

THE ALBERTA TEACHERS' ASSOCIATION

ATA Magazine

CELEBRATING

100

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WELLNESS & TECHNOLOGY

New sections provide tips and tricks.

PAGE 12 & 14

RESEARCH INSIGHTS

School leaders struggling under severe strain.

PAGE 28

IN PROFILE

Jorge Vargas combines music, teaching and rebellion.

PAGE 40

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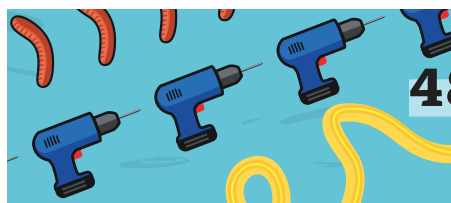
UNSUNG HERO

Marian Gimby: the ATA's first female president



IN PROFILE

Jorge Vargas: the strumming rebel



MOST MEMORABLE LESSON

Getting hands-on with hot dogs and cordless drills

ATA Magazine

FALL 2019

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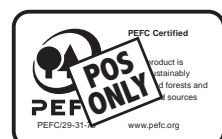
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Contributors



SAYDE EVAHNENKO | pg. 47



Sayde Evahnenko is a second-year teacher with Edmonton Public Schools who teaches Grade 2 at Dr. Margaret-Anne Armour School, a fully inclusive school named after a local scientist who paved the way for other Alberta women to be involved in science, technology, engineering and math (STEM). She recently started a junior animal society at her school, partnering with local animal rescue organizations to bring her love of rescue animals to her classroom for monthly educational sessions with her students and their parents.



JACQUI OAKLEY | pg. 10



Jacqui Oakley is an award-winning illustrator, working with the *New York Times*, Reebok, Penguin Random House, *Rolling Stone*, *Time Magazine*, *National Geographic*, Vox and Amazon and has taught at OCAD U (Toronto) and Sheridan College (Oakville). Her work has been exhibited in Toronto, L.A. and Shanghai. After spending her childhood in Bahrain, England, Zambia and Libya, she now lives in Hamilton, Ontario.

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RYAN PARKER | pgs. 3 and 5



Ryan Parker is a commercial and editorial photographer from Edmonton, Alberta. He's also a professional actor and a proud father. He is a strong advocate and long-time lover of all teachers, especially his wife (who is a Grade 2 teacher) and his mother (who is a retired Grade 3 teacher).

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GORDON THOMAS | pgs. 20–25



A graduate of Alberta's public education system and the universities of Lethbridge and Alberta, Gordon Thomas began his teaching career as a founding faculty member of Sturgeon Composite High School, Namao, teaching high school social studies and drama. He joined the ATA's Professional Development executive staff in 1984, became associate executive secretary in 1998 and served as executive secretary from 2003 until his retirement in January 2018. He was the editor of the *ATA Magazine* for nine years, starting in 2009.

The Alberta Teachers' Association acknowledges Treaty 6, 7 and 8 territories, the ancestral and traditional territories of the Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, as well as the Blackfoot Confederacy: Kainai, Piikani and Siksika, Tsuu T'ina, First Nation and Stoney Nakoda First Nation. We acknowledge the many First Nations, Métis and Inuit peoples whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. Our recognition of this land is an act of reconciliation and an expression of our gratitude to those on whose territory we print and distribute this publication.



PHOTO BY RYAN PARKER

EDITOR'S NOTEBOOK NOTE DE LA RÉDACTRICE

Joni Turville

Editor-in-Chief, ATA Magazine
Rédactrice en chef de l'ATA Magazine

Mind if we freshen up?

WELCOME to the newly redesigned ATA Magazine!

With this, the first issue of our 100th volume, we're debuting a new look and feel, embracing our history in a contemporary way.


Refreshing the magazine has been a monumental task that has taken more than a year. We began by conducting a survey of readers in June of 2018. Results showed that approximately half of respondents enjoy academic-style articles and about half said they enjoy magazine-style features. As we worked through the redesign, we settled on a new approach that combines both.

You'll notice that we will continue to have longer, substantive articles, but they will appear alongside other magazine-style features that highlight a variety of topics, people and issues. Not only is the content changing, but you will also notice an emphasis on bold design, including visual stories, infographics, illustrations and striking photography.

Calls for your participation, opinions and ideas will be integrated within the magazine itself as well as through social media. Not only do we want to ensure the magazine is *for* you, but also *about* you and of importance and interest to you.

We want the magazine to continue to recognize the Alberta Teachers' Association as the authoritative voice on education in Alberta while connecting you to your Association and to each other.

Stay tuned for an additional enhancement—a pilot of a digital, interactive version of the magazine that will be launched in the 2019/20 school year.

As ever, thanks for reading and thank you for all you do for the students of Alberta. 

On s'est refait une beauté

NOUS VOUS PRÉSENTONS la version remaniée de l'ATA Magazine!


Ce premier numéro du volume 100 propose une toute nouvelle formule qui agrmente notre riche histoire d'une touche contemporaine.

Reconcevoir la revue a nécessité énormément de travail; le processus s'est étalé sur plus d'un an. Nous avons commencé par sonder nos lecteurs en juin 2018. Cette consultation a révélé qu'environ la moitié des répondants apprécient les articles de nature savante, alors qu'un nombre comparable d'entre eux s'intéressent aux chroniques de type magazine. Le processus de reconception nous a permis d'adopter une approche combinant les deux.

Vous remarquerez que nous publions toujours des articles de fond plus longs, mais qu'à ceux-ci s'ajoutent des chroniques de type magazine portant sur une variété de sujets, de personnes et d'enjeux. En plus de cette évolution du contenu, vous constaterez l'accent mis sur une présentation dynamique intégrant des représentations visuelles, des infographies, des illustrations et des photos saisissantes.

Des demandes de participation et des occasions de partager vos idées et opinions vous seront communiquées dans la revue ainsi que par l'entremise de nos comptes sur les réseaux sociaux. Nous tenons non seulement à ce que la revue reflète votre réalité, mais aussi à ce que vous vous y reconnaissiez et à ce qu'elle retienne votre intérêt. Nous souhaitons que cette revue continue d'affirmer le rôle de l'Alberta Teachers' Association comme autorité en matière d'éducation en Alberta, tout en favorisant la création de liens entre vous et votre association professionnelle, d'une part, et entre vous et vos collègues, d'autre part.

Surveillez nos communications, puisque nous lancerons également, dans le cadre d'un projet pilote, une version numérique et interactive de la revue au cours de l'année scolaire 2019-2020.

Merci de faire partie de nos fidèles lecteurs, et merci de tout ce que vous faites pour les élèves de l'Alberta. 

Letters



I loved this magazine and read it cover to cover, remembering my years of teaching and the students for whom I hoped I'd made a difference.

BOUQUETS ALL AROUND!

Dear editors,

I want to commend you on the summer 2019 issue of the *ATA Magazine*! Huge bouquets all around for you and the writers of the articles.

I loved this magazine and read it cover to cover, remembering my years of teaching and the students for whom I hoped I'd made a difference. I'm retired but often wish I were still in the classroom full of excited learners!

"Why I Love Teaching" was a marvelous topic, and I'm sure you'll get many positive comments.

Thank you for this magazine.

—Mary Oswald, retired

What's in a name?

In April of 1920, when the leaders of the Alberta Teachers' Alliance decided to create a magazine to serve as the organization's official "house organ," they deferred choosing a name. However, it was common for such publications to contain the word "magazine" in their names, and by time the first issue was

published in June of that year, *ATA Magazine* had been chosen.

Now it's nearly 100 years later and the version of the *ATA Magazine* that you're now holding embodies arguably the most significant change that's ever been implemented since the publication was created. This raises a question: **is *ATA Magazine* still a suitable name, or is a change in order?**



SURVEY Tell us what you think. Is it time to change the name? Share your opinion through our online survey at http://bit.ly/ATAMagazine_name.



We want your feedback

We've done a lot of work to make the *ATA Magazine* more appealing and engaging. One of the ways we'd like to engage with teachers is by hearing from you more regularly. In several locations throughout this redesigned magazine are new sections calling for submissions from teachers. Please watch for these and send us your ideas.

Also please send us ...

- general feedback
- your thoughts on items that you particularly liked (or didn't)
- suggestions for future content
- letters to the editor for possible publication

We really do want to hear from you. After all, this is your magazine.

Email your feedback to Joni Turville, Editor-in-Chief, joni.turville@ata.ab.ca or Cory Hare, Managing Editor, cory.hare@ata.ab.ca.

LETTERS TO THE EDITOR — GUIDELINES

Word limit: 300

Please include:

- your first and last name
- basic information about your teaching assignment (i.e. school, grade, subject)

All letters are subject to editing for length, clarity, punctuation, spelling and grammar.



PHOTO BY RYAN PARKER

FROM THE PRESIDENT MOT DU PRÉSIDENT

Jason Schilling

President, ATA
Président de l'ATA

Leadership is a journey of opportunity


IT'S ALWAYS INTERESTING when you're asked to define your philosophy about "things." When I first started student teaching, I had to define my "teaching philosophy." After completing my undergraduate degree, I relayed that philosophy in job interviews, and as with most words or phrases, when repeated enough, they lose meaning.

What was my philosophy? It's hard to recall my thoughts from when I first started teaching since I'm a different person now. Joy, happiness and, sadly, tragedy have changed and shaped who I am today. What has never changed is that my teaching has remained centered around kids and lifelong learning. That seems cliché. I would hope that 20-plus years of teaching would make me a deeper thinker than is conveyed by a phrase you might find on a drugstore greeting card.

Now I find myself president of the ATA, and am asked often about my philosophy on leadership. Again, it's hard to sum up my initiative and passion for advocacy in written words. I just know I have an intrinsic desire to better the lives of my colleagues and my students.

Throughout my career, I've been supported and guided by teachers, principals and students. This support and encouragement to push beyond my comfort zone and use my voice has served me well. I guess you can say that my aspiration is to return the favour. If you feel like your voice is not being heard, then you need to raise the volume. I became a teacher to make a difference, and to me, that's what leadership is in its many forms—making a difference.

