaders Issues and Concerns Committee

Brenton Baum (Chair)
Sandy Ashcroft
Lindsay Avramovic (CSL President)
Loretta Bieche
Andrew Doyle
Nella Funaro (CSL Representative)
Nicole Marcinkevics
Ian McLaren
Sylvie Roy (Werklund School of Education)
Jeff Spady
Krimsen Sumners (CASS)
Giselle Thompson (U of A, Faculty of Education)
Brice Unland
Anthony Warren (Alberta Education)
Meghan Wiens (School or System Leader)
Kevin Wood (U of L)
Amy Villneff (Secretary)
Molly Garstad (Administrative Secretary)

Strategic Planning Group

Katherine Pritchard (Chair)
Lisa Everitt

Kent Kinsman
Cheyenne Kopinsky
Jason Schilling
Dennis Theobald
Patrick Tomczyk
Katrina Zack
Philip McRae (Secretary)
Shelley Svidal (Administrative Secretary)

Substitute Teachers Committee

Murray Lalonde (Chair)
Jim Burnett
Erica Green
Michelle Hayden
Heather McCaig
Kerri Mckinnon
Uroog Quraishi
Penny Smith
Michelle Glavine (Secretary)
Michelle Caron (Administrative Secretary)

Table Officers Committee

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

Teacher Education and Certification Committee

Kevin Kempt (Chair)
Henry Algera (The King's University)
Youssra Badr

Roberta Baril (U of A, Faculty of Education)
Paul Bohnert
Joy Chadwick (Mount Royal University)
Tim Cusack (Concordia University of Edmonton)
Michelle Dickie
Rania Eshak (Campus Saint-Jean Area Field Experiences Committee [AFEC] Chair)
Kellie Flett (Northwestern Polytechnic Student Local)
Caitlin Fox (Red Deer Polytechnic)
Dan Grassick
Gary Hoogers (Alberta Education)
Maggie Hull (St Mary's University Student)
Norma Jani (Edmonton AFEC Chair)
Eva Lemaire (U of A, Campus Saint-Jean)
Larry Neville (Calgary AFEC Chair)
Crystal Pelletier (Ambrose University)
Julia Rheaume (Red Deer Polytechnic)
Tim Rodgers (Lethbridge AFEC Chair)
Erin Spring (Werklund School of Education)
Aaron Stout (U of L, Faculty of Education)
Susan Wilson
Janet Westworth
Sandy Vanderburgh (St Mary's University)
TBD (Advanced Education)
Monique Gravel (Secretary)
Tracee McFeeters (Administrative Secretary)

Women in Leadership Committee

Carmen Glossop (Chair)

Alicia Taylor
Jennifer Baeta
LaToya Bartlett
Sana Waseem
Andrea Berg
Stacey Hannay (Secretary)
Cheryl O'Brien (Administrative Secretary)

Ad Hoc Committee

Central Strike Action Committee

Heather McCaig (Chair)
Jamie Barfuss
Greg Carabine
Monica Chung
Mike Doll
Dalyce Harrison
Naomi Herriman
Kevin Kempt
Rick Kremp
Shirene Napier
Heather Quinn
Derek Resler
Madison Stocker
Katrina Zack
Sean D Brown (Secretary)

Other Association-Supported Bodies

Advisory Committee on Teacher Education

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

Alberta Advisory Committee for Educational Studies

Hardeep Rai
Philip McRae
Molly Garstad (Administrative Secretary)

ATA Educational Trust, Board of Trustees

Leon Lau (Chair)
Sharon Fisher
Stephen Hart
Sheila Hobday (Public Member)
Jeff Huculak
Kari M Morgan
TBD (ARTA)
Neil Hepburn (Administrative Secretary)

Returning Officers

Dave Matson
Kyle E McIntosh

Teacher Qualifications Committee

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

Teacher Salary Qualifications Board

Jason Schilling (Chair)
Olive Chapman (Werklund School of Education)
Satinder Dhillon (Alberta Education)
Meghann Eagle (Alberta Education)
Greg Jeffery
Devonna Klaassen (Alberta School Boards Association [ASBA])
Janelle McFeetors (U of A, Faculty of Education)
Corinne Sperling (ASBA)
Lisa Starr (U of L, Faculty of Education)
Dennis Theobald (Secretary)
Molly Garstad (Administrative Secretary)

AWARDS

Fellowships and Awards

Honorary Membership

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

James T Casey, KC

Public Education Award

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

Egale Canada
Skipping Stone

Educational Research Award

Dr Gillian Robinson (University of Alberta, Campus Saint-Jean)

Doctoral Fellowship

Joshua Lafleur
Sana Waseem

Nadene M Thomas Graduate Research Bursary

JJ Ondrus

Belairdirect Scholarship

Natasha Fisher

Ambrose University ATA Gold Medal in Education

Davis Leong

Concordia University of Edmonton ATA Gold Medal in Education

Donny Hak

Mount Royal University ATA Gold Medal in Education

Jazmin McIntosh

Mount Royal University, Medicine Hat College Campus ATA Gold Medal in Education

Hailey Hoffart

Red Deer Polytechnic ATA Gold Medal in Education

Haley Nelson

St Mary's University ATA Gold Medal in Education

Aria Bamford-Purcell

The King's University ATA Gold Medal in Education

Bronwyn Miles

University of Alberta Milton Ezra LaZerte Gold Medal

Roxanne Bader

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

Nicole LaMer

University of Calgary Clarence Sansom Gold Medal in Education

Julie Lowry

University of Lethbridge William Aberhart Gold Medal in Education

Madeleine Suggitt



Government

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

Governance

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

In 2025, Council had substantially divested itself of responsibility for receiving, reviewing and, if necessary, appealing decisions of the Professional Conduct Committee, as the professional regulatory processes previously undertaken by the Association were transferred to the Government of Alberta (see Professional Conduct and Practice Review, page 26).

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

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

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



and interest groups. Table officers may act on behalf of and with the authority of Council when time is of the essence. The Table Officers Committee also constitutes the Steering Committee for the Assembly.

In 2025, Council continued to refine its governance processes by participating in professional development on effective governance.

In March, a Council election was held. In the election, J C Schilling was elected president by ballot. G P Carabine and A E McCaffrey were elected vice-presidents by ballot. G A Jeffery remained in the position of past president.

District representatives elected by ballot were K L Kempt (Calgary City), K W Kinsman (Calgary City), A H Taylor (Calgary City), J F Westworth (Central Prairie Sky), R A Kelly (North West) and W B Westworth (South Central Rockies).

Acclaimed district representatives were B J Baum (Central), M M Lalonde (Central East), R C Kremp (Central North), B J Unland (Central South), C N Glossop (Edmonton McMurray), C Hildebrand (Edmonton McMurray), J J Procktor (Edmonton McMurray), H D McCaig (South East) and K D Pritchard (South West).

All members of Council were elected for a two-year term commencing 2025 07 01.

In April, Council amalgamated the Communications, Advocacy and Public Education Committee and the Political Engagement Committee to balance the workload of district representatives and to recognize the fact that the two committees had overlapping duties. The Communications, Advocacy and Political Engagement Committee assumed its new incarnation in July.

Annual Representative Assembly

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

The 108th Assembly was held at the J W Marriott, ICE District in Edmonton on 2025 05 17–19.

In 2025, a virtual Budget/Finance 101 session was hosted in advance of the Assembly to provide delegates with information and an opportunity to participate in a question-and-answer period. A recording of this session was placed on the Assembly share site in advance of the Assembly for all delegates to review. Prior to the Assembly, "Purpose of the Annual Representative Assembly" and "Rules of Order and Procedure" videos from the previous year were posted on the share site.

The Assembly was attended by 424 delegates from 55 locals, 2 representatives from the Alberta Retired Teachers' Association Special Local No 1, 3 specialist council observers, 7 student local observers, 4 local observers, members of Provincial Executive Council, staff and invited guests.

The Assembly dealt with 263 resolutions, approving 230 and defeating 22. Seven resolutions were declared as action taken, 2 resolutions were not moved, and 2 resolutions were referred for study and report.

In addition to debating resolutions, delegates received the annual report of the Association, which included the auditor's report and financial statements for 2024/25, and heard reports from President J C Schilling and Executive Secretary D E Theobald.



Provincewide Labour Action

In October 2025, Alberta teachers undertook historic strike action following an extended period of central table bargaining with the Teachers' Employer Bargaining Association (TEBA) that failed to result in a negotiated settlement. All 51,000 teacher members of the Association participated in the strike (and were locked out by TEBA), marking the first provincewide withdrawal of services by Alberta teachers.

Leading up to the provincewide labour action, central table bargaining had been ongoing for several months, with discussions focused on teacher compensation, class size and complexity, workload and overall teaching and learning conditions. As part of the bargaining process, a mediator was appointed to assist the parties in reaching an agreement. Despite mediation efforts, negotiations did not result in a settlement acceptable to teachers. A mediator's report was subsequently issued but was rejected by teachers in a provincewide ratification vote.

By June 2025, with no ratified agreement in place and no further progress at the bargaining table, teachers voted 94.5 per cent in favour of taking strike action. Following the strike vote, the Association formed the Central Strike Action Committee (CSAC) to provide the Provincial Executive Council and the Central Table Bargaining Committee (CTBC) with advice and input from the field. The CSAC consisted of 10 field members, 5 appointed by Council and 5 appointed by the CTBC, along with the members of the CTBC. The CSAC provided recommendations to Provincial Executive Council on various matters related to the strike action.

Despite the continuing efforts of the Association to reach a negotiated settlement, the parties remained at impasse and the strike began on 2025 10 06, lasting 16 workdays. The Teachers' Employer Bargaining Association immediately responded by locking out teachers. On 2025 10 27, the Government of Alberta passed Bill 2, the *Back to School Act*, which legislated teachers back to work, lifted the lockout and imposed a four-year collective agreement. Bill 2 invoked Section 33 of the *Canadian Charter of Rights and Freedoms* (the "notwithstanding clause") which was intended to insulate the statute from a court challenge

despite its suspension of teachers' fundamental rights of freedom of association and freedom of speech as manifested in their strike action. The law also sought to limit the power of the courts to review its provisions.

Still, the Association filed an application in the Court of King's Bench of Alberta seeking to overturn the act, arguing that the province's invocation of the notwithstanding clause was improper because it retroactively deprived teachers of collective bargaining rights and precluded lawful labour action. The Association also argued that the act sought to pre-emptively preclude legal review as provided for by the judicature provisions contained in Section 96 of the *Constitution Act, 1867* which is not subject to the provisions of the notwithstanding clause.

Seeking immediate relief, the Association applied for an interlocutory injunction to pause the implementation of the law until the case could be heard on its merits. At year-end, the Association's application was in progress and being actively managed by the court.

The labour action drew additional public attention to the effects of decades of underfunded public education, including large class sizes, increased classroom complexity and teacher retention issues, which were all previously highlighted through Association advocacy. Following the strike, and in response to this pressure, the province established the Class Size and Complexity Cabinet Committee, with a mandate to address such critical challenges in public schools. The Association was invited to name a representative to sit on the committee, an unprecedented opportunity in the history of the province and the profession. Associate Executive Secretary E D Corsi was charged with this responsibility and was actively engaged with the committee's deliberations at the conclusion of the year. See also *Collective Bargaining*, page 47.

Summer Conference

In 2025, a four-day conference program and alternating programs were piloted. The 2025 Summer Conference was held in Banff on 2025 08 11–14. It was attended by 271 delegates. E D Corsi and R J Svoboda served as codirectors of the conference.

> 271 delegates attended the 2025 Summer Conference in Banff.

The following programs were offered at Summer Conference.

Local Association Programs

Fifty-three of the 55 local associations, as well as one Association member from a charter school, were represented at the 2025 local association program sessions, which are captured below:

- The Diversity, Equity and Human Rights (DEHR) Seminar offered DEHR chairs the opportunity to network and collaborate with local representatives, as well as work on shared projects and strategic action plans. The program included support for communications, strategies for program evaluation and education on various

dimensions of diversity and inclusion. Nine members of the Diversity Equity Networks also attended the seminar. A L Berg served as director.

- The Initiatives in Leadership Course focused on key aspects of the Association's work and encouraged participants to become involved both as professionals and as citizens of the community. The program featured skill development processes that allowed participants to sharpen their abilities in communication, decision making, goal setting, planning, problem solving and team building. It also helped them to identify leadership strategies appropriate to the challenges facing teachers, schools and the Association. L M Everitt served as director.
- The Introduction to Collective Bargaining Course introduced the collective bargaining process to teachers new to a teacher welfare committee. The program consisted of joint sessions with the Advanced Collective Bargaining Course, as well as a course-specific session. Addressed in these sessions were topics on subgroup representation, communications, duty of fair representation and organization of bargaining within the Association. G M Glavine and C G Perrault served as directors.
- The Local Communications Officers' Seminar offered local communications officers professional development opportunities in communications, public relations, publicity and media relations. The program included an opportunity for participants to network and exchange ideas and materials. C W Gonsalvez served as director.
- The Local Presidents' Seminar allowed local presidents to examine the role of a local president, review issues facing the Association, meet with members of Provincial Executive Council and share information about local initiatives. S D Brown served as director.

Table 1 details participation in the local association programs in 2025.

Convention Association and Specialist Council Programs

- The Convention Seminar provided new members of convention association executive committees and boards with the opportunity to become familiar with Association requirements for conventions; develop leadership skills, share plans and ideas with colleagues and others involved in this professional development program; and develop strategies to address issues that can arise in organizing conventions. D W Maas served as director.
- The Specialist Council Seminar provided new members of specialist council executives with an opportunity for skill development and insights to help them support the professional growth needs of their members. Participants engaged in a series of collaborative and interactive activities on vision setting and strategic planning, governance and operations, member engagement and recruitment, online and print communications, and event planning for professional development. Three members from Alberta Colony Educators attended the seminar. D R Grassick served as director.

Table 2 details participation in the convention association and specialist council seminars in 2025.

Table 1. Participation in Local Association Programs at Summer Conference

Course	Number of local participants	Number of locals represented
Diversity, equity and human rights seminar	42	38
Initiatives in leadership course	46	36
Introduction to collective bargaining course	48	41
Local communications officers' seminar	41	38
Local presidents' seminar	53	53

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

Course	Number of participants (not including Council)
Convention seminar	14
Specialist council seminar	18

Local Presidents' Meetings

In 2025, meetings of local presidents were convened on three occasions.