I believe my role as president of the ATA is not one of power but one of influence. As the term of my presidency progresses, I know my leadership journey will continue to morph. I still have many lessons to learn and will have many opportunities for discovery and influence. For this, I am thankful.

Is it altruistic to believe in the goodness of my colleagues and profession? Maybe. Yet, as I look at the road ahead of me, I see an opportunity. I know that I have not reached the final destination in my growth as an advocate, teacher and person. Between you and me, I hope I never arrive. 

Saisir les occasions sur la route du leadeurship

IL EST TOUJOURS INTÉRESSANT de tenter d'exprimer sa philosophie concernant un domaine donné. Au moment d'amorcer mes stages pédagogiques, j'ai dû cerner ma « philosophie d'enseignement ». Plus tard, après la fin de mon programme de baccalauréat, j'ai dû réciter cette philosophie lors d'entretiens d'embauche. Comme il arrive souvent, à force d'être répétés, ces mots et expressions ont perdu leur signification.


Quelle était donc ma philosophie? Il n'est pas évident de replonger dans ma façon de penser à mes débuts dans l'enseignement, puisque j'ai évolué depuis. La joie, le bonheur et, hélas, la tragédie m'ont tous marqué et ont fait de moi ce que je suis aujourd'hui. Par contre, les enfants et l'apprentissage continu sont toujours restés au cœur de mon enseignement.

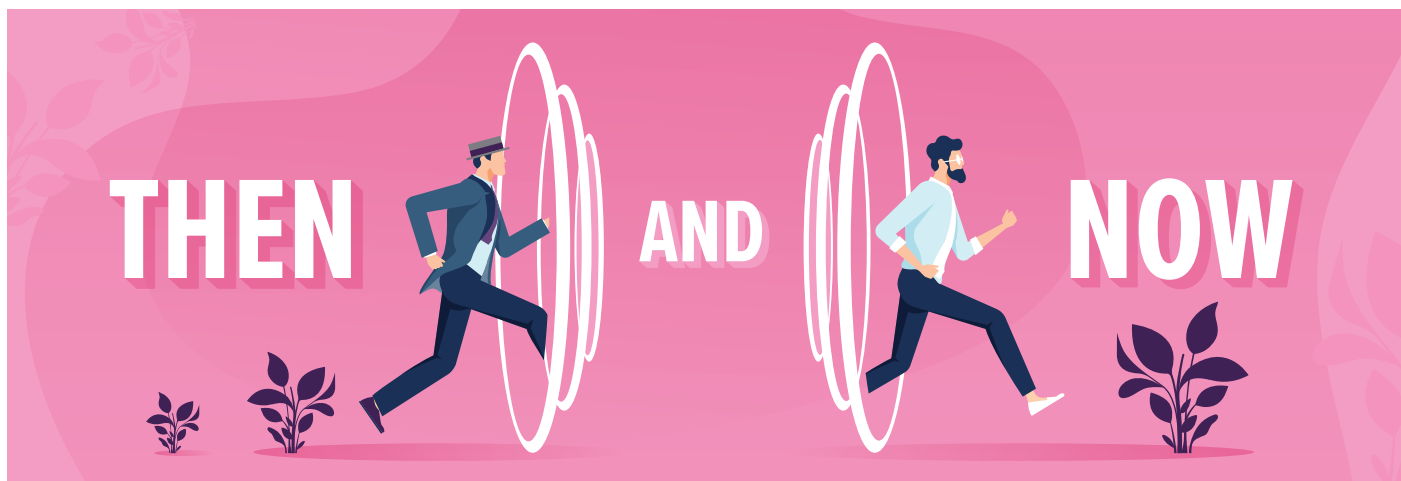
Ah! je verse dans le cliché. Pourtant, après plus de vingt ans comme enseignant, j'ose espérer que j'ai réussi à développer une pensée plus profonde que celle qu'expriment les cartes de souhaits aux expressions convenues.

Maintenant que je suis président de l'ATA, on me demande souvent quelle est ma philosophie du leadeurship. Or, il n'est pas non plus évident de résumer par écrit l'engagement et la passion qui guident mon action politique. Disons simplement que je suis animé par le désir d'apporter un changement positif dans la vie de mes collègues et élèves.

Enseignants, directions d'école et élèves m'ont soutenu et orienté tout au long de ma carrière. Ce soutien et ces encouragements m'ont bien servi, puisqu'ils m'ont permis de sortir de ma zone de confort pour me faire entendre. On pourrait dire que mon objectif est de leur rendre la pareille. Lorsqu'on a l'impression de ne pas se faire entendre, il faut hausser le ton. Je suis devenu enseignant pour changer les choses; à mon avis, la volonté de changer les choses constitue le fondement de toute forme de leadeurship.

À titre de président de l'ATA, je ne crois pas que mon rôle consiste à exercer le pouvoir, mais bien à exercer une influence. Je sais que j'évoluerai constamment en tant que leader à mesure qu'avance mon mandat à la présidence. Il me reste beaucoup de leçons à apprendre et d'occasions à saisir, autant en matière de découvertes que d'influence, et j'en suis reconnaissant.

Est-il idéaliste de croire que l'objectif de mes collègues et de ma profession est de faire le bien? Peut-être. Néanmoins, à mes yeux, la route qui s'ouvre devant moi ouvre aussi des possibilités. Je sais que je ne suis pas encore arrivé à destination dans mon cheminement à la fois en tant que militant, enseignant et individu. Entre vous et moi, j'espère ne jamais y arriver. 



We dug into the archives to find tidbits from previous ATA Magazines that are worth another look, either because of their relevance today, or as a reminder of how far we've come. You be the judge.

Can you match the following excerpts to their original publication date?

The years you have to work with are 1922, 1974, 1981 and 2009.

1. CHILDREN HAVE CHANGED

"... children have changed. I taught Grade VII students. My memory of my own classmates at that age is not very blurry. We were different. Ten years ago children of 12 were less affluent and less conscious of politics, social issues, their own physical maturing. They knew they were at school because school led to better jobs and more money. Their parents told them so; they could see for themselves this was right. They had also learned some manners and respect. They had a keen sense of competition and a desire to top the class."


2. BOTTOMS UP

"It is becoming increasingly evident that the best way to build a strong educational structure is to work from the bottom up rather than from the top down. Very rapidly during the past few years the practice of having school policies and programs worked out co-operatively by the teachers themselves has been replacing the older practice of leaving it to the administrative head so the school's the sole responsibility for this important task of constructive educational thinking. This movement is so clearly both salutary and inevitable that it would be the height of unwisdom not to have it amply reflected in the professional schools that prepare teachers."

3. ACCOUNTABILITY

Systems of accountability attempt to demonstrate a relationship between human actions and their outcomes. Yet, all too often, accountability regimes remind us of the limitations of humans and their faith in objective data. The recent global economic meltdown serves as a powerful reminder that our simplistic fascination with scorecards and spreadsheets distracts us from what truly matters in complex human relationships — significance and purposes that give meaning to our lives.

4. THE STEP FAMILY

The stepfamily, or blended family, is becoming more and more prevalent in Alberta. In many schools one in three children come from stepfamilies. It would be unfair to look at stepfamilies as "problem" families. However, there is a tendency to approach all children as if they come from so-called two-parent, typical nuclear families. In actuality, stepfamilies have unique characteristics which need to be considered by teachers. 

1. Nov-Dec, 1974, "Sorry — I Quit!" by Anne Macklin.
2. February 1922, "Teaching a Real Profession" by Prof. W.C. Bagley.
3. Spring 2009, "Put Real Learning First: It's Time to Hold Accountability to Account" by J-C Couture.
4. March 1981, "Yours, Mine, and Ours: The Step Family" by Will Tebay.

Answers



DREAMING OF RETIREMENT?

Start actively planning for it instead!

Are you reaching the point in your career where you can see the horizon? Is retirement only five to ten years away? It's exciting to start imagining your life when it isn't governed by the bell, whether that's travelling in January, sleeping in, or just enjoying a hot cup of coffee while sitting down! There are also more practical things you can do to set yourself up for all that you wish to achieve in retirement.

AFTER AGE FIFTY, YOU SHOULD:



Attend an ARTA presentation at your local Teachers' Convention, or attend a pre-retirement seminar.

Re-examine your financial goals; adjust your savings and other investments to meet them. **There are great book recommendations to help you do so on arta.net/wellness/economic-wellness/**

Book a pension interview with ATRF. Continue to monitor their annual statements, as well as Government of Canada OAS and CPP estimates.

Establish or maintain personal hobbies. **The ARTA discount programs offer savings on activities, travel, gym memberships, and more!**

Review your insurance needs. ARTA's partner, TW Insurance, offers discounted rates on home, auto, and life insurance to ARTA members.

Created by teachers, for teachers, the Alberta Retired Teachers' Association (ARTA) supports an engaged lifestyle after retirement through member-centred services, advocacy, wellness and leadership. ARTA provides services to its members including one of the best voluntary Retiree Benefits Plans in Canada, insurance, wellness information and activities, retirement planning, scholarship awards as well as travel plans, social activities, and other benefits.

Active teachers are eligible to join and access all ARTA has to offer, as long as you've contributed to an ATRF pension for at least five years. **You don't have to be retired to begin accessing all of the information ARTA has to offer.** Speak to ARTA's member support team to learn more.



Demonstrations and typhoons —

Witnessing tumult renewed my appreciation for public education

Dennis Theobald

Executive Secretary, ATA

MY STORY BEGINS THIS past summer in sweltering Bangkok, Thailand, where, as part of the Canadian Teachers' Federation contingent, I attended the Eighth World Congress of Education International, an organization of more than 400 education unions from 172 countries worldwide with a membership of over 32 million. The World Congress takes place every four years, and this year's congress in Thailand brought together some 1,500 delegates over the course of a week to debate and vote on proposals to improve education.