The first meeting was held in Edmonton on 2025 02 07(eve)–08, with 54 of the 55 local associations, as well as a representative from the Alberta Retired Teachers' Association Special Local No 1, represented. The meeting included an address from President J C Schilling, the Provincial Table Officers Candidates' Forum, a finance and budget presentation, updates on provincial issues, a session on emerging local issues, a question period and an information session with media information and resolution updates. The meeting also included time to network and a geographic district group session to allow local presidents to connect with their district representative(s).

Participants from 49 of the 55 local associations attended the meeting of local presidents held on 2025 05 16 in Edmonton in advance of the 108th Annual Representative Assembly. The meeting allowed for review of new resolutions from the Provincial Executive Council and provided an opportunity to discuss other resolutions, local issues and concerns, and the prevote on resolutions.

Fifty-four of the 55 local associations were represented at the meeting of local presidents held on 2025 10 25. Due to the provincewide labour action under way at the time, this meeting was held virtually. The meeting included introductory comments by President Schilling, a provincial update, a session on emerging local issues and a question period. Participants also attended a general session that included updates on professional development, the Assembly, bargaining and labour action.

Regulatory Affairs

The primary function of the Regulatory Affairs unit is to assist members who find themselves the subject of conduct and/or competence complaints submitted to the Alberta Teaching Profession Commission (ATPC). Representation officers ensure procedural fairness and provide support to members during all phases of the ATPC's disciplinary process, including preliminary inquiries, investigations, mediations, dispute resolutions, hearings and appeals.

During 2025, the Association received 92 new requests for representation in relation to such complaints. Table 3 summarizes the year-end status of all cases.

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

Stage	Number
Investigations in progress at year-end	191
Investigations with outcomes/decisions (2025)	135
—Member declined representation	3
—Withdrawn	4
—No further action	60
—Dispute resolution	14
—Mediation	0
—Hearing	29
—Complainant appeal hearing	14

Professional Conduct and Practice Review

In 2025, one Professional Conduct Committee (PCC) hearing remained in abeyance pending the outcome of court proceedings. This hearing had been delayed due to complex legal proceedings in criminal court. Now that the criminal proceedings are complete, the regulatory hearing will be held in 2026 in accordance with the legislation and practices as they existed prior to the establishment of the Teaching Profession Commission. An appeal hearing may arise from this suspended PCC hearing.

Legislation and Regulations

The following bills with implications for the Association or public education were passed by the Legislative Assembly of Alberta in 2025.

Bill 2—*Back to School Act, 2025*, sponsored by the Minister of Education and Childcare, passed on October 27. Bill 2 ended the provincewide strike by legislating teachers back to work and imposing a four-year collective agreement. The act suspended teachers' right to strike and invoked the "notwithstanding clause" set out in Section 33 of the *Canadian Charter of Rights and Freedoms*. As noted above, the Association is challenging the legality of Bill 2.

Bill 6—*Education (Prioritizing Literacy and Numeracy) Amendment Act, 2025 (No 2)*, sponsored by the Minister of Education and Childcare, passed in December. Bill 6 requires mandatory literacy and numeracy screening for students in kindergarten to Grade 3 and increases provincial reporting and data submission requirements.

Bill 9—*Protecting Alberta's Children Statutes Amendment Act, 2025*, sponsored by the Minister of Justice, passed in December. Bill 9 invoked the notwithstanding clause to prevent Charter challenges to *Education Act* amendments requiring parental consent or notification for student name or pronoun changes and reinforce parental opt-in requirements for certain instructional content. Bill 9 is substantially similar to the pronoun consent law (Bill 137, the *Parents' Bill of Rights Act*) passed in Saskatchewan, the constitutionality of which is being challenged by the UR Pride Centre for Sexuality and Gender Diversity before the Supreme Court of Canada. The Association is seeking to intervene in support of the appellant to defend the rights of transgender students and protect the ability of teachers to recognize and address these students by their preferred names and pronouns without disclosing to or obtaining prior permission from parents. The hearing including, potentially, the Association's intervention, is expected to take place in the spring of 2026. A Supreme Court of Canada decision respecting the Saskatchewan legislation would likely have similar consequences for the *Protecting Alberta's Children Statutes Amendment Act, 2025*.

Bill 12—*Financial Statutes Amendment Act, 2025 (No 2)*, sponsored by the Minister of Finance, passed in December. The bill grants the Alberta Investment Management Corporation (AIMCo) and the Government of Alberta retroactive immunity from lawsuits over past investment decisions and removes the ability to challenge these decisions in court, shielding the government and AIMCo from financial liability.

Bill 13—*Regulated Professions Neutrality Act, 2025*, sponsored by the Minister of Justice, passed in December. Bill 13 limits the ability of the Alberta Teaching Profession Commission to discipline teachers for off-duty expression and prohibits the regulator from mandating training related to diversity, equity and inclusion.

Bill 51—*Education Amendment Act, 2025*, sponsored by the Minister of Education and Childcare, passed in May. Bill 51 updated terminology by replacing "private school" with "independent school," streamlined teacher discipline and reporting processes, and updated provisions related to school property and joint-use arrangements.

Ministerial Order (#034/2025) Standards for the Selection, Availability and Access of School Literary Materials—In July 2025, Alberta Education and Childcare Minister Demetrios Nicolaides issued Ministerial Order 030/2025 (later revised/updated by M.O. 034/2025), establishing new standards for school library materials. The order requires the removal of materials with explicit visual depictions of sexual acts and restricts access to materials with

nonexplicit sexual content for students below Grade 10, with a final implementation deadline of 2026 01 05. The Association took the position that the order imposed a form of censorship that particularly targeted literature dealing with gender diversity, was developmentally inappropriate, increased teacher workloads and disregarded professional judgement and expertise.

Representation to the Government of Alberta and Other Political Bodies

The Association advocated on behalf of teachers and addressed issues of importance to the teaching profession with government officials, including the minister and deputy minister of education and childcare. In 2025, key matters included responding to Bill 2, the *Back to School Act* (see Legislation and Regulations, page 27).

As noted above, the Association took action to restore the fundamental freedoms of teachers and all Albertans by filing a constitutional challenge to the *Back to School Act* with the Court of King's Bench. This challenge included an application for an injunction to stay the implementation of the act pending a full hearing and decision about the challenge.

Other matters addressed in 2025 include opposition to the *Protecting Alberta's Children Statutes Amendment Act* (Bill 9); advocacy for improved safety and mental health supports for teachers, students and staff; concerns regarding staff and teacher shortages; class size and classroom complexity; curriculum implementation; the impact of student assessments on teachers and learners; and professional conduct processes administered by the Alberta Teaching Profession Commission.

In 2025, the Association undertook ongoing representation at the staff level with officials of the Ministry of Alberta Education and Childcare and the Ministry of Finance. The Association also coordinated teacher participation in consultations about various curriculum, professional and policy matters. Most notably, the Association was represented on several provincial bodies, including the Aggression and Complexity in Schools Action Team, the Class Size and Complexity Cabinet Committee, and other Alberta Education and Childcare committees.

Liaison with Alberta Organizations

Table officers are responsible for maintaining contact with other provincial organizations. They fulfill this obligation by meeting with representatives of these organizations, attending their annual meetings, writing to them about specific issues and meeting with them informally as occasions arise. These organizations include, within the education sector, the Alberta School Boards Association, the Public School Boards' Association of Alberta, the Alberta Catholic School Trustees' Association, the College of Alberta School Superintendents, the Council of Catholic School Superintendents of Alberta, the Alberta School Councils' Association and the Association of Alberta Deans of Education. In the greater labour community, the Association liaises with the Alberta Federation of Labour, the Alberta Union of Provincial Employees, United Nurses of Alberta, the Health Sciences Association of Alberta and the Canadian Union of Public Employees (Alberta Division). In addition, the Association provides material, financial and in-kind support to the Education Society of Edmonton, the

Alberta Assessment Consortium, Friends of Medicare, the Parkland Institute and Public Interest Alberta.

Liaison with Canadian Educational Organizations

The Association maintains contact with educational organizations outside of Alberta by sending representatives to their annual conferences, subscribing to their publications and/or maintaining informal contact with their leaders. In 2025, the Association cohosted the Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants (CTF/FCE) Women's Symposium in Alberta, attended the CTF/FCE annual general meeting and the CTF/FCE National Staff Conference, and attended the Newfoundland and Labrador Teachers' Association's annual general meeting. Association representatives also liaised with Canadian educational organizations as occasions arose. During and following the provincewide teachers' strike in Alberta, the Association received an outpouring of support from unions, public members and educational organizations across the country.

Canadian Teachers' Federation

Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants (CTF/FCE) is the national, bilingual federation of teachers' organizations and provides leadership for a shared national vision of quality, publicly funded education. The CTF/FCE represents 18 teachers' organizations operating in Canada's provinces and territories. It promotes and supports quality, inclusive, publicly funded education in all its forms, upholds teaching as a profession and advocates for adequate resourcing, labour rights and social justice across Canada and around the world. The CTF/FCE's three priorities are (1) ensuring adequate funding and resourcing for public education, (2) strengthening labour rights and unionization and (3) advancing social justice.

Through the CTF/FCE, elected representatives and staff of member organizations share information, learnings and best practices and engage in collective problem solving. The CTF/FCE serves as the coordinating body and agent for the Association and other provincial teachers' organizations on national and international matters, including advocacy and collective action on issues affecting teachers. Additionally, the CTF/FCE engages in research through data collection, analyses and reports on issues impacting teachers and teachers' organizations.

In 2025, Alberta teachers represented the Association on five CTF/FCE advisory committees: the Advisory Committee on Indigenous Education, the Advisory Committee on French as a First Language, the Advisory Committee on Diversity and Human Rights, the Advisory Committee on the Teaching Profession and the Advisory Committee on the Status of Women. Alberta teachers also represented the Association on the Work Group on Climate Change.

The CTF/FCE's 105th annual general meeting took place in Ottawa from 2025 07 09–11. Eleven voting delegates from Alberta attended.

International Cooperation and Partnerships

The Association contributes to international cooperation projects organized by the Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants (CTF/FCE) and by other international cooperation partners. In 2024–25, approximately 65 per cent of the Association's international cooperation funds were earmarked for CTF/FCE initiatives, while 35 per cent of funds were allotted to other international cooperation initiatives.

In 2025, the Association also contributed financial support, paid for from the Defence and Advocacy Fund (DAF) to several international cooperation initiatives, including the following:

- ATA–IT for Dominica Summer School Project—Alberta teachers shared their expertise in information technology in person with teachers in the Commonwealth of Dominica and focused on digital citizenship and using learning technologies.
- Tools for Schools Africa Foundation—The scholarship program continued to provide access to education for many Ghanaian girls not able to afford schooling on their own.
- Right to Learn Afghanistan (formerly Canadian Women for Women in Afghanistan)—The Technology for Education Program team continued producing, recording and uploading digital teacher training resources to provide access to education for Afghan teachers, women, girls and families both inside Afghanistan and those who have taken refuge elsewhere.
- CoDevelopment Canada—The Non-Sexist and Inclusive Pedagogy project continues to work with teacher organizations in El Salvador and Honduras. This learning and teaching process addresses issues of gender stereotyping, sexism and exclusion in the classroom and other arenas of students' lives.
- Canadian Organization for Development Through Education—This new initiative in Malawi focused on creating effective and inspiring literacy environments in rural classrooms.
- Change for Children—A cohort of Alberta teachers went to Guatemala in summer 2025 to work one-on-one with teachers in the classrooms to build capacity for differentiated instruction and engaging teaching strategies.
- Hope International Development Agency—This project focused on supporting the psychosocial recovery of students and youth affected by the 2020 conflict in Tigray by engaging them in structured sporting activities that promote healing, social cohesion and improved educational outcomes.

Throughout the year, Association staff presented at three teachers' conventions to share information on the international cooperation opportunities, with more than 154 teachers attending the sessions.

Educator Exchange Programs

In 2025, the Educator Exchange Programs—coordinated by the Association and supported by the Government of Alberta—facilitated 23 short-term exchanges in both virtual and in-person formats. Participants from Alberta connected with colleagues in Germany, Spain, Iceland, Australia, Mexico and the Alberta Accredited International Schools. Participation was lower than the previous year, partly due to uncertainty about job action, financial limitations, the job action of educational assistants, timing conflicts with international exchange partners, and increasing demands being placed on teachers.

The six-week virtual option continued to be an accessible and cost-effective pathway to exchange, particularly for teachers in rural and remote communities. By removing travel barriers, the virtual model broadened participation opportunities while maintaining strong professional learning outcomes.

Most in-person exchanges involved European partners, including Germany. Short-term placements also took place in Queensland and South Australia. These on-the-ground experiences offered teachers and school leaders meaningful professional growth, allowing them to return with new insights, strategies and global perspectives to enrich their school communities.

Support for External Projects and Initiatives

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

In 2025, the Association provided financial contributions to Friends of Medicare and the Parkland Institute; in-kind support to the Alberta Assessment Consortium; and both financial and in-kind support to the Alberta Advisory Committee for Educational Studies, the Alberta School Councils' Association, Public Interest Alberta and United Way.



External Communications

ATA Magazine—The Association published three issues of the *ATA Magazine* in 2025, with artificial intelligence, ATA volunteering and climate change as the featured topics, respectively, in the winter, spring and fall issues. The Association continued a contract with Trevor Battye Advertising Sales to book advertisements for the magazine.

Revenue from advertisement sales helped offset the cost of design, printing and distribution. The average circulation per issue in 2025 was approximately 33,000 copies.

At the 2025 Alberta Magazine Awards, the *ATA Magazine* was shortlisted in the Magazine of the Year category, received a gold award in the Editorial Package category, a gold and silver in the Illustration category and a silver in the Service Journalism category.

The magazine continued to publish electronically via the Association’s website and introduced two new digital platforms: an e-newsletter delivered via e-mail and a digital flipbook.

ATA News—The *ATA News* is available to all members and is distributed primarily through schools. It is the journal of record of the Association and the only communication channel of its kind in the education sector. Fifteen regular issues were published in 2025. For the 13 issues distributed in print, the average circulation was approximately 34,000 copies per issue. School representatives may adjust the number of copies they receive at their schools in response to changes in teacher numbers or demand. Due to the provincewide teachers’ strike disrupting the publication’s primary distribution channel, two issues of the news were shared in digital form only and a digital flipbook version of the news was introduced. The *ATA eNews*, which provides recipients with a sampling of *ATA News* content and a link to a digital version of the full publication via e-mail, continued to be produced throughout 2025.

During 2025, the *ATA News* continued its agreement with Trevor Battye Advertising Sales, with paid advertisements helping to offset the cost of production, printing and distribution. Each year, the paper also provides an estimated \$35,000 worth of complimentary advertising for initiatives sponsored by the Association and its community partners.