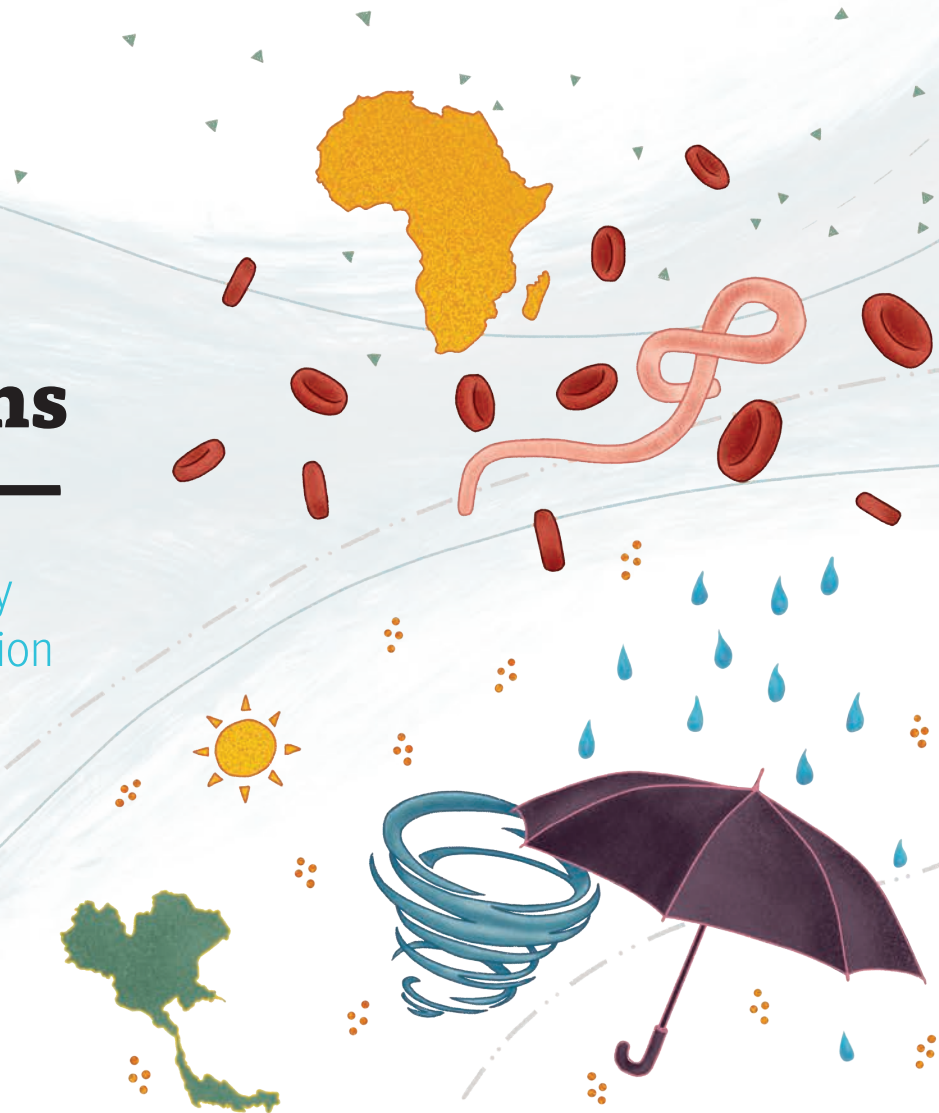
The defining contrasts of the World Congress were evident immediately. In an early breakout session focused on teachers' health, a discussion group comprised of delegates from six continents started listing sources of stress in teachers' lives: lack of job security, deprofessionalization, privatization, economic and funding uncertainty, relationships among peers, classroom pressures relating to class

size and complexity, poor management, oh, and Ebola.

The delegate from the *Fédération des Travailleurs de la Science, des Sports, de l'Enseignement, de l'Information et de la Culture* in Congo explained to us that not only were the Ebola and measles outbreaks in that country emptying schools, but that people were suspicious of hospitals and refusing to seek out potentially life-saving treatment. Just as he concluded, the delegate from the Kenya National Union of Teachers added Al-Shabaab to the growing list of stressors.

"They come and kill us," he said, referring to a Somalia-based radical Islamist group that has attacked teachers and schools in the northern part of Kenya.

As the congress proceeded, we heard about teachers and union leaders, journalists and advocates being subject to terrorism and state-sponsored harassment including arbitrary



arrest and detention. We heard about private international firms deliberately undermining public education to offer highly profitable but entirely inadequate schooling to students whose parents are desperate that their children be educated and able to pursue a better life. We heard about Indigenous peoples struggling to maintain their language and culture. We heard about the challenge of teaching refugee children who had been displaced by war, economic crises and, increasingly, by the effects of climate change. We heard from a Nobel laureate about efforts to end child slavery in India and around the world, and from a Philippine journalist how social media was being exploited to promote hatred in the service of a despotic regime.

“I expect that in the years ahead we will not be facing tear gas—ours will be a much gentler path—but still one that will require solidarity and dedication.”

One might think from this description that the congress was perhaps the most depressing, albeit air-conditioned, event that one could possibly imagine. Yet the opposite was true. The theme of the congress was “Teachers and Their Unions Leading the Way,” and throughout the event, we heard how teachers individually and collectively were working to improve their own lives and the lives of their students in circumstances that would be very familiar to Alberta teachers, but also in the face of challenges we can only begin to imagine. The stories were inspiring, even more so the determination and underlying optimism of the teachers telling them.

Leaving Bangkok, I had planned a five-day layover on my way home from the World Congress to relax and spend a bit of time away from my work. Hong Kong seemed to be just the place.

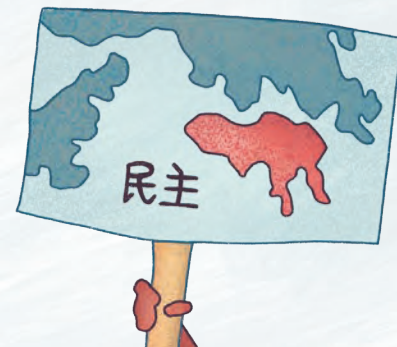
I had booked this trip home months ago, long before mass demonstrations had begun in the city. Even as my visit approached, the weekly demonstrations were announced in advance, well-organized and orderly, with both protesters and the authorities exercising considerable restraint. That changed the day I arrived when a group of thugs crossed the border from Shenzhen and viciously attacked protesters at a railway station while the police remained curiously absent. After that, all the rules were off.

It was in this context that several days later, my daughter and I found ourselves walking with several thousand young people down the center of Des Voeux Road on Hong Kong Island. We were headed to our hotel after a day of sight-seeing; they were headed to the Chinese government’s Liaison Office and the Western Police Station in Sai Ying Pun.

The young people were very orderly and stoically prepared for confrontation. Dressed in black, they wore hardhats, masks and goggles and began covering their exposed skin with plastic wrap to protect against the blistering effects of the CS gas that the police had employed previously.

Concerned for our safety, they provided us advice about how we could use a nearby metro station as a refuge and how we could move toward our hotel while avoiding the police who, they said, were targeting westerners for arrest in an effort to prove that their protests were foreign inspired. Following the demonstrators’ advice, we made our way by a circuitous route to our hotel on Queen Street, only to discover that this was where the police had drawn up their line.

We had the luxury of retreating into our hotel minutes before the confrontation. From our room 15 floors up, we witnessed



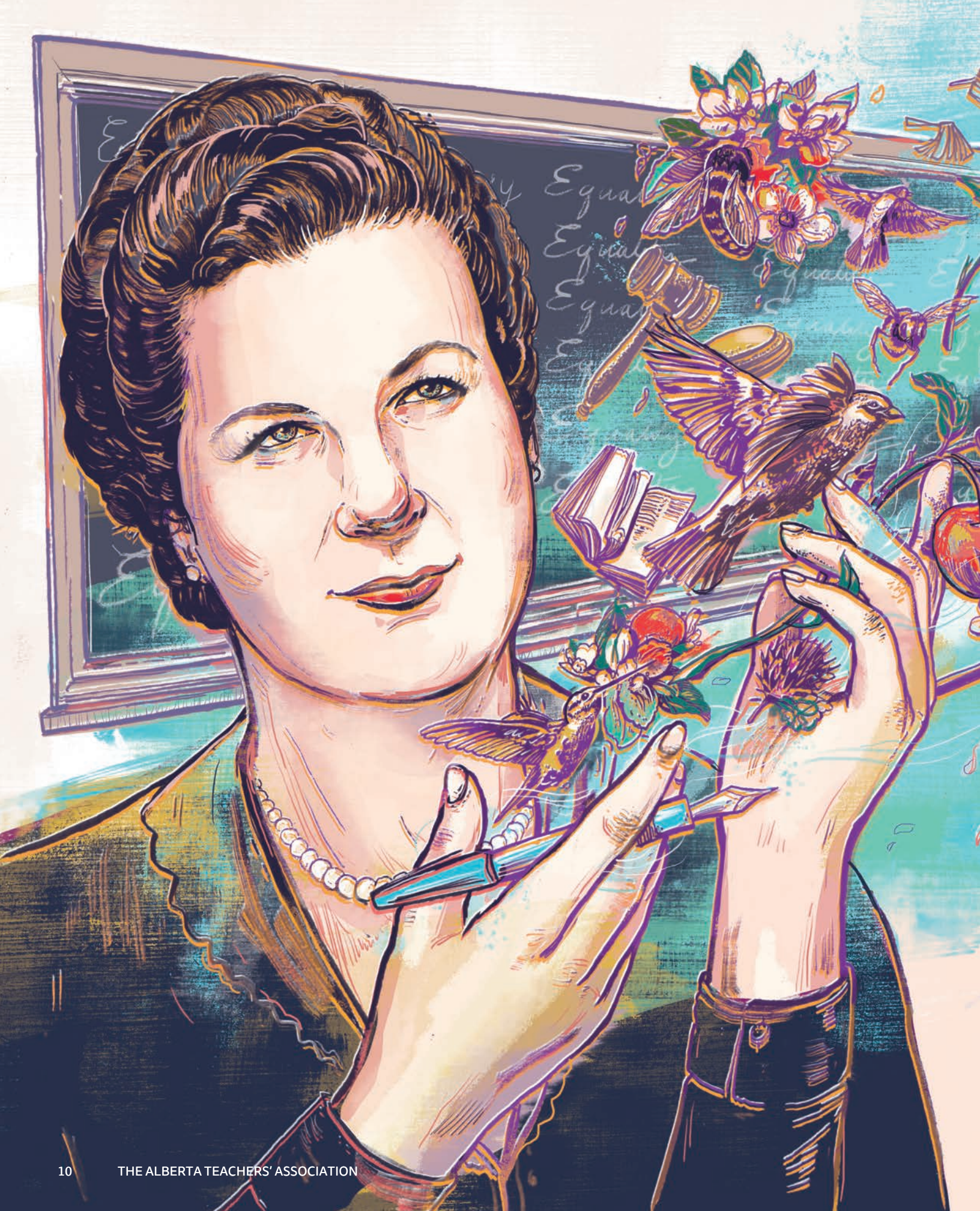
the police charge the demonstrators, firing “tear smoke” grenades and arresting, with considerable force, demonstrators at the front of the line. The crowd, armed only with umbrellas, made a disciplined retreat back down the road and out of sight. That evening and in the following days, similar scenes played out in several other locations throughout the island and Kowloon. Not even a Signal 8 typhoon that lashed the city could shut down the protests.

I don’t pretend to understand all the complexities of the situation in Hong Kong, but as I bore witness to the courage and determination of the young people protesting to protect the unique status of their city and its citizens, I left wondering on what issues and in what circumstances I would be willing to take such a stand.

While we are unlikely to be called upon to take action in the same way as many of our international colleagues or the protestors of Hong Kong, we can take inspiration from their example as we face our own challenges. I expect that in the years ahead we will not be facing tear gas — ours will be a much gentler path — but still one that will require solidarity and dedication.

For an old social studies teacher, my summer trip turned out to be something of a busman’s holiday. I returned deeply moved by what I heard and what I saw and am recommitted to advancing the cause of public education, labour and human rights in our privileged home province. ATA

► *On Education and Democracy: 25 Lessons from the Teaching Profession*, a short book released at the congress, captures some of the themes that emerged from the World Congress of Education International. It is available free online at bit.ly/education_and_democracy.





Marian Gimby: The reformer who wouldn't be silenced

Maggie Shane

Archivist, ATA

MARIAN GIMBY WAS AMONG the most controversial presidents in ATA history. Superbly educated and informed, Gimby earned a bachelor of arts degree from the University of Alberta and a bachelor of arts in history from Oxford. Gimby was brilliant, capable and visionary. She was also a force to be reckoned with.

Although her teaching career was conducted in Edmonton high schools, Gimby battled prevailing attitudes and practices of the late 1940s and early 1950s to demand equal opportunities for women within the Association's leadership structure. That battle reached its height publicly in 1948 when the *ATA Magazine* published Gimby's private but scathing critique of then ATA practices. She had intended to raise her concerns privately with Council, but the magazine published her concerns without her prior consent or knowledge—a move Gimby interpreted as an attempt to silence her.

Gimby valued her classroom-teacher perspective and saw it as her duty to make those in power understand how their use of teachers' money was perceived in the field. Moreover, Gimby had ideas for reforming the Association's governance structure that she communicated emphatically but fairly over the course of several years on Provincial Executive Council and various Association committees. The criticisms were not well-received. So much bad blood arose as a consequence that the matter was referred

to the Association's legal counsel and Gimby was referred for disciplinary action.

Gimby refused to be silenced or intimidated. She enjoyed increasing support among the members and in 1951, at the age of 48, was elected president of the ATA, the first woman to achieve the office. She opened her first term as president with an appeal (published in the *ATA Magazine*) to unity and collaboration.

"We on the executive must see ourselves as a team whose goal is the good of the whole teacher group; we in the Association must see that our ATA is only one member on the team that will win for education."

Gimby's presidency was a period of continual and often contentious discourse on the structure, purpose and future of the Association. Her teaching career spanned more 38 years, all dedicated to the students and staff of Edmonton Public School District No. 7. In 1967 Gimby was awarded a life membership in the Association. In later life, Marian Gimby retired to Bath, England and there died in 2000 at the age of 97. ^{ATA}

Marian Gimby

ATA president, 1951–1953

ATA's first female president

Fought for equitable female representation within Association leadership

Outspoken critic of ATA governance and practices

An advocate for unity and collaboration

► **Got an idea?** *Unsung Hero* is a space dedicated to honouring ATA members past and present who have made notable achievements either within the ATA or in their private lives. If you know of a member who you feel should be recognized, please contact managing editor Cory Hare at cory.hare@ata.ab.ca.



PHOTO BY SKYNESHER, ISTOCK ILLUSTRATION BY KIM VANDERHELM

Teacher wellness and well-being

Exploring the meaning, strategies and supports related to teacher wellness

OUR SOCIETY EXPECTS teachers, including school and system leaders, to help foster wellness and well-being in the students they serve. A 2019 ATA research publication, *School Wellness and Well-Being Initiatives Across Canada*, the result of a partnership between the ATA and Ever-Active schools, reviewed the literature on school wellness and found that, in general, the term wellness is expansive and ill defined. However, the report also pointed out that teacher wellness is an extremely important consideration in the overall health of a school community. As such, the ATA Magazine is proud to initiate a regular section focusing on teacher wellness.

Mind your body

Teaching can be tough on your body. The back, neck and wrists can be particularly susceptible to strain or injury, given the routine of a typical classroom teacher. Here are some recommended exercises aimed at reducing the strain on these parts.

RECOMMENDED FREQUENCY: 10 reps, 4 times a day



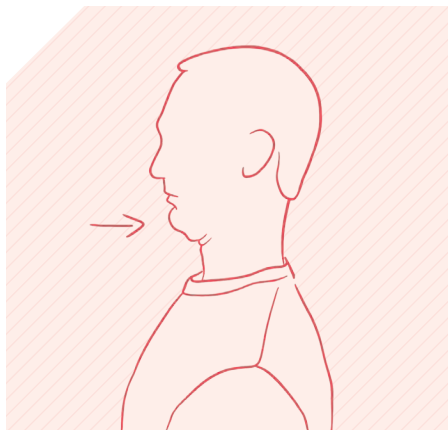
Lower back

The back can experience soreness from standing still for long periods or leaning forward to write on the board.

RECOMMENDATIONS

To give your back a break, stand with your hands placed on the lower back and bend backward.

If you have an exercise mat handy, perform the “upward dog” pose (kind of a sloppy push-up).



Neck

The neck is susceptible to soreness from extended sitting or standing. It's also prone to achiness from having your head turned one way for a prolonged period, such as while making a presentation.

RECOMMENDATION

To service the neck, make a double chin (a cervical retraction, in medical lingo) to stretch your tight muscles and loosen your joints.




Wrists

Extended periods of keyboarding, such as doing report cards, can be hard on the wrists, as they spend considerable time bent awkwardly. This increases the risk of carpal tunnel syndrome.

RECOMMENDATION

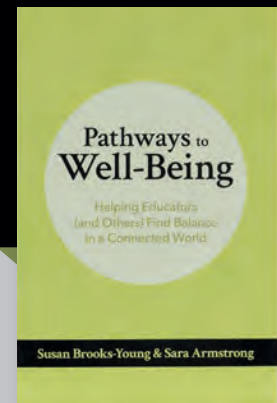
To reduce the pressure on your wrists, bend them back.

Since symptoms of carpal tunnel syndrome can be alleviated at the neck, perform the double-chin/cervical retraction exercise described above. 

To refresh your mind and body during a busy day

- **Grab a bite to eat.** You need fuel to keep your energy up.
- **Take a walk to the staff room**—maybe even relax with an ATA publication!
- **Drink some H₂O.** Keep a large water bottle within reach so you can stay hydrated more easily.
- **Take washroom breaks.**
- **Take some deep breaths.** Practice belly (diaphragmatic) breathing to give your neck and shoulder muscles a rest.
- **Take a mini stretch break.** Try an exercise featured on the left!

RECOMMENDED RESOURCE



Pathways to Well-Being

Susan Brooks-Young, Sara Armstrong

Available through the ATA library.

- If you have a pre-existing injury, consult a doctor or physiotherapist prior to performing any exercise, and discontinue it if you feel any pain.

Information provided by Nalin Fernando, a senior physiotherapist with Alberta Health Services.



PHOTO BY LUMINOLA, ISTOCK ILLUSTRATION BY KIM VANDERHELM

Exploring the tools of the profession

Current information
related to technology
in education

TEACHING AND TECHNOLOGY have always gone hand in hand, from the classic chalkboard to today's electronic apps. Digital technologies are a ubiquitous part of teaching and learning in Alberta classrooms. The many tools available can support inquiry, creativity, collaboration, writing and student engagement. Faced with a seemingly limitless array of available tools, teachers can find it challenging to stay abreast of what's available while also considering their students and learning context. What hasn't changed is that the teacher is the designer of learning and is best able to determine what, if any, tools can support the learning process.

5 Technologies That Engage Learners

Information provided by members of the ATA's Educational Technology Council (ETCATA).