The Learning Team—In 2025, *The Learning Team* continued to be produced as a digital-only publication. Three issues were produced on the following themes: technology in education, the importance of local involvement and parental voice, and support for families during the teachers’ strike. This year also marked the fourth year the Association

partnered with the Alberta School Councils' Association to produce *The Learning Team*. The publication targets the continual improvement of the relationship between parents and teachers for the overall goal of bettering children's education.

The Association Website—The website is the Association's primary tool for communicating and engaging with its members and the public. In 2025, the Association continued to implement website enhancements, including modifications to the search function and streamlined navigation based on demographic data and user research, to improve user experience. The web team collaborated with industry experts to assist in the development of new components and features while ensuring the website conforms to best practices for modern accessibility and user experience standards. In addition to this, the internal Website Review Committee worked with the web team to ensure that the provincial website is meeting the content and functional needs of users. Public-facing content appeared on the current provincial website, with the legacy site hosting Members Only/My ATA functions to provide timely and relevant information to members about bargaining, voting and profile updates.

Social Media—In 2025, the Association extended its presence on social media. In addition to Facebook, Instagram, YouTube and LinkedIn, the Association was active on Bluesky. The accounts for both Facebook and Instagram experienced exponential growth due to the bargaining situation and provincewide teachers' strike. The number of followers on Facebook nearly doubled, and the number of followers on Instagram almost tripled in 2025. The Association also saw a dramatic jump in the number of profile visits, from 106.7K to 1.4M on Facebook, and from 29.2K to 281K on Instagram.



Communications and Advocacy

Through its communications and advocacy work, the Association strives to heighten awareness of the benefits of public education and the value of teachers. To meet this aim, the Association engaged in the following public relations, advertising and other communications initiatives in 2025.

Association Campaigns and Initiatives

The Association conducted public opinion polling on perceptions of public education in Alberta—including phone surveys, focus groups and individual interviews—to inform its campaigns.

The Association worked with Tag Advertising to continue its Stop the Excuses campaign with a new “Take a Number” commercial, and updated radio, print, digital and television advertisements. All campaigns aimed to increase the sense of urgency about class size and complexity, and to urge audiences to advocate for public education.

The Association marked Education Week on 2025 05 07–11 with items promoting the week on its website, social media and internal digital signs, and a video message. Social media graphics, posters and PowerPoint slides for Education Week were also made available for download.

For World Teachers' Day, which is celebrated every year on October 5, the Association asked teachers to share images of thank-you cards that they had received from parents and students in June. The messages teachers shared were then used to create advertisements in-house for radio, newspaper and online advertising.

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

During the provincewide strike, advocacy and communications messages appeared in advertising on social media, podcasts, billboards, movie theatre screens, radio and television. Lawn signs and vehicle window clings in support of teachers and public education were also made available at no cost to teachers and members of the public throughout the province. In addition, individual locals undertook to develop their own approaches to promoting teachers' key messages through paid advertising, earned media, grassroots advocacy and social media.

In 2025, 30 news releases were sent out to media and posted online. The topics included standardized testing, teachers' convention announcements, the Provincial Executive Council election, government funding, the teachers' strike, teacher stress and workload, and classroom complexity.

Partnerships

The Association continued to support the Can We Talk? campaign, an annual promotion made in partnership with the Alberta division of the Canadian Mental Health Association that communicates that teachers are often able to act as early intervenors in students' mental health struggles. In 2025, public service announcements were carried by Global Television.



Image from the "Take a Number" commercial

Schools were also encouraged to participate in Hats On! for Mental Health Day in early May to demonstrate support for mental health. Social media graphics, PowerPoint slides and posters related to the campaign were made available for download.

The Association sponsored the CTV Edmonton and CTV Calgary morning weather forecasts, which featured photos teachers shared of various activities in Alberta classrooms. For 2025, the theme was Strong Schools = Strong Alberta. This same message appeared on rink board advertisements in 48 hockey arenas throughout the province.

Local Communications Support

The Stars of the ATA Local Showcase program highlights the work locals have done over the year in the areas of diversity, equity and human rights, public relations, Indigenous education and reconciliation, political engagement, and other engagement activities. This work was shared in a video presentation at Summer Conference. In 2025, 10 locals were acknowledged in the Stars of the ATA Local Showcase.

In addition, the Association supported advocacy efforts for public education through its Community Relations Grant program, which provides funding to locals to undertake initiatives that profile public education, represent teachers as active and concerned community members, or show teachers and the Association as concerned about the mental health of children and youth. In 2025, four grants were awarded.

The Association's communications efforts also included the work of local communications officers (LCOs). In August 2025 a four-day LCO training program was held as a part of Summer Conference. Additionally, a one-day training session was held in October. Bimonthly virtual meetings were held with LCOs and local political engagement officers to ensure that they were fully connected and informed.

Political Engagement

The Association's political engagement program aims to strengthen teachers' understanding of and participation in the political process, increase the members of the legislative assembly's (MLAs) awareness of education issues, and ensure teachers' concerns about matters affecting student learning are clearly communicated.

The Political Engagement Seminar, held in March, brought together more than 100 local representatives. The event featured a keynote presentation, a school board trustee panel, and a session on recent polling results.

Throughout the year, local political engagement officer (LPEO) meetings—held both in person and virtually—provided provincial updates from the president, information on education funding and regular bargaining communications.

At year-end, 51 of 55 LPEO positions were filled.

At the provincial level, the Political Engagement Committee met three times in 2025 before merging with the Communications, Advocacy and Public Education Committee (see Governance, page 20).

Lobbying

Although the Association is by policy non-partisan and refrains from endorsing or opposing political parties, it does engage in lobbying senior government officials, cabinet ministers and Members of the Legislative Assembly. Given this activity, members of the Provincial Executive Council and senior Association staff are registered as lobbyists in accordance with provisions of the Alberta *Lobbyists Act* and the *Lobbyists Act General Regulation*. The Association's registration is updated semi-annually and available to review online. To support its lobbying and political advocacy efforts, in 2025 the Association engaged Alberta Council. As the year drew to a close, the contract with Alberta Council was under review to ensure value for funds spent.

Women in Leadership

The Women in Leadership (WIL) Committee was established to provide supports that enable the advancement of women in educational leadership within school jurisdictions and the Association. The committee accomplishes its mandate through policy recommendations, the support of local WIL committees, the organization of an annual summit and analysis of the career progression of women in educational leadership. In 2025, the committee convened three meetings.

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

The WIL Speakers Series continued in 2025, and planning took place for the 2026 WIL Speaker Series.

Throughout the year, the WIL Advisory Council provided the WIL Committee with information, advice and suggestions from communities throughout Alberta.

In 2025, \$14,760 in grant funding was distributed to support nine WIL-related projects undertaken by individual schools and local associations across the province.

In May 2025, the Association co-hosted the Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants (CTF/FCE) Women's Symposium in Banff, attended by teachers, school leaders and school jurisdiction leaders. The symposium included 16 unique breakout sessions, as well as keynote speaker sessions.

Strategic Planning Initiatives

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

As the main channel through which the Association undertakes strategic planning, the SPG engages in strategic planning across short-, medium- and long-term horizons; proposes policy where appropriate; and undertakes research to develop strategic foresight. The group plans and participates in the annual June and fall planning meetings. At its meetings in 2025, the group considered research briefs, monitored matters related to education in Alberta, and scanned articles and conference reports to identify trends that will continue to shape public education. In addition, the group oversaw the administration of the Association's member opinion survey (see Research, page 38), the results of which inform the short-, medium- and long-term planning of the Association and its subgroups.

In 2025, the Association, guided by the SPG, continued to mobilize the Foundational Framework for Long-Term Direction, a strategic framework designed to guide the Association over the long term. In 2025, updates were made to the strategic framework to add notes related to early-career teachers and those new to the profession.



The Association also administers a Strategic Planning Grant program that assists its subgroups in conducting strategic planning activities to examine their long-term goals and activities in the context of the Association's strategic framework. In 2025, one local qualified for a matching grant of up to \$2,000.

Research

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

Research Projects

During 2025, the following major research projects were completed or under way:

New Curriculum Implementation—Focus Group Study

This study evaluated the implementation of Alberta's new curriculum and its impacts on teaching practice and student learning, drawing direct feedback from teachers in targeted curricular areas.

Provincial Assessment Reforms—New K–3 Literacy and Numeracy Testing

This study examined provincial directions tied to the June 2024 literacy and numeracy tests, with attention to value versus impact, work intensification and the expansion of centrally controlled, technologically mediated *datafication* in schools.



Exiting the Teaching Profession—Loss of Purpose

The Association extended its 2024 exit interview series by interviewing teachers and school leaders who exited the profession on or before August 2025, including those leaving school leadership roles.

Longitudinal Research on Early Career Alberta Teachers

The Association completed its sixth iteration of annual tracking of beginning teachers' experiences through surveys and focus groups.

ATA Pulse Rapid Research—State of the Field

The Association conducted rapid-response research, with its January 2025 provincial pulse research study focusing on (1) standardized diagnostic assessments and accountability/reporting growth; (2) provincial cell phone regulation implementation; and (3) classroom complexity, class size and the state of inclusive education policy.

Artificial Intelligence and the Profession of Teaching—Longitudinal Scoping

The Association conducted scoping research to support professional and public conversation on the effects of artificial intelligence (AI).

In addition, research was undertaken or continued in the following areas:

- Labour force research and intergenerational impacts
- Hope scale research (instrument validation and global release)
- Mental health supports for the teaching profession
- Class size
- Artificial intelligence in education
- Strategic interests and global risks

Annual Member Opinion Survey (MOS)

In 2025, the Association administered the member opinion survey (MOS) as an online, bilingual (English/French) survey. The MOS gathered feedback from a large, random stratified sample—as well as an open sample for triangulation of members—to track trends and emerging issues, guide Association planning, and ensure programs and services met member needs and advanced the profession.

The 2025 MOS examined conditions of professional practice and overall well-being. It also explored class size and classroom/school complexity, member views on inclusive education in its current form, member engagement and advocacy, curriculum change, technology infrastructure and information technology support challenges, and members' ability to advocate for the safety and inclusion of gender-diverse students without fear of repercussions. Findings informed the Association's advocacy and strategic planning efforts.

Collaborations

The Association continued to collaborate with scholars, policy-makers and nongovernmental organizations. In 2025, the Association provided research support to the Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants (CTF/FCE) and Education International. It also continued its partnership with Boston Children's Hospital and Harvard Medical School through the Digital Wellness Lab and the work of the GUD Project—

Growing Up Digital in Alberta. Other collaborations included (1) Challenging Parental Rights research scan with the Parkland Institute, (2) Compassionate Leadership Training and Mental Emotional Wellness of Teachers research with Werklund School of Education and the Center for Compassionate Leadership and (3) Emotional Labour of Women School Leaders research with the University of Ottawa and Werklund School of Education.

Knowledge Mobilization

The Association also produces publications and engages in other activities to ensure that the results of its research connect with as wide an audience as possible. In 2025, the Association's research was again highlighted in multiple Alberta newspapers, international media and teacher federation publications. Association staff also advised and presented to the CTF/FCE, the Alberta Teachers' Retirement Fund (ATRF) and Canadian labour organizations on societal mega-trends, AI and the impact of a fourth industrial revolution on the changing conditions of practice within the profession of teaching. Further, the Association supports research activities undertaken by other organizations, including the Alberta Advisory Committee on Education Studies and the Kule Institute for Advanced Study's Signature Collaborations grant programme.

Library Services

The ATA library offers Association members access to a large collection of materials in English and French to support their professional practice. In 2025, the ATA library circulated 2,738 physical items and responded to 3,423 questions from members (see Table 4). The library also made available to teachers new and innovative materials, adding 924 items to the library catalogue in 2025.



In 2025, proposed changes to federal legislation removing subsidies for mailing library materials were identified as a serious threat to the viability of the Association’s library service model. In response, Provincial Executive Council approved transmission of a letter to the federal minister of government transformation, public works and procurement, urging that Canada Post Corporation be required to distribute library materials on a preferential basis. The issue was under consideration as the year ended.

The library’s web guides continued to serve as a way for members to access high-quality online resources. In 2025, the guides were viewed 261,122 times. Library staff also created 38 new guides, including guides focused on several new and draft curriculum areas. Further, throughout the guides, library staff added or updated 9,182 links to high-quality online resources. Table 5 shows the most popular guides.

In 2025, the library engaged in career mentoring programs for university students, with two undergraduate students and two graduate students completing job shadows in the library.

Table 4. Library Service Statistics

		2025
Circulation services	Physical materials loaned	2,783
	E-books loaned	4
	Online reservations	2,116
Research services	Information and research questions	3,423
	Searches in journal databases	1,855
	Searches in e-book database	362

Table 5. Top Five Library Web Guides in 2025

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

French Services

Staff in French Services provide translation, editing and terminology services to staff and all Association subgroups. Staff translate into French such documents as handbooks, posters, brochures, surveys, updates sent to members, collective agreements, press releases, correspondence, magazine and newspaper articles, social media posts, video scripts, and PowerPoint presentations. In 2025, 7 French publications and workshops were updated, and 31 new documents and workshops were created in French. New substantial publications or considerably revised publications available in French are listed in Publications (see page 74).

French Services works with Creative and Publishing Services to ensure that webpages offered in French on the provincial website are updated and accurate. French Services staff also provide ongoing support to the ATA library, helping the library to maintain 78 existing French web guides (see Library Services, page 40) and reviewing French catalogue records. Further, in partnership with the Canadian Teachers’ Federation/Fédération canadienne des enseignantes et des enseignants, French Services staff provide an annual report for member organizations. Support in the form of website editing and review is also offered on demand to Le Conseil français and the Association des enseignantes et des enseignants francophones de l’Alberta to enhance their online presence.



Sean
Brown
Coordinator
Teacher Employment Services

ACTA

TEACHERS
MAKE ALL THE
DIFFERENCE
Public Teachers

7

Teacher Employment Membership Support

Previously named Teacher Employment Services, the rebranded Teacher Employment Membership Support program area is designed to assist teachers, both individually and collectively, with professional problems and school division or local issues. Teacher Employment Membership Support staff also work to raise the status of the teaching profession by promoting and advancing teachers' interests to secure conditions that will enable the best levels of professional service. Members can contact Teacher Employment Membership Support with confidence that confidentiality will be maintained and their interests protected. The new name for this program area better reflects the full scope of its work and responsibilities.

Local Associations

The Teacher Employment Membership Support program area assists Association locals with their ongoing operations and supports student locals in recognized postsecondary institutions, providing advice on topics including local annual reports and constitutional changes. In 2025, the Table Officers Committee ratified amendments to five local constitutions and five student local constitutions.

The Local Secretaries' Seminar was presented by staff from across the Association and held at Barnett House on 2025 06 05. Twenty-two local secretaries attended the seminar, during which they reviewed the duties of a local secretary and the related reports and forms required for their locals, learned about privacy issues and record-keeping services for locals, and received a presentation on using generative artificial intelligence for their role and engagement strategies. Secretaries also received a political update on the status of education in Alberta.

The Local Treasurers' Seminar was held on 2025 05 23, with 40 local treasurers in attendance. Some locals were represented by both the outgoing and the incoming treasurers. The seminar was led by Finance staff, with assistance from Teacher Employment Membership Support staff.

The Student Local Conference was held 2025 09 19 (eve)–20, with representation from Ambrose University, Campus Saint-Jean, Concordia University of Edmonton, Medicine Hat College, Mount Royal University, The King's University, the University of Alberta, the University of Calgary and the University of Lethbridge. The 38 participants attended a keynote on educational leadership for a changing world, a session on leadership and team dynamics, a session on professional development, and job-alike sessions with representatives from the Association.

School Representative Program

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

Staff officers from Professional Development, Government and Teacher Employment Membership Support collaborate regularly to identify relevant and timely information to share with school representatives. Webinars were held in April, May and November 2025, with recordings of the webinars subsequently posted to a collaboration site where information is regularly shared.



Member Assistance

Teacher Employment Membership Support staff assist teachers (both individually and collectively) with issues arising from their professional practice. Staff in the program area provide advice to members on employment status, professional relations, leaves, pensions and collective agreement matters. Further, staff connect with members to monitor issues and trends that teachers experience in the field.

In 2025, the program area handled more than 23,000 calls from members. The most common reasons for member calls to Teacher Employment Membership Support were leaves of absence, including sick leave and long-term disability (17 per cent); employer action against the teacher (14 per cent); employment information assistance, such as contract issues (13 per cent); questions and concerns about the collective agreement (9 per cent); and bargaining (8 per cent). A high number of calls were received leading up to, during and following the provincewide teacher strike in fall 2025.

Staff Relations Service

The Staff Relations Service (SRS) is a mediation and facilitation program that provides Association members with a mechanism for resolving staff relations problems that are negatively affecting the working environment and that have not been resolved through informal approaches.

The SRS program uses a certified mediator to facilitate a conflict-resolution process involving up to six staff members in conflict at a school. The SRS is a confidential program between the involved parties and the mediator. No reports are made to the employer. The Association is informed only whether the conflict was successfully resolved.

In 2025, there were seven requests for the SRS.

Healthy Interactions Program

The Association offers the Healthy Interactions program, a workshop on communication and conflict resolution. The program aims to help teachers and school leaders enhance their ability to resolve conflicts they encounter in their professional lives.

In early 2025, the workshop was offered over two half days at the Mighty Peace Teachers' Convention. In the fall, two workshops were offered, one for school leaders in Fort McMurray and one for members in Calgary. In total, 110 members participated in the Healthy Interactions program.

At year-end, translation of the program's materials into French was under way.



Teacher Growth, Supervision and Evaluation

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

In 2025, two two-day open-enrolment workshops on the TGSE Policy were held in person, once in January and once in August, with school and division office leaders in attendance. These offerings give members across the province the opportunity to attend the workshop, even when there may not be a request for the workshop for their entire division. School-division-specific in-person workshop presentations were also in high demand throughout 2025, with many divisions requesting the workshop for their aspiring leadership cohorts and division leadership teams.

Reflecting the *TQS* and the *Leadership Quality Standard* for the teaching profession, the two-day workshop reviews the critical role of leaders in the growth, supervision and evaluation process and the duties leaders must perform, as outlined in the *Education Act* and provincial policy. The workshop also references current literature on TGSE. The workshop is available in both English and French.

In addition to the two-day workshop, divisions can request a one-day advanced supervision workshop that extends the conversation on quality supervision with school leaders who have already completed the standard two-day workshop.

Program for Substitute Teachers

The Association's program for substitute teachers is guided by and supports the Substitute Teachers Committee, which studies the challenges, concerns and needs of Alberta's substitute teachers and communicates those issues to Provincial Executive Council. In 2025, amendments were made to the committee's membership to enhance its efficacy. Further, the committee initiated an update to the branding for the substitute teachers program.

The 2025 iteration of the Substitute Teachers' Conference was held 2025 10 17 (eve)–18, with 111 registrants. Originally planned as an in-person event, the conference shifted to a virtual format due to the provincewide labour action. The conference included 22 professional development sessions that aligned with the *Teaching Quality Standard* and marked the debut of a new series of workshops for substitute teachers that provide strategies for managing the classroom environment, handling the unexpected and shaping careers.

Local substitute teacher chairs also met online in the fall to discuss the issues, challenges and opportunities that these chairs face in their work within their local context.

Collective Bargaining

Collective bargaining for teachers whose employer is one of the 61 public, Catholic or francophone school divisions occurs within the framework established by the *Public Education Collective Bargaining Act* and takes place at a central table, as well as at local tables between the Association and the respective employer school divisions.

The Association also bargains for five charters (Almadina School Society, Aurora Academic Charter School, Boyle Street Education Centre, New Horizons Charter School Society and Valhalla School Foundation) and one private school (Clear Water Academy). All the above, except the Valhalla School Foundation, reached collective agreements in 2023 and 2024. Bargaining with the Valhalla School Foundation opened in 2024 and remained in progress at the end of 2025.

Central Table Bargaining

In January 2025, mediation commenced between the Association and the Teachers' Employer Bargaining Association. In March, the mediator issued recommended terms of settlement.

When a memorandum of agreement is reached or a mediator's recommendations are provided following negotiations, the settlement must be approved by a majority of active members of the Association through an electronic vote. Thousands of teachers attended a virtual or in-person Member Information Meeting (MIM) that focused on the mediator's recommendations. Following the MIMs, 62 per cent of Association members voted to reject the mediator's recommendations, with 35,817 members taking part in the vote. Subsequently, the Association held a strike authorization vote and a formal strike vote.

In June 2025, 94.5 per cent of Association members voted in favour of strike action, with 36,862 members taking part in the vote. The Association delivered its notice to strike on 2025 09 12. The teachers' provincewide labour action commenced on 2025 10 06. Teachers were mandated to return to work beginning 2025 10 29, following the Government of Alberta's passage of Bill 2, the *Back to School Act*, which legislated teachers back to work and imposed a four-year collective agreement.

See also Provincewide Labour Action (page 22).

Local Collective Bargaining

Bill 2, the *Back to School Act*, froze all local terms in every local collective agreement until the expiration of the legislation (2028 08 31). Under this law, local bargaining cannot proceed for the duration of the imposed contract. As a result, for the 2024–28 bargaining cycle, collective agreements were effectively imposed across the province, with central and local matters already decided (or frozen) and local-level bargaining off the table.

Grievances

Violations of the collective agreement occur regularly, prompting the filing of grievances. When local efforts to resolve a dispute are unsuccessful, grievances are filed against that school division under a central grievance procedure that involves the school division, the Teachers' Employer Bargaining Association and the Association.

Ninety grievances arising from alleged violations of collective agreements were initiated in 2025. Of those, 74 remained outstanding at year-end. Sixteen of the 90 grievances were



resolved at the initial stages of the grievance process. One had proceeded to arbitration. Sixty-one of the grievances were filed—one for each bargaining unit across the province—in relation to the interpretation of the Recruitment of Teachers Letter of Understanding.

In addition, 27 grievances from previous years remained outstanding and were at various stages of grievance or arbitration. Several were undergoing settlement talks at year-end. A summary of the status of grievances and arbitrations in progress at year-end is presented in Table 6.

Table 6. Status of Grievances and Arbitrations

	Total filed	Resolved prior to arbitration	In process (active or arbitration)
2025	90	16	74 (61 in abeyance)
Previous years	—	—	27

Appeals to ASEBP and Other Insurance Matters

The Association assists and advises members on various benefits issues, including extended disability benefits under the Alberta School Employee Benefit Plan (ASEBP) and long-term disability with other carriers (such as Canada Life, Manulife and Desjardins). The Association also assists with policy appeals regarding issues with insurance plan documents. In 2025, the Association received many calls and e-mails raising concerns in these areas. Fourteen teachers had disability appeal hearings in 2025.

Other matters often brought to the Association for assistance relate to employment insurance, Canada Pension Plan disability, and occupational health and safety issues. Many teachers sought advice in one or more of these areas in 2025. Difficulties in these areas are often resolved with assistance from Teacher Employment Membership Support staff.

Teacher Welfare Education Program

The Teacher Welfare Education Program (TWEP) aims to strengthen teacher welfare committee (TWC) leadership capacity through a formalized education process and to ensure that an adequate number of TWC members are trained in collective bargaining. The program offers two levels of certification in leadership and negotiation skills. In 2025, 13 Level 1 and 24 Level 2 certificates were issued.

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

The spring CBC was held in Calgary 2025 04 22–23, with 239 attendees. Participants heard presentations from the Alberta School Employee Benefit Plan on the sick leave support program, which emerged from a pilot and has been available to all teachers and school divisions in Alberta since 2025 01 01. Field Law LLP also presented on salary arbitration. The fall CBC was held in Edmonton 2025 11 21–22, with 225 attendees. Participants were welcomed by the Association's president and heard presentations on the state of collective bargaining from the Association's coordinator of Teacher Employment Membership Support, as well as a keynote from the director of Teacher Welfare and Collective Bargaining of the Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants. TWEP workshops were offered at both conferences. During the fall CBC, special-topic courses were offered in addition to the credited courses. These courses focused on bargaining and the October labour action and were noncredited.

Communications

The Worth Talking About series provides information on and insight into current issues important to teachers. The series has two components, *Worth Doing* and *Worth Knowing*. In 2025, several articles were published in this series, including “Ministerial Order on School Libraries,” “Inkblot Rebranding to GreenShield Health” and “It's Better Here? Campaign and Shareables.” Several bargaining updates and labour-action-related publications were also produced. A total of 42 *Worth Knowing* articles were sent to members during 2025.

Pensions and Retirement

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

In 2025, the Association conducted virtual preretirement workshops for members nearing retirement, as well as other pension information sessions and financial wellness workshops for teachers in the field. Invited to present at these sessions were the ATRF, along with the

Alberta Retired Teachers' Association (ARTA), the Alberta School Employee Benefit Plan (ASEBP), Alberta Blue Cross, Capital Planning and other relevant presenters. The workshops also included a wills and estates component presented by local lawyers. The Association also hosted a workshop, with support from the ATRF, on the impact of labour action on teachers' pensions.

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

ASEBP maintains a retirement benefits plan, the MyRetiree Plan, similar to the ARTA retiree benefits plan. Teachers may choose to remain with ASEBP throughout their retirement years, purchase benefits through ARTA or find a plan outside the education sector (such as Alberta Blue Cross).

Membership Support

The Membership Support subunit was established in December 2024 and formally integrated into Teacher Employment Services in September 2025. It was created to provide a dedicated team to assist members with administrative processes and ensure timely, effective support. The primary objectives were to improve access to member services, streamline workflows and strengthen responsiveness to member concerns.

In 2025, the team assisted members with accessing the Members Only section of the Association website, updating personal information, and supporting participation in member voting related to collective bargaining and Provincial Executive Council elections. Staff also collaborated with school division payroll offices, the Alberta Teachers' Retirement Fund and internal departments to enable more efficient handling of routine processes, reduce delays and improve accuracy.

Feedback from members was actively gathered through member interactions and used to guide improvements, ensuring that services remain relevant and responsive.



Field Service

Throughout the year, Teacher Employment Membership Support staff delivered 61 presentations to 2,758 teachers at professional development days, teachers' conventions and school staff meetings. These included eight preservice sessions to approximately 461 education students at universities across the province. Presentations addressed topics such as school leaders and the law; the Code of Professional Conduct for Teachers and Teacher Leaders; confidentiality issues related to student records; occupational health and safety; counting time; liabilities associated with the use of technology; teacher growth, supervision and evaluation; maternity leave entitlements; teachers' rights and responsibilities; retirement and preretirement workshops; climbing the grid; the law and the teaching profession; the respective roles of teachers and educational assistants; how to deal with difficult people; employment insurance; and ways to address parent concerns.

Throughout the year, Teacher Employment Membership Support staff also met with bargaining units or teacher welfare committees on nonbargaining matters, including providing workshops on matters of interest to those groups. Many meetings with various division officials also occurred in 2025.





Professional Development

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

Professional Practice Standards

In 2025, the Association continued to support Alberta's professional practice standards for the teaching profession. All workshops and presentations developed and facilitated in the Professional Development program area aligned with the *Teaching Quality Standard (TQS)* and the *Leadership Quality Standard (LQS)*. The Association also provided support to the nine teachers' convention boards as they continued to ensure that their program offerings aligned with the *TQS* and *LQS*. Further, the Association provided support to faculties of education in their work with preservice students and the professional practice standards.

Curriculum

In 2025, Alberta Education and Childcare continued to engage the Association, along with other sectoral parties, in consultations focused on a variety of issues, including curriculum. The Association encouraged this engagement, working to extend opportunities and information to members and to facilitate collaboration between Alberta Education and Childcare and the Association.

As part of these consultation opportunities, Association representatives—including field members and staff—provided feedback on curriculum drafts as part of Teacher Curriculum Consultation Groups struck by Alberta Education and Childcare for the purpose of informing the development of the Grades 7–9 mathematics, Grades 7–9 social studies, Grades 7–10 physical education and wellness, career and life management, and career education curricula.

In 2025, the Association developed recommendations for career education curriculum development and implementation, with the recommendations informed by two Association curriculum engagements, focused on career and technology studies and career and technology foundations, held in 2024. These recommendations were provided directly to Alberta Education and Childcare in 2025.

On 2025 04 29, the Association hosted the 2025 Spring Invitational Curriculum Symposium in Edmonton. This event brought together teachers, school leaders, members of the education community, and Alberta Education and Childcare representatives to discuss current curriculum and assessment issues.

Inclusive Education

In 2025, the Association continued to implement inclusive education programs and resources to support teachers and school leaders in establishing inclusive learning environments. Specifically, the Association maintained and promoted core inclusive education resources through disseminating a resource series entitled *Common Threads for Inclusive Education* and a resource guide entitled *Establishing Inclusive Learning Environments*.