Equatio®

Equatio is a Chrome add-on that is currently free for teachers. It allows the user to easily create mathematical equations, formulae, drawings and even interactive graphs. The possibilities are endless. (@d_martin05)



Pear Deck

Pear Deck is an add-on in Google Slides that enables teachers to lead a presentation and engage students as they follow on their devices (Chromebooks or smartphones). Once your slide deck is created, enabling Pear Deck allows you to make your slides interactive, adding questions for students to answer. Pear Deck allows for quick, informal assessment of students' understanding of a topic and allows even the quietest students to have a voice. (@lissabdavies)



Flipgrid

Flipgrid provides all learners with powerful opportunities to share their voice in creative ways, breaking down barriers for even the most reluctant or struggling communicators. Through video responses to a variety of topics, students can demonstrate the thought process behind their learning and showcase their knowledge and skills. They can also engage in collaborative learning anytime, anywhere through active engagement with peers' responses. (@CMcKee27)




Flocabulary

Flocabulary is a learning program for all grades that uses educational hip-hop music to engage students and increase achievement across the curriculum. For a small annual fee, teachers can search age-appropriate hip-hop videos. You can turn on the discussion button and the video will stop with a prompted question for you to facilitate. As well, each video has a section for important vocabulary discussed in the video along with a short quiz and some reading comprehension questions. (@sbspriggs)



Google Keep

Google Keep is a free, powerful note-taking tool, available in a mobile and web version. Take notes by typing, leaving an audio note (which Keep then transcribes into text), create checklists, use the drawing tool, set reminders, take photo notes, label your notes or even colour code. Keep notes can also be shared so others can collaborate. They can even be turned into a Google document. (@nlakusta) 

- Any teachers wanting to share their successes with the above tools are invited to let ETCATA know via Twitter at #ETCATA or @ETCATA, or send an email to ETCATA president Ryan Layton at ryan.layton@eips.ca.



Borrow a bot!

The ATA library now has a variety of robot technology that is available to borrow. We're talking ozobots, beebots, micro:bits, makeymakeys, sferos, as well as scratch coding cards.

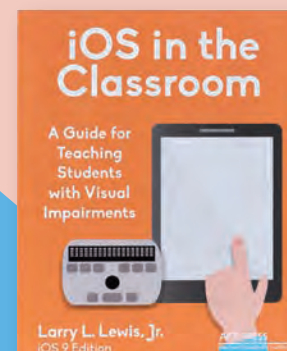
The new equipment is for all grades and includes ideas about how to use it in the classroom.

The tech gear comes thanks to a \$14,000 donation by ETCATA.

How to borrow technology

- Go to library.teachers.ab.ca and sign in with your ATA account.
- Click the Maker Kits link to see a full listing of the maker kits available in the ATA library.
- Classroom kits are mailed to your school anywhere in the province and return postage is prepaid.

RECOMMENDED RESOURCE



iOS in the Classroom

Larry L. Lewis, Jr.

Available through the ATA library.



PHOTO BY YUET CHAN ILLUSTRATION BY KIM VANDERHELM

Indigenous knowledge just a click away

The ATA's Stepping Stones series helps teachers expand their knowledge of Indigenous topics

Information provided by ATA staff officer Melissa Purcell.

WHAT IS STEPPING STONES AND WHY WAS IT DEVELOPED?

In June 2016, a stakeholder group that included the Alberta Teachers' Association signed the Joint Commitment to Action with Alberta Education to ensure that all students learn about the histories, cultures and world views of First Nations, Métis and Inuit. The ATA continues to fulfill this commitment through the Walking Together: Education for Reconciliation professional learning project. Resources and workshops continue to be developed to increase capacity in foundational knowledge of First Nations, Métis and Inuit as outlined in the Professional Practice Standards.

To support teachers with the Indigenous-focused competencies and indicators in the new Teaching Quality Standard, the Association created an information series called Stepping Stones. These resources are designed to provide entry points to teachers in developing and applying foundational



PHOTO BY KIM VANDERHELM

knowledge of First Nations, Métis and Inuit. Each of the Stepping Stones resources provides introductory information on a variety of topics, including additional questions for consideration and further resources to support continued learning.

Who helped with the development?

The ATA's Walking Together consultants developed all of the Stepping Stones in collaboration with Elders and Knowledge Keepers from across the province and, in many cases, Indigenous organizations and experts. Each of the resources continues to be reviewed and updated frequently to ensure that the most accurate information is provided.

What topics are covered?

Topics for the currently developed Stepping Stones include the following:

- Terminology
- Alberta Métis Settlements and Agreements
- An Introduction to the Inuit
- Numbered Treaties Within Alberta: Treaty 6, 7 and 8
- Elder Protocol
- Timeline of Alberta's Indigenous History
- First Nations Traditional Plants and Uses
- First Nations, Métis and Inuit Music and Dance
- Indigenous Education Resources
- Indigenous Linguistic Diversity and Revitalization
- Residential Schools — First Nations, Métis and Inuit Experiences


Stepping Stones are designed to provide entry points to teachers in developing and applying foundational knowledge of First Nations, Métis and Inuit.

Supports and workshops available

The Alberta Teachers' Association offers a variety of additional supports for Indigenous education.

These include resources like the Acknowledging Land and People Map and posters and bookmarks containing land acknowledgements for treaties 6, 7 and 8. The Association also offers 10 different workshops, including the Blanket Exercise, Indigenous Ways of Knowing and The History and Legacy of Residential Schools.

Information on these supports, as well as all of the resources within the Stepping Stone series, can be accessed on the Association's webpage, www.teachers.ab.ca
> My ATA > Professional Development
> Indigenous Education and Walking Together.

Please continue to check the webpage frequently as new resources and updates continue to be added online. The resources are being translated into French on an ongoing basis. 

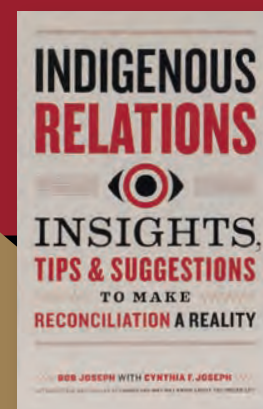
Teaching Tip

To get the most out of the Stepping Stones resources, the topics should be contextualized in collaboration with Elders, Knowledge Keepers and Cultural Advisors to ensure that the information is relevant and accurate to your local area.

School district liaison staff, local First Nations schools, band offices, friendship centres and Métis locals may be able to assist in making connections with Elders, Knowledge Keepers or Cultural Advisors.

Learn more about Elder protocol in Stepping Stones number seven.

RECOMMENDED RESOURCE



Indigenous Relations

Bob Joseph with Cynthia F. Joseph
Available through the ATA library.

- For more information, contact Melissa Purcell, executive staff officer, Professional Development at melissa.purcell@ata.ab.ca or Walking Together at walkingtogether@ata.ab.ca.



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CELEBRATING A CENTURY OF THE ATA MAGAZINE

Throughout its history, the *ATA Magazine* has been rooted in the relentless pursuit of raising teachers' professional status. It has also served to educate members, help them improve their professional practice and build unity within the profession.

Gordon Thomas

Former Executive Secretary, ATA

I'VE ALWAYS BEEN A BIG FAN of the *ATA Magazine*. I discovered it as a child, when my dad brought home the most recent issue and left it on our living room coffee table. I remember admiring the covers. I'd thumb through the magazine, always learning more about teaching. I never imagined that I'd become a part of it.

There have only been eight permanent editors of the *ATA Magazine* in its 100 year history. The first editor, **H.C. Newland**, was a driving force for its establishment. He was relentless in his efforts to raise the status of the teaching profession, and a magazine dedicated to helping teachers improve their practice was vital. General secretary treasurer **John Barnett** took over the enterprise in 1925 and continued to serve as editor until his retirement in 1946.

In preparing the retrospective for this issue, I was truly dazzled by the incredible quality of the journal in its first quarter century. In particular, the research updates and very practical lesson plans would go a long way toward helping members prepare to teach in every part of Alberta.




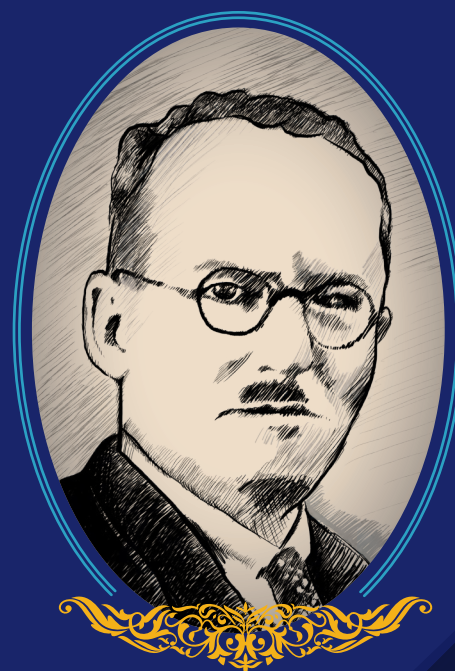
Under **Eric Ansley**, the magazine developed a more standard routine through the year and the bully pulpit of the editorial page received less use. In 1953, assistant general secretary **F. J. C. Seymour** took over responsibility for the magazine and it continued its mandate to communicate Association news and to work toward heightened professional status.

In 1966, the ATA recruited **Tom McConaghy** to the Association staff to head up work on publications. The communications functions of the magazine were transferred to a new publication, the ATA News, and the magazine became the professional journal for Alberta's teaching profession. This opened the full potential of the magazine, and Tom welcomed articles from Alberta's teachers and other members of the profession. With Tom's retirement from the magazine in 1984, my colleague **Tim Johnston** took on the magazine, bringing his substantial creative energy to the publication. Tim also brought his artistic talents as a photographer and many subsequent issues included his photography.

Tim's departure left a big hole—he had served as editor for 25 years. So I [**Gordon Thomas**] decided I'd take it on. Why not? I was in the company of outstanding staff colleagues, and I felt that we could all work together to assemble issues on matters of particular concern to our members. My goal was to develop theme issues, identifying outstanding Alberta teachers and international experts to work on the themes. It was never that hard to find contributors.

With volume 99, **Joni Turville** picked up the mantle. The core place of the magazine hasn't changed. It assists the ATA to meet its obligations under the *Teaching Profession Act*. It provides not only a commitment to research, but it also continues to focus on improving the status of the teaching profession in Alberta.

It's an enormous honour to be part of the magazine's illustrious history. Here's to the next century! 



H.C. Newland

Founder and first editor of the ATA Magazine 1920–1925

He was relentless in his efforts to raise the status of the teaching profession, and a magazine dedicated to helping teachers improve their practice was vital.

ILLUSTRATIONS BY ERIN SOLANO



A CENTURY OF CONTINUOUS PUBLICATION CONTRIBUTES TO THE SUCCESS OF ALBERTA TEACHERS

Gordon Thomas

Former Executive Secretary, ATA

On April 5, 1920, Provincial Executive Council passed a motion to establish a magazine and named Alberta Teachers' Alliance

president Hubert C. Newland to serve as editor. The motion noted that the name of the ATA's magazine would be decided later. Joining Newland were past president T. E. A. Stanley (news editor) and Medicine Hat teacher J. T. Cuyler (education editor). John Barnett was assigned the business and operations functions of the soon-to-be launched publication.

In June 1920, the ATA Magazine was born. Newland was very clear about the role the ATA wanted the magazine to play: "The ATA Magazine makes its bow to the public, to the school boards and to the teachers of Alberta. As the official organ of the ATA, this magazine will be controlled at all times and in all matters of policy by the Executive. The guiding principle of our policy will therefore be to further the aims and objects for which the ATA exists, and above all others, to persistently

endeavor to raise the status of the teaching profession in the Province...." In fact, raising the status of the teaching profession has been the core being of this magazine right from its inception.

But for almost its first half century, the magazine was also the communications vehicle of the organization. It sought to educate members and also to build unity and solidarity. It sought to develop an audience wider than teachers and to convey its messages more broadly. And it was relentless in its push to obtain recognition for the ATA as the voice of Alberta's teachers.

The men and women who founded the organization recognized that the pathway to greater recognition and higher status included higher professional standards, and the magazine became central in helping teachers (especially those in one-room schoolhouses) improve their professional practice. It also focused on the need to raise salaries, discussing a \$1,200 minimum salary for teachers and encouraging all teachers to press boards on the issue.

"There is the objection of a certain type of myopic teacher who deprecates the unpopularity of the \$1,200 minimum, and who is moved to compassion for poverty-stricken rural districts," Newland noted in the magazine's first issue. "But it must be obvious upon reasonable conclusion that a high minimum salary follows as a necessary corollary to the Minister's policy of higher professional qualifications."

The men and women who founded the organization recognized that the pathway to greater recognition and higher status included higher professional standards, and the magazine became central in helping teachers (especially those in one-room schoolhouses) improve their professional practice.

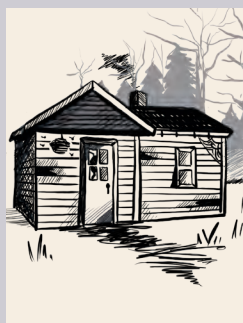
A CLIMATE OF DISRESPECT

1920

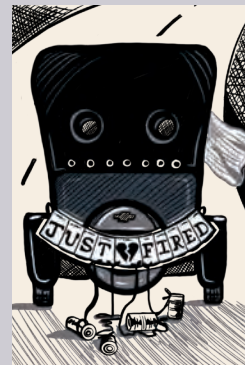
In 1920, the year the ATA Magazine was founded, Alberta teachers were overworked, underpaid, without protection from unfair treatment and abuse, and without official recognition of their profession.



At the time, many school boards claimed they were too poor to pay teachers properly, if at all. Some boards treated the payment of teachers as optional rather than obligatory—sometimes boards even attempted to pay teachers in chickens or other non-monetary forms.



Teacherages were often substandard or dilapidated.



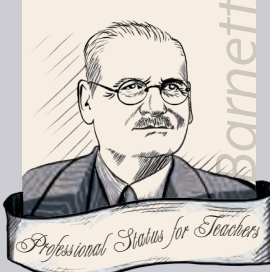
Women who married were expected to instantly resign in favour of men.



Boards often summarily dismissed teachers without cause or even explanation. Teachers seeking positions often faced nepotism, exploitation and slander.



The Alberta Teachers' Alliance had set \$1,200 as the minimum annual salary that teachers should be paid. The organization's top priority was to advocate for acceptance of this minimum, which was a polarizing issue for members of the profession and the public.



Another of the Alliance's top priorities was to secure recognition of teaching as a profession.

DIRECT EDITORIAL APPROACH

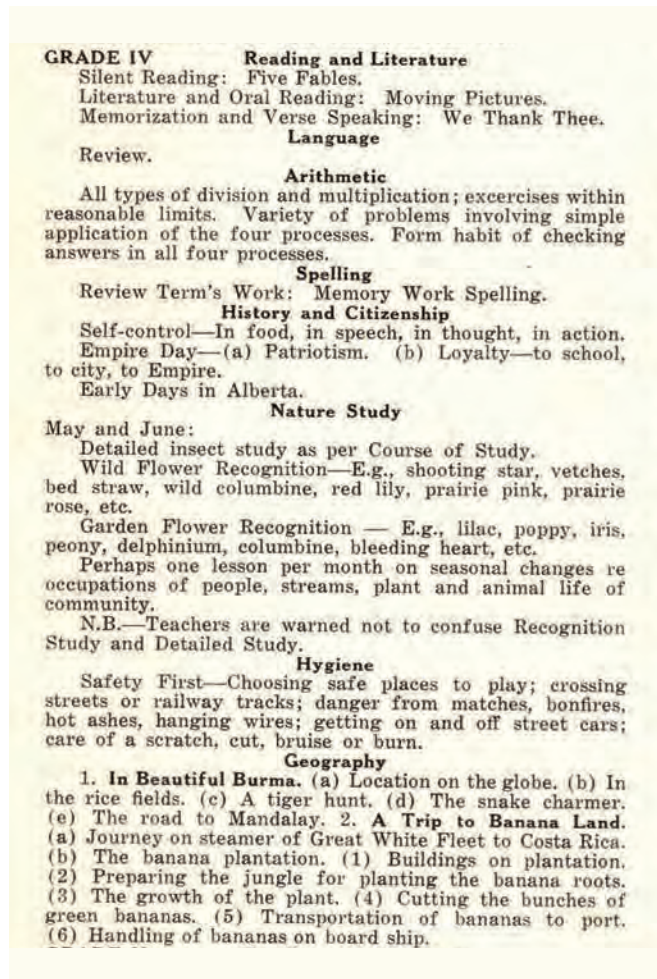
Throughout the magazine's initial years, the editors called out injustice, took on government, ministers, MLAs and newspapers and became increasingly frustrated with school boards that deliberately stood in the way of improved professional status for teachers.

In June 1925, Newland and his editorial team were suddenly replaced, as John Barnett assumed responsibility for the magazine's editorial and administrative operation. If anything, the editorial direction became even more direct than it had been in the past! The magazine reported developments and the views of the executive. It provided details about the annual meetings, resolutions to be discussed and the business of the Association. Every issue included local news, as members learned more about what was happening across the province.

With the establishment of the Canadian Teachers' Federation in 1920, there was a regular and detailed update on happenings across the country, keeping Alberta teachers updated on the state of the teaching profession elsewhere in the country. One of the Alliance's charter members, Miss R. J. Coutts, along with Miss Annie Campbell, contributed a regular column called "The World Outside," chronicling developments in education around the world. The Education Research Department was a regular feature initiated by M.E. LaZerte, who later became ATA president and dean of the faculty of education at the University of Alberta. This feature included up-to-date research reports tailored for the use of members, e.g., mathematics instruction, problem solving, Latin study and even the use of radio in education. In the late 1920s, Our Teachers' Helps Department was established. This truly remarkable section enabled teachers to review draft lesson plans for the next month's instruction. The materials included classroom hints and would have been especially helpful to teachers in "ungraded schools."

In the late 1930s and 1940s, there were regular columns for advice by subject. The Math Science Corner seemed to snag the most space, but industrial arts and home economics were important, too. H. E. Smith (also an ATA president and future education dean) took on the editorship of a regular column on "home and school," providing suggestions to members on an effective relationship with parents. During the Second World War, a column entitled "For King and Country" documented the contributions of hundreds and hundreds of Alberta men and women who left their classrooms to enlist in military service. There were regular updates on curriculum and also reports on ATA committees. In 1940-41, the ATA's Committee on Homework seemed to dominate the magazine with its reports.

Barnett was always prepared to use his editorial to call out the latest transgressor against ATA ideals, but he was particularly angered by a *Calgary Herald* editorial in early 1936. With the government of William Aberhart introducing an amendment to the *Teaching Profession Act* to make membership in the Association compulsory, Barnett countered the *Herald's* malicious editorial point by point with a true-false test.

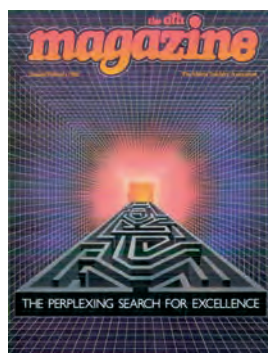
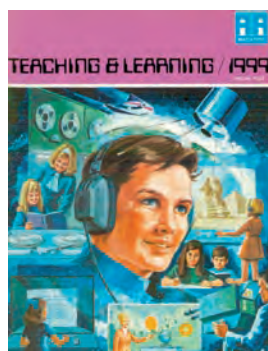
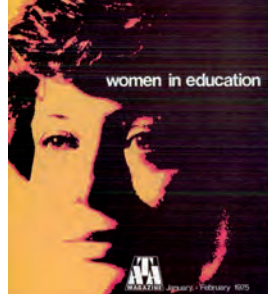
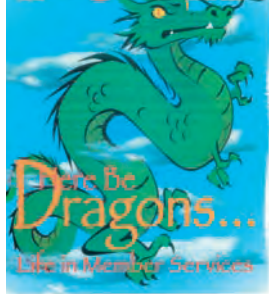


"Our Teachers' Helps" column from the April 1936 issue of the ATA Magazine gave teachers across Alberta lesson plan ideas for their Grade 4 students.