Indigenous Education

Supporting teachers and school leaders in developing and strengthening relationships with Indigenous Peoples, Lands and Knowledges continues to be a priority for the Association. In 2025, the Association reviewed internally developed workshops and resources, including the Stepping Stones resource series, to ensure that they reflect and respond to contextual realities of Indigenous education.

Through the Association's Indigenous Advisory Circle, Elders and Knowledge Keepers from across the province provided guidance and feedback on workshops, resources and administrative regulations. Each gathering is grounded within relationality, responsibility, reciprocity and respect for each other and Indigenous ways of knowing, being and doing. Providing direction and feedback to the Association on Indigenous Cultural Protocols was a priority throughout each gathering held in 2025.

The wicihtotân (pronounced weh-chee-tow-tan) mentorship program for Indigenous teachers and school leaders continued to increase its membership. More than 120 participants registered for the wicihtotân program in 2025, and two virtual events and one in-person event were held. The wicihtotân gatherings are designed to bring together Indigenous teachers and school leaders from across the province through a circle of learning, mentorship and guidance.

In 2025, the Association piloted a new Indigenous Education Initiatives Grant program, which supports innovative projects that foster community connections and contribute to fulfilling the Truth and Reconciliation Commission of Canada's Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, and the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls for Justice.

Social Justice and Equity

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

Highlights of the Association's diversity and inclusion work in 2025 include the following:

- Provided \$18,180 in grants to support 11 DEHR-related projects completed by individual schools and local associations across the province
- Planned a two-day training session for local DEHR chairs
- Planned and hosted a two-day DEHR conference
- Piloted the Diversity and Equity Network (DEN) program—with the pilot DENs being the Gender and Sexuality Alliance, Teachers with Disabilities and Together We RISE: Racialized Teachers' Circle—which included an administrative review, focus groups and training
- Coordinated the UNESCO Associated Schools Network with an annual meeting

In 2025, the Association created an associate coordinator position in the Professional Development program area to oversee initiatives related to diversity and inclusion.



Teacher Education and Certification

The Association undertook the following activities regarding teacher education and certification in 2025:

- Monitored and provided feedback to universities with respect to student teacher practicums and partner teacher experiences
- Ensured that students in their final practicum at the time of teachers' convention who were members of their student local were provided with the ability to attend teachers' convention at no cost
- Recommended to Provincial Executive Council the names of recipients for the ATA Doctoral Fellowships in Education, Nadene M Thomas Graduate Research Bursary and Belairdirect Award for Learning and Leadership
- Awarded Gold Medals in Education under the expanded program to students from Ambrose University, Campus Saint-Jean, Concordia University of Edmonton, Keyano College, Medicine Hat College, Mount Royal University, Northwestern Polytechnic, Red Deer Polytechnic, St Mary's University, The King's University, University of Alberta, University of Calgary and University of Lethbridge
- Maintained and updated the Association's Taking Flight website, a comprehensive tool that responds to the diverse needs of cooperating teachers, student teachers, university facilitators and teacher education program partners

In 2025, the Association offered services to Ambrose University, Campus Saint-Jean, Concordia University of Edmonton, Keyano College, Medicine Hat College, Mount Royal University, Northwestern Polytechnic, Red Deer Polytechnic, St Mary's University, The King's University, University of Alberta, University of Calgary and University of Lethbridge.

Teacher Qualifications

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

In 2025, TQS staff provided support to over 9,700 teachers through the TQS application process and offered guidance on additional studies to enhance their salary grid placement. More than 3,700 statements of qualifications were issued to members and other stakeholders during the year. Statistics on qualifications issued, along with the number of member interactions in 2025, are presented in Table 7. TQS continued to improve access for teachers by providing an online portal for submitting requests for assessment and supporting documentation. This is part of a larger project that includes the digitization of TQS files.

The Teacher Qualifications Committee, to which a teacher can request a reassessment if dissatisfied with an evaluation, considered six requests in 2025. The Teacher Salary Qualifications Board establishes the principles under which TQS evaluates teacher preparation for salary purposes and hears appeals of the decisions of the committee.

The principles adopted by the board are posted on the Association's website. The board is made up of appointees from the Association, ASBA, Alberta Education and Childcare, the University of Alberta, the University of Calgary, and the University of Lethbridge. In 2025, the board initiated a review of the principles and its own structure and representation in light of changes to the structure and delivery of postsecondary teacher preparation programs within Alberta, the changing profile and background of applicants for TQS assessment, and regulatory changes affecting qualifications for teacher certification introduced by the province.

Table 7. Teacher Qualifications Service Activities

	2025
Statements of qualifications issued	3,717
Fees received	\$404,035
Advice given on additional study	2,863
General application inquiries	6,865

University Liaison

In 2025, the Association continued to collaborate with Alberta teacher preparation programs. Association staff delivered in-person and online workshops to preservice teachers in both English and French on a wide variety of topics, including developing a professional identity; understanding professional competence and conduct; establishing inclusive learning environments; fostering effective relationships with parents and students; understanding the impacts of technology and social media use on teaching and learning; navigating legal and ethical contexts; applying for teacher certification, salary evaluation and employment; and understanding and accessing Association supports.

In 2025, Association staff represented the profession as full voting members on faculty councils and on undergraduate program, graduate program and field experience advisory committees hosted by the various teacher preparation programs. Faculties, in turn, were represented on Association teacher education and field experience committees.

Inductions

Induction ceremonies are formal events at which new teachers are welcomed into the profession. Every year, hundreds of new teachers are inducted into the Association at locally hosted ceremonies. Each new member receives an induction package, which contains a certificate and pertinent resources to help them experience success in their first years of teaching. Induction packages are available in both English and French. In 2025, a total of 1,429 new members were welcomed into the profession at 38 locally hosted induction ceremonies.

Program for Beginning Teachers

The Beginning Teachers' Conference was held in Edmonton on 2025 09 26–27 and in Calgary on 2025 10 03–04, with 409 and 210 beginning teachers, respectively, participating in the 65 sessions offered.

The conference aimed to

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

In September, the Association expanded the Beginning Teacher Network—a professional learning and mentorship program offered directly to teachers who are new to the profession or new to the province. The Beginning Teacher Network consisted of no-cost virtual sessions focused on timely topics. These sessions were offered to three cohort groups, including a new



French K–12 cohort group, who received release time to participate in the program. Sessions were also offered in an after-school format for members who preferred to attend in the evening. The Association monitors and evaluates the program on an ongoing basis to inform the direction of professional learning and mentoring supports offered.

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

Mentorship Program

The Association continued to provide locals and divisions with advice on establishing mentorship programs for beginning teachers. The Association's primary role in this regard is to ensure that both mentors and beginning teachers receive adequate preparation and support.

Mentorship programs vary considerably among schools and school divisions, reflecting such factors as fiscal restraints, availability of substitute coverage, availability of time for mentors and protégés to meet during the school day, travel requirements due to geographical challenges, local priorities and areas of interest, the number of experienced teachers able to serve as mentors, and competing school division mentorship program offerings that may not reflect the Association's mentorship program model.

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

In 2025, the Association maintained formal mentoring partnerships with the following divisions and locals: Greater St Albert Catholic Local No 23 and the Greater St Albert Roman Catholic Separate School Division, Calgary Public Teachers Local No 38 and the Calgary School Division, Northern Spirit Local No 6 and the Peace Wapiti School Division, Trumpeter Local No 26 and the Grande Prairie School Division, and Holy Spirit Catholic Local No 5 and the Holy Spirit Roman Catholic Separate Regional Division.

The Association also provided a continuum of mentoring assistance over the past year to Calgary Separate School Local No 55.

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

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

In 2025, staff also advised one specialist council, the Additional Languages and Intercultural Council, on the formation and function of a mentorship program for council members.

School Leadership Programs

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

In 2025, the Association held a virtual Embracing Leadership Through Life's Changes speaker series event, with 219 school leaders and aspiring leaders in attendance.

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

In May, the Association, in partnership with the CSL, organized and hosted a rural school leader speaker series event with Hannah Beach, focusing on aggression in schools.

In July, the Association hosted a Compassionate Leadership course, which attracted 61 registrants. Due to job action taken by teachers in the fall of 2025, Leadership Essentials and the Educational Leadership Academy, originally scheduled to take place 2025 11 17–18, were rescheduled to take place in early 2026.

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

Specialist Councils

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

In 2025, the Association provided about \$850,000 in grant funding to support the councils' programs and services to members. To ensure that councils are successful in their efforts, Association staff provided a number of online and in-person training events and meetings throughout the year, as well as consultations for council executive officers as needed.

In 2025, nine councils hosted major conferences, which were attended by more than 2,200 teachers and school leaders. Many councils also hosted smaller symposia, workshops and webinars to provide opportunities for teachers from across the province to increase their individual and collective efficacy.

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

As the Association's experts in their respective areas of specialty, councils contributed to the policy direction of the Association by developing and advocating for new policy resolutions that were considered and debated at the 2025 Annual Representative Assembly.

Annual membership statistics for specialist councils are presented in Table 8.



Table 8. Regular and Student Memberships in Specialist Councils

Council (inaugural year)	Membership in 2025
Additional Languages and Intercultural Council (1998)	545
Career and Technology Education Council (1997)	780
Council for English as an Additional Language (1992)	633
Council for Inclusive Education (1970)	1,328
Council for School Leadership (1961)	2,366
Council of School Counsellors (1961)	441
Early Childhood Education Council (1966)	2,389
Educational Technology Council (1982)	373
English Language Arts Council (1961)	1,427
Fine Arts Council (1963)	801
Global, Environmental and Outdoor Education Council (1976)	568
Health and Physical Education Council (1962)	1,464
Indigenous Education Council (2008)	400
Le Conseil français (1970)	459
Mathematics Council (1961)	1,255
Middle Years Council (2005)	822
Outreach Education Council (2002)	148
Religious and Moral Education Council (1974)	312
Science Council (1961)	1,254
Social Studies Council (1961)	794
TOTAL	18,559

Teachers' Conventions

Nine teachers' conventions were held in 2025. The approximate attendance for each convention is shown in Table 9.

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

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

Table 9. 2025 Convention Attendance

Convention	Attendance
Calgary City	10,963 (from 2 locals)
Central Alberta	2,066 (from 5 locals)
Endless Skies	2,187 (from 9 locals)
Greater Edmonton	9,219 (from 3 locals)
Mighty Peace	1,558 (from 5 locals)
North Central	6,265 (from 18 locals)
Palliser District	4,047 (from 10 locals)
Southeastern Alberta	1,063 (from 5 locals)
South Western Alberta	2,001 (from 7 locals)

Professional Development Facilitators

Originally established in 1960, the Association's professional development (PD) facilitator corps consists of 12 teachers who support local PD chairs and committees. In 2025, PD facilitators supported the Association's mentorship programs by presenting eight workshops to 143 first- and second-year teachers at local mentorship events and cohosting online Beginning Teacher Network sessions.

Indigenous Education Professional Development Facilitators

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

In 2025, 58 Indigenous education workshops were facilitated by 17 Indigenous education PD facilitators in person and through online platforms, with a total of 1,575 participants attending.

The most requested Indigenous education workshops were Engaging in Numeracy and Connections Through First Nations, Métis and Inuit Traditional Games; Full Circle—Understanding Social Implications of Indigenous Realities; and More Than Words: The Significance of Land Acknowledgements on the Journey of Truth and Reconciliation.

Association Instructors and Association Administrator Instructors

Association instructors—53 teachers and school leaders in 2025—delivered Association workshops at schools, locals, conventions and conferences. Seven French workshops were presented by six members of the corps. In 2025, Association instructors presented 214 workshops to 7,102 participants at schools, local professional development (PD) days, teachers' conventions and specialist council events.

➤ ***Association administrator instructors delivered 36 workshops to 1,082 participants.***

Association administrator instructors—seven school leaders in 2025—delivered Association workshops at schools, local PD days, teachers' conventions and specialist council events, as well as to groups of administrators. In 2025, Association administrator instructors delivered 36 workshops to 1,082 participants.

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





In 2025, the Association developed a three-part workshop series related to substitute teaching contexts. This series, entitled *The Strategic Sub—Essential Strategies for Any Classroom, Anywhere!*, comprises three workshops: *Building Relationships and Managing the Classroom*, *Student Engagement and Managing the Unexpected*, and *Hiring Guidance and Career Development*. Further, three workshops were translated into French.

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

Online Professional Development

The Association continued to offer online professional development in 2025.

Virtual sessions were held throughout the year on such topics as school leadership, women in leadership, artificial intelligence, beginning teacher strategies and Indigenous education. The Association offered virtual learning sessions for groups upon request, primarily through the Zoom platform. In 2025, approximately 3,814 teachers participated in 117 online sessions.

Field Service

The Association held two Professional Development Conferences (PDCs) in 2025. The spring PDC was held 2025 04 11–12 in Edmonton, with 133 attendees from across the province. The fall PDC was held 2025 11 28–29 in Calgary, with 107 attendees from across the province. PDC attendees included local PD chairs, convention association presidents and program chairs, specialist council presidents, professional development (PD) facilitators, Indigenous education PD facilitators, local presidents, and members of Provincial Executive Council.

In 2025, PD staff provided 244 workshops and presentations to 10,308 members on several topics at conferences, conventions, universities, schools and local meetings. Workshops were also delivered by the instructor corps (see Association Instructors and Association Administrator Instructors, page 67; Professional Development Facilitators, page 66; and Indigenous Education Professional Development Facilitators, page 67). In 2025, 20,210 members attended 560 workshops and presentations.

Statistics on the workshops and presentations provided are shown in Table 10.

Table 10. Professional Development Workshops and Presentations in 2025

	Number of workshops and presentations delivered	Number of participants in attendance
PD facilitators	8	143
Indigenous education PD facilitators	58	1,575
Association instructors	214	7,102
Association administrator instructors	36	1,082
PD staff	244	10,308
TOTAL	560	20,210



Operations

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

Human Resources

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

Key initiatives and accomplishments for 2025 include the following:

- Selected as one of Alberta's Top 85 Employers for the fourth consecutive year
- Continued work on ATA Pathways, an initiative focused on two key priorities—people and processes—to help staff plan more effectively and position teams for success in advancing the Association's mission and objectives
- Completed an internal diversity audit and developed actionable recommendations to strengthen equity and inclusion practices across all program areas and departments
- Completed the transfer of the Association's Office Staff Pension Plan to the Local Authorities Pension Plan to ensure ongoing plan stability and maximize benefit security while insulating the Association from market fluctuations that might otherwise require injections of capital to maintain plan liquidity.
- Standardized safety training as part of a comprehensive review of the occupational health and safety program, aimed at improving consistency and effectiveness across all relevant roles

At year-end, the Association had 151 employees, encompassed in the following staff groups: 37 executive staff, 52 professional staff and 62 support staff.

In 2025, 17 recruitment competitions were conducted. Other changes included three promotions and eight retirements.

Active service executive staff officers worked an average of 194 days and travelled 11,661 kilometres in 2025.

Creative and Publishing Services

In 2025, Document Production was renamed Creative and Publishing Services (CaPS) to reflect its increasingly digital work and highlight its creative role. CaPS staff provide editing, design, production and distribution services for print and digital communications, collaborating with Association program areas and subgroups to produce materials that engage, inform and serve members. Annually, CaPS processes more than 1,000 requests from ATA staff and its subgroups.

Throughout 2025, editorial, design and print production work focused on supporting strategic communication needs during collective bargaining and the Association's job action taken in October 2025. In addition to being responsive to emergent needs during an unprecedented year, the CaPS team continued to work on specialist council newsletters and journals, research monographs, the *ATA News*, and the *ATA Magazine*. Other work undertaken in 2025 comprised the editing, design and development of internal and external publications, banners, brochures, postcards, and communications to support the activities of the Association. In 2025, design work completed as part of the Hats On! for Mental Health rebrand was recognized with an award from the Association of Registered Graphic Designers.

The distribution of school mailings continued in 2025. All items included in school mailings were also posted to the local collaboration website and school representative collaboration website. Items distributed through nine scheduled school mailings included promotional materials for the 2025 Provincial Executive Council election; information for Beginning Teachers' Conferences; information from Ever Active Schools; materials related to Education Week, Hats On! for Mental Health Day, Substitute Teachers' Appreciation Week and the Stop the Excuses campaign; ATA library brochures; and materials advertising specialist council activities, the Leadership Speaker Series, school leader professional development opportunities, mentorship and Educator Exchange Programs.



Publications

The Association produces many types of documents, ranging from monographs to brochures to workshop materials. New substantial publications produced in 2025, or those that were considerably revised, are listed below.

ATA Membership and Services

Members' Handbook; School Representative Toolkit; Student Locals; Tool kit for ATA Diversity Equity Networks

Teacher Resources

A Guide to Middle Years Education in Alberta

Research

Leading with Hope: A Research-Based Resource for School Leaders

French Publications

Atelier de mobilisation des membres, thème n° 1 : processus de négociation ; Atelier de mobilisation des membres, thème n° 2 : conditions d'enseignement ; Atelier de mobilisation des membres, thème n° 3 : au-delà de l'ABC des négociations ; Guide Nature de l'apprentissage : stratégies d'apprentissage ; Livret Nature de l'apprentissage n° 2 : technique de récupération espacée ; Livret Nature de l'apprentissage n° 3 : interrogation élaborative ; Livret Nature de l'apprentissage n° 4 : double codage ; Livret Nature de l'apprentissage n° 5 : apprentissage entrelacé ; Livret Nature de l'apprentissage n° 6 : charge cognitive ; Présentation Responsabilités possibles liées à la prise en charge d'élèves ayant des besoins médicaux ; Présentation Garder son emploi : limites professionnelles ; Présentation Enseignants suppléants : rôles et responsabilités ; Présentation Les parents et l'école ; Présentation Services de l'ATA offerts aux leadeurs scolaires ; Présentation Les enseignants et la loi : responsabilités des enseignants ; Présentation Enjeux courants et d'actualité pour les leadeurs scolaires ; Présentation Perfectionnement des enseignants ; Présentation Supervision des enseignants, parties 1 et 2 ; Présentation Les leadeurs scolaires et la loi ; Présentation Code de conduite ; Présentation Parlons-en! Compétences conversationnelles pour l'apprentissage ; Présentation Résilience et régulation : soutenir les élèves ayant un comportement difficile ; Présentation Enseigner en milieu minoritaire ; Présentation Questions que posent les leadeurs scolaires au secteur Emploi et bien-être ; Trois présentations pour enseignants en formation initiale : 1) l'enseignement, un cheminement professionnel ; 2) regard vers l'avenir ; 3) vous êtes sur le point d'obtenir votre brevet d'enseignement, et maintenant? ; Droits, responsabilités et obligations légales des enseignants ; Foire aux questions sur la grève ; Formulaire et guides sur les échanges virtuels ou en personne de courte durée ; Livret Cadre stratégique ; Livret Classes complexes et pleines à craquer ; Livret Services en français de l'ATA ; Politiques administratives et éducatives de l'ATA ; Présentation Le filet de sécurité des enseignants ; Présentation E-responsabilité ; Présentation Code de conduite professionnelle et procédures disciplinaires ; Trousse des représentants d'école



Information Technology Services

In 2025, the priority for Information Technology Services (ITS) was the implementation of the new Microsoft Dynamics platform, which will be referred to internally as the Member Information Data Access System (MIDAS). This project will be developed in a series of four releases. The first year of the project has seen Release 0 (technical platform readiness and configuration) and Release 1 (basic functionality for membership management and Teacher Employment Membership Support) being completed for user acceptance testing.

ITS also worked closely with the privacy officer/information and records manager to design an electronic document records management system using the Microsoft 365 cloud platform. This technology will allow the Association to tag all records and e-mails with sensitivity and retention labels to identify important records and to protect confidential information.

In addition, work continues to increase the security, cost-efficiency and scalability of Association information services and reduce redundancy by moving services to cloud-based platforms.

In partnership with Creative and Publishing Services, ITS provided project management and technical support to ensure that the public website has been updated to current standards, including search functionality improvements, through external vendor partnerships. The website traffic increased to over 16 million visits over the last year.

Technology in three of the main boardrooms in Barnett House has been modernized for internal and external rental use. All wireless networking throughout the building has also been upgraded to the most current technology for use by staff and visitors.

Records Management

During 2025, Records Management continued all services to staff and members, including lifecycle management, secure on-site shredding services and shredding truck services. In 2025, the process of implementing the electronic document records management (EDRM) system progressed. EDRM training materials were developed for upcoming sessions with stakeholders.

Archives

The Archives completed 705 new accessions, including artifacts and both print and electronic records, in 2025. These accessions represent artifacts and records of permanent value to the Association, including corporate records. Historical research services were provided to Association staff and subgroups. The Archives corresponded and cooperated with provincial, national and international archival institutions. Digitization of legacy archival materials continued.

Regulation Compliance/Privacy and CASL

In 2025, the Association continued to provide training to all new staff on compliance with the *Personal Information Protection Act (PIPA)*. The Association received and processed requests for access under *PIPA*. Training sessions were provided to Association staff and subgroup executives regarding the collection, use and disclosure of personal information at various Association virtual events and meetings. The Association also represented members in matters before the Office of the Information and Privacy Commissioner with respect to *PIPA*.

Significant changes in public sector privacy legislation came into force in June 2025 with the *Access to Information Act* and the *Protection of Privacy Act* receiving royal assent. Training on the new provisions of these acts was provided to Association subgroups and staff. The Association also responded to the Office of the Information and Privacy Commissioner on matters before the commissioner.

The Association also continued to provide training to members on Canada's antispy legislation (CASL) and developed training materials. Additionally, the Association monitored the demise of the federal privacy regime under Bill C-27, the *Digital Charter*, which was abandoned when the 2025 federal election was called.

Buildings

In 2025, the following major repairs and upgrades to Barnett House were undertaken:

- Replaced an air handling unit
- Replaced a ramp to the distribution area with a lift
- Updated technology in meeting rooms and Provincial Executive Council chambers
- Replaced a heat exchanger for a boiler in Seymour Tower
- Replaced shut-off valves for the main building water distribution system
- Installed two water bottle refilling stations

Further, staff completed a security upgrade project, the second phase of an energy audit, a load capacity study for the fitness gym, rooftop unit and air handling unit assessments, a domestic water system assessment, and a parkade assessment with specifications and drawings for a parkade strategy. The building conditions assessment report was also updated.

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

The Association continues to lease space in Calgary and sublease to Calgary Catholic Teachers Local No 55 and Calgary Public Teachers Local No 38.

The cafeteria and food services revenue for 2025 was \$628,364, with expenditures of \$702,279.







Financial Statements

Year ended August 31, 2025



Tel: 780-461-8000
Fax: 780-461-8800
www.bdo.ca

BDO Canada LLP
Suite 900, 103 Street Centre
10130 103 Street NW
Edmonton AB Canada T5J 3N9

Independent Auditor's Report

To the Members of The Alberta Teachers' Association

Qualified Opinion

We have audited the financial statements of The Alberta Teachers' Association (the "Association"), which comprise the statement of financial position as at August 31, 2025, and the statements of operations, changes in members' equity and cash flow for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, except for the possible effects of the matter described in the *Basis for Qualified Opinion* section of our report, the accompanying financial statements present fairly, in all material respects, the financial position of the Association as at August 31, 2025, and its results of operations and its cash flow for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Qualified Opinion

As described in Note 13, the Association has committed to a plan to transfer assets to the Local Authorities Pension Plan ("LAPP"). Under Canadian accounting standards for not-for-profit organizations, the Association was required to get an updated actuarial valuation of the defined benefit obligation. Due to the timing of the transaction, this actuarial valuation was not available, and we were not able to obtain sufficient, appropriate audit evidence over the accrued pension asset reported on these statements of financial position as at August 31, 2025 and the impact on the excess of revenue over expenses or the pension remeasurement gain for the year then ended.

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

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

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

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

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



Independent Auditor's Report (continued)

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

Chartered Professional Accountants

Edmonton, Alberta
November 17, 2025

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Financial Position
 Year ended August 31, 2025


	Special Emergency	Defense and Attorney	Capital	SARO Lease	Property and Equipment	Office Staff Pension Plan (Note 2)	Unappropriated	TOTAL
								2025
								2024
ASSETS								
CURRENT								
Cash and Cash Equivalents	\$ -	\$ 1,183,525	\$ -	\$ -	\$ -	\$ -	\$ 21,811,020	\$ 16,797,658
Short Term Investments (GIC)	-	-	-	-	-	-	-	1,000,000
Fees Receivable	-	-	-	-	-	-	1,208,745	1,655,592
Other Receivables	-	-	-	-	-	-	266,258	421,947
Prepaid Expenses	-	-	-	-	-	-	354,976	1,376,625
Due from (to) Other Funds	(18,342,501)	(12,265)	5,108,586	(1,533,468)	68,000	-	14,711,648	-
	(18,342,501)	1,171,260	5,108,586	(1,533,468)	68,000	-	38,352,647	24,824,524
ACCRUED PENSION ASSET (Notes 9 and 13)	-	-	-	-	-	28,842,000	-	28,842,000
INVESTMENTS (Note 3)	24,757,991	18,068,153	4,157,196	4,009,774	-	-	-	50,993,114
PROPERTY AND EQUIPMENT (Note 4)	-	-	-	-	32,226,249	-	-	32,226,249
	\$ 6,415,490	\$ 19,239,413	\$ 9,265,782	\$ 2,476,306	\$ 32,294,249	\$ 28,842,000	\$ 38,352,647	\$ 136,885,887
								\$ 126,522,078
LIABILITIES								
CURRENT								
Accounts Payable and Accrued Liabilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,392,811	\$ 3,946,629
Fees Payable to Locals	-	-	-	-	-	-	2,834,541	2,705,551
Current Portion Capital Lease Obligations (Note 5)	-	-	-	-	207,253	-	-	207,258
Current Portion Mortgages Payable (Note 6)	-	-	-	-	750,000	-	-	750,000
Deferred Grant Revenue	-	-	-	-	-	-	166,109	184,108
	-	-	-	-	957,253	-	7,393,461	8,258,498
POST RETIREMENT BENEFITS (Note 9)	-	-	-	-	-	-	8,473,000	8,274,000
MORTGAGES PAYABLE (Note 6)	-	-	-	-	9,062,500	-	-	9,997,440
CAPITAL LEASE OBLIGATIONS (Note 5)	-	-	-	-	519,433	-	-	726,691
	-	-	-	-	10,539,186	-	15,366,461	26,405,647
COMMITMENTS (Note 7)								
CONTINGENCIES (Note 8)								
MEMBERS' EQUITY								
Appropriated	6,415,490	19,239,413	9,265,782	2,476,306	21,755,063	28,842,000	-	87,994,054
Unappropriated	6,415,490	19,239,413	9,265,782	2,476,306	21,755,063	28,842,000	22,486,186	110,486,428
	\$ 6,415,490	\$ 19,239,413	\$ 9,265,782	\$ 2,476,306	\$ 32,294,249	\$ 28,842,000	\$ 38,352,647	\$ 136,885,887
								\$ 126,522,078

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

Approved by:

 Director

DocuSigned by:

 Director

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Operations
Year ended August 31, 2025

	<u>Special Emergency</u>		<u>Defense and Advocacy</u>		<u>Capital</u>		<u>SARO Lease</u>		<u>SUBTOTAL</u>	
	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024
REVENUE										
ATA Membership Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Advertising	-	-	-	-	-	-	-	-	-	-
TQS Evaluations	-	-	-	-	-	-	-	-	-	-
Registration Fees	-	-	-	-	-	-	-	-	-	-
Rentals	-	-	-	-	-	-	-	-	-	-
Printing	-	-	-	-	-	-	-	-	-	-
Publications	-	-	-	-	-	-	-	-	-	-
Food Services	-	-	-	-	-	-	-	-	-	-
Public Education Action Sales	-	-	-	-	-	-	-	-	-	-
Gain (Loss) on Disposal of Equipment	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-
Miscellaneous	-	-	-	-	222,000	216,000	-	-	222,000	216,000
Realized Investment Earnings	1,494,616	650,209	1,225,806	562,710	191,503	71,275	252,091	107,891	3,164,016	1,392,085
Unrealized Gain on Investments	959,095	1,920,960	679,545	1,575,081	142,262	226,579	158,963	321,006	1,939,865	4,043,626
TOTAL REVENUE	2,453,711	2,571,169	1,905,351	2,137,791	555,765	513,854	411,054	428,897	5,325,881	5,651,711
EXPENDITURES - Schedule 1										
Government	-	-	-	-	-	-	-	-	-	-
Teacher Employment Services	-	-	-	-	-	-	-	-	-	-
Professional Development	-	-	-	-	-	-	-	-	-	-
Building	-	-	-	-	-	-	-	-	-	-
Operations	-	-	-	-	-	-	-	-	-	-
Food Services	-	-	-	-	-	-	-	-	-	-
Information and Technology	-	-	-	-	-	-	-	-	-	-
Non-departmental	-	-	-	-	-	-	-	-	-	-
Other (non-rebatable)	814,072	81,900	-	-	-	-	-	-	814,072	81,900
Defense and Advocacy	-	-	375,449	352,911	-	-	-	-	375,449	352,911
TOTAL EXPENDITURES	814,072	81,900	375,449	352,911	-	-	-	-	1,189,521	434,811
Excess (Deficiency) of Revenue Over Expenditures	\$ 1,639,639	\$ 2,489,269	\$ 1,529,902	\$ 1,784,880	\$ 555,765	\$ 513,854	\$ 411,054	\$ 428,897	\$ 4,136,360	\$ 5,216,900