STATUS QUO GIVES WAY TO CHANGE

When Barnett retired in 1946, the new general secretary treasurer Eric Ansley took over the magazine, which soon developed a regular pattern. Early in the school year, the publication featured the fall teachers' conventions, including detailed information about the keynote speakers. Then, as the year progressed, it presented electoral ballots, draft resolutions, the election notice, the ATA's annual report and president's message, financial statements and, after the annual general meeting, election results and a report on various resolutions. Provincial and local news continued to be included, as were articles covering every aspect of teaching.

Assistant general secretary F. J. C. Seymour assumed the role of editor in 1953, and the format did not really vary. A key post-war frustration was the teacher shortage. The ATA encouraged higher standards and higher salaries to resolve the shortage, but the government reduced standards, and school boards did not respond constructively to calls to increase low salaries.




1967

And so with volume 48, the magazine changed: new size, different paper, the introduction of colour and significant design changes. Since 1967, through four editors, the magazine has tackled issues of concern to the profession:

- curriculum change
- students with special needs
- inclusion
- the role of the principal
- school-community relations
- critical thinking
- creativity
- education finance
- technology in education (at least five times)
- teacher-made tests
- standardized testing
- accountability
- public assurance (at least six times)
- professional status
- teacher governance

We've celebrated 50 years of teacher education at the University of Alberta, the provincial teachers' rally in 1997, and our own 50th, 75th and 100th birthdays. We've educated our members on their professional organization and offered advice to new governments. We've studied educational transformation, partnerships and global education. We've opened our archives.

In its formative years, the magazine helped to develop solidarity and a commitment to the ideals of the organization. From its inception, it has focused on improving our profession—informing, educating, researching—and raising our professional status as teachers. With a century of continuous publication, it has made an important contribution to our success as Alberta teachers. 

The magazine triumphantly reported on the opening of the original Barnett House (on 103 Street) in November 1951 and on the opening of a much larger Barnett House (at its current location) in June 1962.

The Blackstock Commission, an ill-fated government effort to consider provincial bargaining, received ample derision. Articles (or themes) included the future of teaching, mistakes in testing students, beginning teachers, the work of principals and the future of high school.

In February 1967 the ATA News was born and, as a tabloid newspaper, it would become the ATA's official publication of record, and the magazine would become a proper professional journal. No longer would the magazine run membership lists, electoral ballots or convention programs. In time, the News would be published every second week and the magazine would be issued quarterly. It would be dedicated to the improvement of the profession.

THE MAGAZINE'S FUTURE IS **BRIGHT**

2019

Joni Turville

Editor-in-Chief, *ATA Magazine*

Like most teachers, I began my career wanting to connect with students and help support them in their learning. When I entered the profession, I had no inkling that my experiences would bring me to the Alberta Teachers' Association as an executive staff officer and that, as part of my duties, I would be placed in charge of a magazine! But here I am, tasked with overseeing the *ATA Magazine's* content and direction for the foreseeable future.

My predecessor Gordon Thomas noted in his historical retrospective that raising the status of the teaching profession has been at the magazine's core since its inception. To this day, that core purpose is central to the magazine's mandate. As part of the redesign that we've executed over the past year, we've

taken that founding premise and fleshed it out to create a broader mission and vision to guide us into the magazine's second century.

As our editorial team learned last year at a conference of the Alberta Magazine Publishers' Association, printed magazines are enjoying a resurgence in interest, particularly those magazines that have a focused target audience with whom they are able to forge a strong connection. We also learned that people consume media in much different ways than they have in the past. The *ATA Magazine* has done well to connect with teachers throughout its first century, and I believe we are poised to take that connection to another level. We are going to achieve that by continuing to be the authoritative voice of education in Alberta while sharing teachers' stories and reflecting teachers' voices from every corner of the province.

Now, to the next 100 years!


MISSION STATEMENT

The *ATA Magazine's* mission is to

- showcase the Association as the education authority in the province,
- highlight the broader issues in public education,
- support teachers in their practice and
- help connect teachers with their colleagues.

VISION

The *ATA Magazine* is

- authoritative,
- relevant,
- engaging,
- informative,
- professional,
- warm,
- thought-provoking and
- lively. 

TRIVIA CHALLENGE

One of the following statements is untrue. Can you guess which it is?

- 1 The *ATA Magazine* is the oldest magazine in Alberta.
- 2 Alberta-raised hockey stars Mark Messier and Jarome Iginla were once featured together on the cover of the *ATA Magazine*.
- 3 Joni Turville is the first female editor/editor-in-chief of the *ATA Magazine*.

ANSWER: STATEMENT 2 IS FALSE



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School leaders experiencing moral distress and exhaustion

Phil McRae

Associate Co-ordinator of Research, ATA



We are being asked to do it all with very little and it's reached a tipping point."

—Alberta School Leader, 2019

THE ALBERTA TEACHERS' ASSOCIATION has conducted many research studies on school leaders (principals, assistant principals and those with jurisdiction-level assignments) to examine key factors that are shaping and influencing their leadership work. These factors have included an increasing focus on change leadership, building and maintaining external relationships, changing approaches to instructional leadership, feelings of being "trapped in the middle," and decreasing family and personal time due to work intensification and role complexity.

In 2019, the Association continued this important research in partnership with professor Bonnie Stelmach of the University of Alberta, and her research assistant Barbara O'Conner, in a new report that shares the voices of approximately 1,000 Alberta school leaders from across the province. This new study sought information on how school leaders' roles have been changing, the forces influencing their work, and what kind of supports they need in order to successfully navigate the increasingly complex opportunities and challenges in their schools and communities.

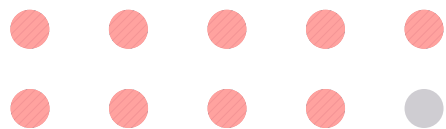
Including school leaders within the teaching profession, as experienced in Alberta, is not to be taken for granted, as past (and potentially future) governments have threatened to turn principals from collaborative school leaders (principal teachers) into managers, in keeping with a narrow and limiting management/labour paradigm. The data in this study also makes it clear that school leaders are interested in maintaining a unified profession, with nine out of 10 Alberta school leaders strongly believing that their ability to fulfill a leadership role is supported and enhanced by being a member of the same professional organization (ATA) as the classroom teachers with whom they work on a daily basis.

Overall, the findings in our research highlight a seismic shift in new areas such as "moral distress," where school leaders are feeling constrained in their ability to do what they know is the right thing because of factors outside of



MORAL DISTRESS

Feeling constrained in your ability to do what you know is the right thing because of factors outside of your control.

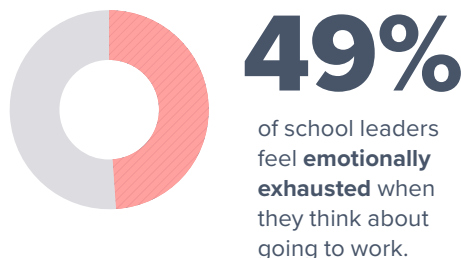


9 out of 10


school leaders in Alberta strongly believe belonging to the same professional organization (ATA) as classroom teachers supports and enhances their ability to fulfill a leadership role.



61% of school leaders find their **workload** is **unreasonable**.



their control. The data also highlights the growing fault lines within the sustainability of school leadership positions as 61 per cent of the respondents disagreed that their workload is reasonable, and 49 per cent reporting that they feel emotionally exhausted when they think about going to work.

This Association research again highlights the important and strong voices of school leadership in the teaching profession and will be mobilized provincially and nationally in the coming months to advance the work of Alberta's school leaders within the profession. 

Key findings from *Alberta School Leadership within the Teaching Profession 2019*

HIGHLIGHTS

- School leaders are passionate about and committed to being instructional leaders.
- School leaders philosophically and ethically embrace inclusion as a goal for their schools.
- School leaders appreciate increased supports and resources to prepare them for supporting First Nations, Métis and Inuit learners and families.
- School leaders feel prepared to meet the competencies outlined in the Leadership Quality Standard (LQS).
- School leaders are highly appreciative of the opportunities for professional learning and growth, and crave more pathways for engaging with other school leaders.
- Parenting is intensifying, and expectations for schools to provide for children's basic needs are increasing.
- School leaders live in a constant state of diversion and "overwhelm."
- School leaders are "under-living" their professional lives.
- Rural school leaders feel they do not receive sufficient supports from their districts to fulfill their leadership roles.
- School leaders are torn between loyalties to their school districts and the local needs of their schools, resulting in moral distress.

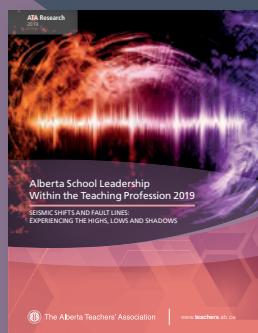
THE SHADOWS

CONTRADICTIONS AND AMBIGUITY

- School leaders report that their districts understand the impact of technology on workload, and yet technology is a burden.
- School leaders feel trusted by their school districts but also report that their professional autonomy is in question.
- Women encounter more barriers to pursuing school leadership than men, but it is less clear that they find the job itself more challenging.
- School leaders frequently feel constrained by factors outside of their control and yet report that they are able to do the right thing.

LOWLIGHTS

- Student mental health needs are increasing, and exceeding the type and level of supports that are available to school leaders.
- The psychological complexity of classrooms has taken centre stage in school leaders' diversity challenges.
- School leaders are overworked and emotionally exhausted.
- Technology has material and emotional impacts on students, teachers and school leaders.
- The "ideal worker" is internalized and normalized.



- ▶ The full research monograph is available digitally on the ATA website under Public Education > Education Research > Research Publications.



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Edmonton: February 25; Calgary: February 27


This workshop provides practical strategies for working with individuals, families, and communities within a harm reduction framework.

Please visit our website for more workshops coming to Alberta in 2019-2020.