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

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Operations
Year ended August 31, 2025

	SUBTOTAL (Continued)		Property and Equipment		Office Staff Pension Plan (Note 9)		Unappropriated		TOTAL	
	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024
REVENUE										
ATA Membership Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 46,608,935	\$ 43,221,533	\$ 46,608,935	\$ 43,221,533
Advertising	-	-	-	-	-	-	201,313	163,370	201,313	163,370
TQS Evaluations	-	-	-	-	-	-	400,105	397,815	400,105	397,815
Registration Fees	-	-	-	-	-	-	76,814	61,224	76,814	61,224
Rentals	-	-	-	-	-	-	1,138,262	1,177,795	1,138,262	1,177,795
Printing	-	-	-	-	-	-	10,682	12,614	10,682	12,614
Publications	-	-	-	-	-	-	4,944	99	4,944	99
Food Services	-	-	-	-	-	-	628,364	692,210	628,364	692,210
Public Education Action Sales	-	-	-	-	-	-	16,737	16,087	16,737	16,087
Gain (Loss) on Disposal of Equipment	-	-	(21,974)	-	-	-	-	-	(21,974)	3
Grants	-	-	-	-	-	-	152,999	136,221	152,999	136,221
Miscellaneous	222,000	216,000	-	-	-	-	145,603	255,127	367,603	471,127
Realized Investment Earnings	3,164,016	1,392,085	-	-	-	-	674,493	744,818	3,838,509	2,136,903
Unrealized Gain on Investments	1,939,865	4,043,626	-	-	-	-	-	-	1,939,865	4,043,626
TOTAL REVENUE	5,325,881	5,651,711	(21,974)	3	-	-	50,059,251	46,878,913	55,363,158	52,530,627
EXPENDITURES - Schedule 1										
Government	-	-	-	-	-	-	10,397,836	9,320,112	10,397,836	9,320,112
Teacher Employment Services	-	-	-	-	-	-	8,308,879	8,029,356	8,308,879	8,029,356
Professional Development	-	-	-	-	-	-	4,938,565	4,483,926	4,938,565	4,483,926
Building	-	-	-	-	-	-	2,562,454	2,672,418	2,562,454	2,672,418
Operations	-	-	-	-	-	-	6,161,412	5,947,610	6,161,412	5,947,610
Food Services	-	-	-	-	-	-	702,279	664,387	702,279	664,387
Information and Technology	-	-	-	-	-	-	2,903,031	2,539,082	2,903,031	2,539,082
Non-departmental	-	-	-	-	-	(113,000)	2,230,277	2,128,437	3,546,448	3,934,519
Other (non-rebatable)	814,072	81,900	2,027,171	1,919,082	(711,000)	-	3,990,943	3,476,100	4,805,015	3,558,000
Defense and Advocacy	375,449	352,911	-	-	-	-	-	-	375,449	352,911
TOTAL EXPENDITURES	1,189,521	434,811	2,027,171	1,919,082	(711,000)	(113,000)	42,195,676	39,261,428	44,701,568	41,502,321
Excess (Deficiency) of Revenue Over Expenditures	\$ 4,136,360	\$ 5,216,900	\$ (2,049,145)	\$ (1,919,079)	\$ 711,000	\$ 113,000	\$ 7,863,575	\$ 7,617,485	\$ 10,661,790	\$ 11,028,306

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

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Changes in Members' Equity
Year ended August 31, 2025

	Special Emergency		Defense and Advocacy		Capital		SARO Lease		SUBTOTAL	
	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024
MEMBERS' EQUITY, BEGINNING OF YEAR	\$ 4,275,851	\$ 1,786,582	\$ 17,709,511	\$ 15,924,631	\$ 8,257,676	\$ 7,705,836	\$ 2,305,388	\$ 1,932,874	\$ 32,548,426	\$ 27,349,923
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	1,639,639	2,489,269	1,529,902	1,784,880	555,765	513,854	411,054	428,897	4,136,360	5,216,900
INTERFUND TRANSFERS (NOTE 10)	500,000	-	-	-	452,341	37,986	(240,136)	(56,383)	712,205	(18,397)
PENSION REMEASUREMENTS AND OTHER ITEMS (NOTE 9)	-	-	-	-	-	-	-	-	-	-
MEMBERS' EQUITY, END OF YEAR	\$ 6,415,490	\$ 4,275,851	\$ 19,239,413	\$ 17,709,511	\$ 9,265,782	\$ 8,257,676	\$ 2,476,306	\$ 2,305,388	\$ 37,396,991	\$ 32,548,426

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

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Changes in Members' Equity
Year ended August 31, 2025

	SUBTOTAL (Continued)		Property and Equipment		Office Staff Pension Plan		Unappropriated		TOTAL	
	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024
MEMBERS' EQUITY, BEGINNING OF YEAR EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES INTERFUND TRANSFERS (NOTE 10) PENSION REMEASUREMENTS AND OTHER ITEMS (NOTE 9)	\$ 32,548,426	\$ 27,349,923	\$ 19,721,595	\$ 18,644,966	\$ 27,947,000	\$ 24,117,000	\$ 19,048,428	\$ 14,556,254	\$ 99,265,449	\$ 84,668,143
	4,136,360	5,216,900	(2,049,145)	(1,919,079)	711,000	113,000	7,863,575	7,617,485	10,661,790	11,028,306
	712,205	(18,397)	4,082,613	2,995,708	-	-	(4,794,818)	(2,977,311)	-	-
	-	-	-	-	184,000	3,717,000	369,001	(148,000)	553,001	3,569,000
MEMBERS' EQUITY, END OF YEAR	\$ 37,396,991	\$ 32,548,426	\$ 21,755,063	\$ 19,721,595	\$ 28,842,000	\$ 27,947,000	\$ 22,486,186	\$ 19,048,428	\$ 110,480,240	\$ 99,265,449

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

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Cash Flow
Year ended August 31, 2025

	Special Emergency	Defense and Advocacy	Capital	SARO Lease	Property and Equipment	Office Staff Pension Plan	Unappropriated	2025	TOTAL	2024
Net Inflow (Outflow) of Cash Related to the Following Activities										
OPERATING										
Excess (Deficiency) of Revenue Over Expenditures	1,639,639	1,529,902	555,765	411,054	(2,049,145)	711,000	7,863,575	\$ 10,661,790	\$	11,028,306
Items Not Affecting Cash										
Depreciation	-	-	-	-	2,027,171	-	-	2,027,171		1,919,082
Unrealized Gain on Investments	(959,095)	(679,545)	(142,262)	(158,963)	-	-	-	(1,939,865)		(4,043,626)
Loss (Gain) on Disposal of Equipment	-	-	-	-	21,974	-	-	21,974		(3)
Net Change in Employee Future Benefits	-	-	-	-	-	(711,000)	-	(143,000)		157,000
Interfund Transfer	1,388,815	1,827	790,661	9,003	4,077,924	-	(6,268,230)	568,000		-
	2,069,359	852,184	1,204,164	261,094	4,077,924	-	2,163,345	10,628,070		9,060,759
Changes in Non-Cash Operating Working Capital Items										
Fees Receivable	-	-	-	-	-	-	446,847	446,847		263,934
Other Receivables	-	-	-	-	-	-	155,689	155,689		327,140
Prepaid Expenses	-	-	-	-	-	-	1,021,649	1,021,649		(749,698)
Accounts Payable and Accrued Liabilities	-	-	-	-	-	-	446,182	446,182		235,082
Fees Payable to Locals	-	-	-	-	-	-	128,990	128,990		(1,187,086)
Deferred Grant Revenue	-	-	-	-	-	-	(17,999)	(17,999)		(136,230)
	2,069,359	852,184	1,204,164	261,094	4,077,924	-	4,344,703	12,809,428		7,813,901
INVESTING										
Additions to Property and Equipment	-	-	-	-	(2,529,338)	-	-	(2,529,338)		(948,703)
Proceeds on Disposal of Equipment	-	-	-	-	58,569	-	-	58,569		37,695
Proceeds on Sale of Investments	-	1,273,102	-	-	-	-	1,000,000	2,273,102		617,990
Purchase of Investments	(2,069,359)	(1,273,102)	(1,204,164)	(261,094)	-	-	-	(4,807,719)		(2,961,117)
	(2,069,359)	-	(1,204,164)	(261,094)	(2,470,769)	-	1,000,000	(5,005,386)		(3,254,135)
FINANCING										
Mortgage Payments	-	-	-	-	(1,399,892)	-	-	(1,399,892)		(1,876,206)
Capital Lease Payments	-	-	-	-	(207,263)	-	-	(207,263)		(208,493)
	-	-	-	-	(1,607,155)	-	-	(1,607,155)		(2,084,699)
NET CASH INFLOW	-	852,184	-	-	-	-	5,344,703	6,196,887		2,475,067
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	-	331,341	-	-	-	-	16,466,317	16,797,658		14,322,591
CASH AND CASH EQUIVALENTS, END OF YEAR	\$	\$ 1,183,525	\$	\$	\$	\$	\$ 21,811,020	\$ 22,994,545	\$	\$ 16,797,658

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

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2025

1. BACKGROUND

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

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES

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

Controlled entities

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

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

Fund accounting

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

a) Special emergency

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

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2025

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

b) Defense and advocacy

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

c) Capital

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

d) SARO lease

This appropriation is maintained to provide income to offset costs for leasing space for the Calgary office. Any excess or shortfall in earnings, not including the unrealized gain on investments, is credited or charged to general operations.

e) Property and equipment

This appropriation represents the investment in property and equipment.

f) Office staff pension plan

The defined benefit pension plan is established for eligible Association employees classified as professional or support staff, see also Notes 9 and 13.

g) Unappropriated

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

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2025

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

Cash and cash equivalents

The Association considers cash and all highly liquid investments with original terms to maturity of less than three months to be cash equivalents. Included in the ending cash balance is \$166,109 (2024 - \$184,108) of restricted cash related to grant funding.

Financial instruments

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

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

Property and equipment

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

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

Equipment under capital lease

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

Cloud Computing

The Association applies the simplification approach to account for expenditures in cloud computing arrangements. The expenditures in the arrangements are treated as supply as services and recognized as an expense as incurred. \$1,570,047 of cloud related expenses were incurred in the 2025 fiscal year (2024 - \$793,005). These amounts were recorded as Other (non-rebatable) and Information and Technology expenses on the Statement of Operations.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2025

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

Employee benefit plans

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

a) Office staff pension plan

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

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

b) Other benefit plans

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

Other benefit plans are not funded in accordance with accounting standards for not-for-profit organizations. The most recent actuarial valuation for accounting purposes was performed as at August 31, 2025.

Local Authorities Pension Plan

Employees of the Association, who are not teachers, are members of the Local Authorities Pension Plan ("LAPP"), a multi-employer defined benefit pension plan. The President of the Alberta Treasury Board and the Minister of Finance are the legal trustees and administrators of the Plan, which is governed by a Board of Trustees. Since the plan is a multi-employer plan, it is accounted for as a defined contribution plan and, accordingly, the Association does not recognize its share of any plan surplus or deficit. Contributions for current and past service pension benefits are recorded as expenses in the year in which they become due.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2025

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

Revenue recognition

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

Use of estimates

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

3. INVESTMENTS

	2025		2024	
	Fair Value	Cost	Fair Value	Cost
Allocated to:				
Special emergency	\$ 24,757,991	\$ 22,845,715	\$ 21,729,537	\$ 20,776,300
Defense and advocacy	18,068,153	16,033,607	17,388,608	16,033,607
Capital	4,157,196	3,924,471	2,810,769	2,720,311
SARO lease	4,009,774	3,728,440	3,589,717	3,467,347
	\$ 50,993,114	\$ 46,532,233	\$ 45,518,631	\$ 42,997,565

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

THE ALBERTA TEACHERS' ASSOCIATION
Notes to the Financial Statements
Year ended August 31, 2025

3. INVESTMENTS (continued)

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

	<u>2025</u>	<u>2024</u>
Cash	1.4%	3.5%
Fixed Income	38.0%	35.1%
Canadian Equities	25.5%	24.4%
US Equities	17.7%	19.5%
International Equities	12.4%	12.2%
Emerging Market Equities	5.0%	5.3%
	<u>100.0%</u>	<u>100.0%</u>

4. PROPERTY AND EQUIPMENT

	<u>2025</u>			<u>2024</u>	
	<u>Rates</u>	<u>Cost</u>	<u>Accumulated Depreciation</u>	<u>Net Book Value</u>	<u>Net Book Value</u>
Buildings	2%	\$ 38,561,270	\$ 11,875,833	\$ 26,685,437	\$ 27,456,663
Building improvements	10%	19,497,025	19,181,103	315,922	112,092
Equipment	10%-33%	6,765,716	5,539,264	1,226,452	982,178
Tenant inducements	lease-term	2,167,069	1,573,848	593,221	889,831
Work in progress	0%	1,210,101	-	1,210,101	46,600
Automobiles	20%	2,331,057	1,020,562	1,310,495	1,225,382
		<u>70,532,238</u>	<u>39,190,610</u>	<u>31,341,628</u>	<u>30,712,746</u>
Land		157,930	-	157,930	157,930
Equipment under capital lease	lease-term	1,244,784	-	726,691	933,949
		<u>\$ 71,934,952</u>	<u>39,708,703</u>	<u>\$ 32,226,249</u>	<u>\$ 31,804,625</u>

Work in progress are assets that are not yet in use, therefore, no depreciation is recorded on those amounts.

THE ALBERTA TEACHERS' ASSOCIATION
Notes to the Financial Statements
Year ended August 31, 2025

5. CAPITAL LEASE OBLIGATIONS

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

2026	\$ 207,253
2027	207,258
2028	207,258
2029	104,917
Total minimum lease payments	726,686
Less current portion	207,253
Long-term obligations under capital lease	\$ 519,433

6. CREDIT FACILITIES

The Association has a credit arrangement with its bank for an operating line of credit authorized to a maximum of \$2,000,000. This line of credit is to fund temporary cash flow shortages relating to operations. Interest is charged at the bank's floating prime lending rate. Advances under the line of credit are repayable on demand and the line of credit was not used during the fiscal year ending August 31, 2025.

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

	<u>2025</u>	<u>2024</u>
Bank of Nova Scotia non-revolving loan, bearing interest at BNS prime rate minus 0.25% for an effective rate of 4.70%, requiring monthly principal payments of \$62,500 plus interest	\$ 9,812,500	\$ 10,562,500
Repaid during the year	-	649,892
	9,812,500	11,212,392
Less current portion	750,000	1,214,952
Long-term portion	\$ 9,062,500	\$ 9,997,440

Subsequent to year-end, the Association renewed the mortgage agreement. This mortgage agreement has the same terms as listed above, but with the maturity date of October 31, 2026.

As at August 31, 2025 there are no swap rate arrangements in place.

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

THE ALBERTA TEACHERS' ASSOCIATION
Notes to the Financial Statements
Year ended August 31, 2025

6. CREDIT FACILITIES (continued)

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

2026	\$ 750,000
2027	9,062,500
	<u>\$ 9,812,500</u>

The above minimum annual payments reflect the current financing agreements and maturity dates as of October 214, 2025, which is the date that the mortgage agreement was renewed.

7. COMMITMENTS

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

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

2026	\$ 197,336
2027	263,115
2028	263,115
2029	263,115
2030	263,115
Subsequent years	65,779
	<u>\$ 1,315,575</u>

8. CONTINGENCIES

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

THE ALBERTA TEACHERS' ASSOCIATION
Notes to the Financial Statements
Year ended August 31, 2025

9. EMPLOYEE BENEFIT PLANS

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

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2025</u>	<u>2024</u>	<u>2025</u>	<u>2024</u>
Accrued benefit obligations	\$ (56,851,000)	\$ (57,420,000)	\$ (8,473,000)	\$ (8,274,000)
Fair value of plan assets	85,693,000	85,367,000	-	-
Accrued benefit asset (liability)	\$ 28,842,000	\$ 27,947,000	\$ (8,473,000)	\$ (8,274,000)

The net benefit plan expenditure is as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2025</u>	<u>2024</u>	<u>2025</u>	<u>2024</u>
Current service costs	\$ 508,000	\$ 1,065,000	\$ 803,000	\$ 595,000
Interest cost on accrued benefits	2,777,000	2,759,000	411,000	420,000
Expected return on plan assets	(3,996,000)	(3,937,000)	-	-
Net benefit plan expenditure (recovery)	\$ (711,000)	\$ (113,000)	\$ 1,214,000	\$ 1,015,000

The total expenditure from the two plans is \$503,000 (2024 - \$902,000) which has been included in salaries and benefits in the department to which is related, see Schedule 1.

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

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2025</u>	<u>2024</u>	<u>2025</u>	<u>2024</u>
Difference between actual return and expected return	\$ 567,000	\$ 6,621,000	\$ -	\$ -
Actuarial gain (loss)	1,473,000	(2,904,000)	369,001	(148,000)
Plan amendments	(1,856,000)	-	-	-
Pension remeasurements and other items	\$ 184,000	\$ 3,717,000	\$ 369,001	\$ (148,000)

The total remeasurements credited to members' equity from the two plans during the year is \$553,001 (2024 - \$3,569,000).

THE ALBERTA TEACHERS' ASSOCIATION
Notes to the Financial Statements
Year ended August 31, 2025

9. EMPLOYEE BENEFIT PLANS (continued)

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

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	2025	2024	2025	2024
Benefit obligations				
Discount rate	5.0%	4.8%	4.7%	4.7%
Rate of compensation increase	3.0%	3.0%	3.0%	3.0%
Other benefit costs				
Discount rate	5.0%	4.8%	4.7%	4.7%
Rate of compensation increase	3.0%	3.0%	3.0%	3.0%
Rate of inflation on health benefits				
Dental Care	-	-	5.0%	5.0%
Extended health care	-	-	5.0%	5.0%
Vision care	-	-	0.0%	0.0%
Average remaining service life of employees	10 years	10 years	10 years	10 years

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

Pension plan assets are invested entirely in a diversified fund. The distribution by major asset category as at August 31, 2025, is as follows:

Equities	16.5%
Debt Securities	17.5%
Cash and other	66.0%
	100%

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

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	2025	2024	2025	2024
Association contributions	\$ -	\$ -	\$ -	\$ -
Benefits paid	-	-	646,000	745,000
Total benefits	\$ -	\$ -	\$ 646,000	\$ 745,000

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2025

9. EMPLOYEE BENEFIT PLANS (continued)

During 2025, employees of the Association, who are not teachers, began to participate in the Local Authorities Pension Plan ("LAPP"), which is one of the plans covered by the Alberta Public Sector Pension Plans Act. The LAPP is financed by employer and employee contributions and by investment earnings of the LAPP Fund.

Contributions for current service are recorded as expenditures in the year in which they become due.

The Association is required to make current service contributions to LAPP of 8.45% of pensionable earnings up to the year's maximum pensionable earnings under the Canada Pension Plan and 11.65% on pensionable earnings above this amount. Employees of the Association are required to make current service contributions of 7.45% of pensionable salary up to the year's maximum pensionable salary and 10.65% on pensionable salary above this amount.

Total current service contributions by the Association to LAPP in 2025 were \$620,548 (2024 - \$nil). Total current service contributions by the employees of the Association to the Local Authorities Pension Plan in 2025 were \$552,592 (2024 - \$nil). At December 31, 2024 the Plan disclosed an actuarial surplus of \$19.56 billion.

THE ALBERTA TEACHERS' ASSOCIATION
Notes to the Financial Statements
 Year ended August 31, 2025

10. INTERFUND TRANSFERS

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

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

	Special Emergency	Defense and Advocacy	Capital	SARO Lease	Property and Equipment	Office Staff Pension Plan	Unappropriated	2025	Total	2024
Members' equity, beginning of year	\$ 4,275,851	\$ 17,709,511	\$ 8,257,076	\$ 2,305,388	\$ 19,721,595	\$ 27,947,000	\$ 19,048,428	\$ 99,265,449	\$ 84,668,143	
Excess (deficiency) of revenue over expenditures	1,639,639	1,529,902	555,765	411,054	(2,049,145)	711,000	7,863,575	10,661,790	11,028,306	
	5,915,490	19,239,413	8,813,441	2,716,442	17,672,450	28,658,000	26,912,003	109,927,239	95,696,449	
Transfer for furniture and fixture additions	-	-	(547,659)	-	547,659	-	-	-	-	-
Transfer representing proceeds on disposition	-	-	-	-	(58,569)	-	58,569	-	-	-
Transfer to offset leasing costs	-	-	-	(240,136)	-	-	240,136	-	-	-
Transfer related to property and equipment additions	-	-	-	-	1,986,368	-	(1,986,368)	-	-	-
Transfer related to mortgage and capital lease principal payments	-	-	-	-	1,607,155	-	(1,607,155)	-	-	-
Transfer for capital allocation	-	-	1,000,000	-	-	-	(1,000,000)	-	-	-
Transfer to the Special Emergency Fund	500,000	-	-	-	-	-	(500,000)	-	-	-
Pension remeasurements (Note 9)	-	-	-	-	-	184,000	369,001	553,001	3,569,000	
	500,000	-	452,341	(240,136)	4,082,613	184,000	(4,425,817)	553,001	3,569,000	
Members' equity, end of year	\$ 6,415,490	\$ 19,239,413	\$ 9,265,782	\$ 2,476,306	\$ 21,755,063	\$ 28,842,000	\$ 22,486,186	\$ 110,480,240	\$ 99,265,449	

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2025

11. FINANCIAL INSTRUMENTS

Market price and interest rate risk

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

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

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

Credit risk

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

12. RELATED PARTY TRANSACTIONS

The Association controls 84 entities as described in Note 2.

The Association received registration fees, printing and rental revenue totaling \$566,731 (2024 - \$628,694) from the controlled entities. This revenue is included in the respective accounts as reported in the statement of operations. Accounts receivable include \$89,269 (2024 - \$118,090) due from the above related parties.

The Association paid grants and seminar costs totaling \$1,745,927 (2024 - \$1,956,558) to the controlled entities. These expenditures are included in various expense accounts reported in Schedule 1. Accounts payable and fees payable to Locals include \$3,014,106 (2024 - \$2,956,268) due to the above related parties.

The above transactions are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2025

13. SUBSEQUENT EVENTS

Alberta Teacher Strike

On October 6, 2025, the Association commenced a province-wide work stoppage. While the total financial impact will depend on the duration of the stoppage, the Association estimates that budgeted membership revenues may be adversely affected by approximately \$3.8 million per month.

In anticipation of this development, the Association has implemented a series of expense management measures to help mitigate the impact on operations.

In addition, the Association expects to incur daily expenditures of approximately \$1.2 million related to Health and Benefit premiums of members. The Association plans to meet this financial obligation through a combination of available cash reserves, proceeds from the sale of investments, the potential assumption of additional mortgage debt, and cash flows from operations.

On October 28, 2025, the province-wide work stoppage concluded.

On November 6, 2025, the Association filed an application with the Court of King's Bench seeking to overturn sections of Bill 2 (Back to School Act).

Transfer of plan assets

The Association formally joined the Local Authorities Pension Plan ("LAPP") effective January 1, 2025. All contributions to the Office Staff Pension Plan ("OSPP") ended at this time in preparation for the wind-up of the OSPP. In 2026, the Association expects to transfer approximately \$60 million to LAPP to fund pension obligations accrued through June 30, 2025. The final actuarial valuation, which will determine the exact amounts of the transfer, and the regulatory approval of the transfer, are pending.

THE ALBERTA TEACHERS' ASSOCIATION
EXPENDITURES
SCHEDULE 1
Year ended August 31, 2025

	2025	2024
GOVERNMENT		
Annual Representative Assembly	\$ 502,218	\$ 572,987
Committees	111,553	124,554
Conferences	62,360	44,525
Education	711,303	441,560
Elections	111,316	-
Library	165,537	159,827
Local Presidents' Meetings	70,516	71,560
President	202,623	205,052
Provincial Executive Council	1,754,753	1,711,801
Public Education Promotion	654,071	144,316
Publications	491,396	485,212
Publicity	376,232	177,469
Representation	79,324	136,828
Research	231,231	194,263
Salaries and Benefits	4,873,403	4,850,158
	10,397,836	9,320,112
TEACHER EMPLOYMENT SERVICES		
Bargaining	1,023,474	668,685
Committees	34,010	30,884
Conferences	121,561	89,967
Education	1,230,528	1,417,982
Member Assistance	1,378,024	1,660,170
Publications	506	17,981
Representation	6,665	3,079
Salaries and Benefits	4,490,174	4,117,212
Travel Insurance	23,937	23,396
	8,308,879	8,029,356
PROFESSIONAL DEVELOPMENT		
Committees	61,870	90,819
Conferences	5,137	20,491
Conventions	48,072	55,460
Education	1,144,263	1,277,643
Evaluations	6,971	7,402
Publications	30,996	38,016
Representation	2,231	-
Research	19,513	18,810
Salaries and Benefits	3,559,710	2,918,905
Specialist Councils	59,802	56,380
	4,938,565	4,483,926

THE ALBERTA TEACHERS' ASSOCIATION
EXPENDITURES

SCHEDULE 1

Year ended August 31, 2025

	2025	2024
BUILDING		
Operating Costs - Barnett House	1,619,670	1,645,017
Operating Costs - SARO	21,522	66,194
Salaries and Benefits	921,262	961,207
	2,562,454	2,672,418
OPERATIONS		
Audit	118,536	119,059
Equipment Maintenance	2,445	2,350
Equipment Rental	116,487	125,808
External Services	49,664	46,329
General	148,883	144,102
Human Resources	301,514	250,295
Interest and Bank Charges	65,194	50,901
Miscellaneous	1,186	(255)
Mortgage Interest	535,702	776,314
Office Staff Pension Plan	247,184	213,997
Postage and Delivery	132,467	104,857
Salaries and Benefits	4,274,993	3,939,494
Stationery and Supplies	167,157	174,359
	6,161,412	5,947,610
FOOD SERVICES		
Food Purchases	196,910	213,742
Salaries and Benefits	468,635	412,569
Supplies	36,734	38,076
	702,279	664,387
INFORMATION AND TECHNOLOGY		
Salaries and Benefits	1,478,937	1,275,050
Technical Services	1,424,094	1,264,032
	2,903,031	2,539,082

THE ALBERTA TEACHERS' ASSOCIATION
EXPENDITURES
SCHEDULE 1
Year ended August 31, 2025

	2025	2024
NON-DEPARTMENTAL		
Contingency	10,113	1,594
Deferred Pension Adjustment	(711,000)	(113,000)
Depreciation	2,027,171	1,919,082
Employee Benefits	937,261	1,209,036
Future Benefits Adjustment	568,000	270,000
Grants and Awards	561,904	509,799
Grant Expenditures	152,999	136,221
Specialist Council Grants	-	1,787
	3,546,448	3,934,519
OTHER (NON-REBATABLE)		
Action Accountability Plan	22,332	-
Canadian Teachers' Federation Fees	1,058,984	1,009,903
IT Projects	1,256,616	579,764
Media Campaign	803,011	1,016,433
Special Emergency Expenditures (Schedule 2)	814,072	81,900
Specialist Council Grants	850,000	870,000
	4,805,015	3,558,000
DEFENSE AND ADVOCACY		
Advertising	-	(12,866)
Canadian Teachers' Federation Fees	101,431	101,695
International Cooperation	127,000	135,000
Public Education Promotion	3,953	11,042
Representation	143,065	118,040
	375,449	352,911
TOTAL EXPENDITURES	\$ 44,701,368	\$ 41,502,321

THE ALBERTA TEACHERS' ASSOCIATION
Special Emergency Expenditures
Year ended August 31, 2025

SCHEDULE 2

	<u>2025</u>	<u>2024</u>
Election Readiness	\$ 81,900	\$ 81,900
Strike 2025	111,407	-
Lawn Signs 2025	1,999	-
The Least Campaign	618,766	-
	<u>\$ 814,072</u>	<u>\$ 81,900</u>



COOR-28 2026 05



**The Alberta
Teachers' Association**

teachers.ab.ca

11010 142 Street NW
Edmonton, Alberta
T5N 2R1

350, 6815 8 Street NE
Calgary, Alberta
T2E 7H7