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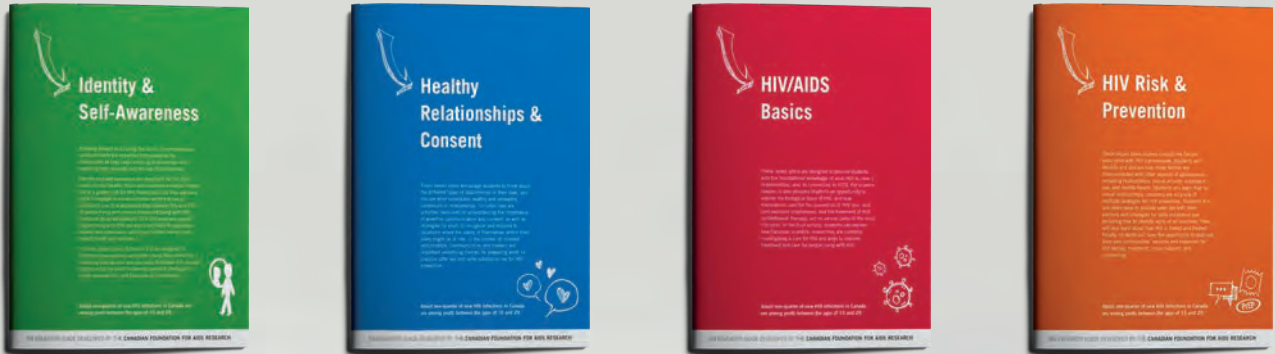
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Check it out!

These resources are now available through the ATA library.

The ATA library has great resources for teachers in print and online. Library staff are happy to mail out whatever you need to wherever you are, and we prepay the return postage for you. Drop us a line at library@ata.ab.ca and let us know how we can help you with your teaching this year.

1. **We Make It Better: The LGBTQ Community and Their Positive Contributions to Society**

Despite being discriminated against, criminalized and treated as inferior in Western culture, members of the LGBTQ community have contributed to society in valuable ways through their work and talents. This tome provides readers with a good entry into understanding that valuable contributions can be made from those on the margins of society.

2. **Vaincre les difficultés scolaires**

Basé sur le concept des intelligences multiples, cet ouvrage veut donner à l'enseignant, au parent, au coach, des outils et des méthodes de travail pour aider le jeune à vaincre ses difficultés scolaires. En déterminant les intelligences dominantes de l'élève, on met en évidence ses atouts et ses faiblesses afin de répondre au mieux à ses besoins.

3. **Teaching Design: A Guide to Curriculum and Pedagogy for College Design Faculty and Teachers Who Use Design in Their Classrooms**

Written by a designer who is also a teacher, this book offers a practical perspective for teachers who teach design in Career and Technology Studies. She shares ideas about how teachers can create objectives and learning outcomes for their courses as well as strategies for teaching creativity and collaboration skills in K–12 classrooms.

4. **The New Teacher Book: Finding Purpose, Balance, and Hope during Your First Years in the Classroom**

Teaching is rewarding work, but the early years of a teaching career are the hardest. Essays in this book offer new teachers practical advice from experienced teachers about how to connect with students of all backgrounds and thrive in your new career.

5. **Seeing Race Again: Countering Colorblindness across the Disciplines**

When society began confronting racism, one of the most popular defenses against calls for race sensitivity was to profess colourblindness when perceiving skin colour. This book challenges academics and students to see race and to challenge settler world views.



Your colleagues recommend

Teachers took to Facebook to suggest these reads.

Andrea Pantella McGeachie

Just finished *Little Fires Everywhere* by Celeste Ng (adult fiction). Working on *Something Like Happy* by Eva Woods!

Carey Klassen

There There by Tommy Orange. Just finished *Kids These Days* by Dr Jody Carrington. Next up: *Dare to Lead* by Brené Brown.

Mark Leenders

The Crystal Singer series by Anne McCaffrey. I am such a nerd. :)

6. What If Everything You Knew About Education was Wrong?

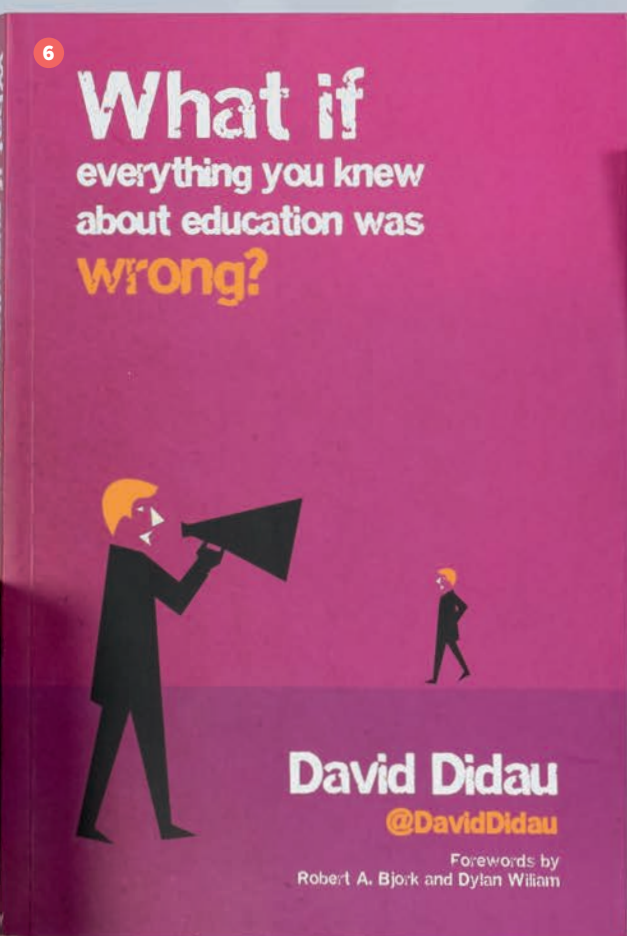
Almost every reader is sure to find something in this book that will make them uncomfortable or want to argue back. This book challenges biases and unquestioned beliefs, and urges teachers to actively rethink what, why and how they teach in the classroom.

7. L'innovation pédagogique

N'en déplaise aux nostalgiques d'une école passéiste et fantasmée, l'innovation est nécessaire en pédagogie. Dans cet ouvrage, André Tricot passe au crible neuf mythes ou réalités pédagogiques contemporaines.

8. Cleverlands: The Secrets behind the Success of the World's Education Superpowers

Frustrated by constantly changing government policy in education, author Lucy Crehan travelled abroad to teach in the countries that regularly top the PISA rankings to discover how different approaches in education work and what actually makes students more successful.



Information provided
by ATA librarian
Sandra Anderson.

PHOTO BY YUET CHAN

Stéphanie Tsang

Currently reading *Astrophysics for People in a Hurry* by Neil deGrasse Tyson and *The Tsar of Love and Techno* by Anthony Marra. Both interesting although not exactly light reading.

Dan Grassick

Norse Mythology by Neil Gaiman. Whether you're a myth lover, a fan of Marvel's *Thor*, or a binge watcher of TV shows based off of Gaiman's work (e.g. *American Gods*, *Lucifer*) you'll love this read. It has well-researched short chapters, great sequencing and lots of Loki.

Jessica Mary Michelle

The Opposite of Hate: A Field Guide to Repairing Our Humanity by Sally Kohn. Great book on why people hate and ways to bring people together... especially pertinent in this political climate.

What is your favourite student read-aloud book?

Teacher recommendations gathered through Facebook

Scaredy Squirrel

Great for littles all the way up to adults. Shows various examples of organizational text and teaches us to step out of our comfort zones to learn amazing things about ourselves.

Stephani Elizabeth

Wayside School series

The books stuck with me from Grade 3, too many years ago for me to admit, and are still a huge hit with my classrooms.

Brian Lindberg

The Crazy Man

It's Canadian, it's in prose, it paints great imagination pictures, and it deals with the topic of mental health and stereotypes.

Katelynd Alyssa

The Miraculous Journey of Edward Tulane

It contains several themes involving loss and recovery, kindness and compassion, and the journey to self-discovery.

Laura Vassa Weselowski

The Wonky Donkey

If you can read it aloud without busting a gut laughing, then you must be a joyless lump!

Chandra Fisher

The Book with No Pictures

It is absolutely hilarious, and the kids love how ridiculous it makes the grown up reading it!

Brittany Marie

The One and Only Ivan

Last year I read it to my class for the first time. They loved it. I loved it. It was such a moving story, and we all got completely invested in it.

Sherri Day-Morris



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Zoltan Takacs: Deadliest Lifesavers

MONDAY, JANUARY 27,
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Joel Sartore: Building the Photo Ark

MONDAY, MARCH 16,
& TUESDAY, MARCH 17, 2020



Kara Cooney: When Women Ruled the World

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HOTEL
A1

Remaking a magazine

Beginning with a reader survey, the Alberta Teachers' Association has completed a wholesale redesign of the *ATA Magazine*.

Project Goals



Increase readership and the amount of time the reader spends with the magazine



Elevate the content and design quality of the magazine



Maximize cost efficiency

Project Timeline

JUNE/JULY 2018

Reader survey

SEPTEMBER 2018

Consultation/workshop with industry expert

- Internal idea sharing
- Creation of mission and vision

FALL 2018

Research: design options and trends

- Definition of magazine architecture: sections, categories, type of content
- Design refresh

WINTER 2019

Consultation and communication

- Communications, Advocacy and Political Engagement Committee
- Provincial Executive Council
- Individual members via teachers' conventions

SPRING 2019

Content planning for 2019–20

FALL 2019

Production and publication!

WINTER 2020

Launch of new digital version



Standout survey responses

- "I didn't realize, or completely forgot perhaps, that there was an *ATA Magazine*."
- "I honestly don't see a benefit in the print issue. I would be much more likely to read the information if it was sent online."
- "Please continue distributing print copies. I enjoy getting them in my mailbox and am more likely to read it as a hard copy as opposed to going online to read it."
- "There is no buzz around the magazine at our school whatsoever and never has been. I see one in the photocopy room but never pick it up."
- "I like this publication; however, I am teased at work for reading it!"

PHOTO BY CORY HARE

Resources available

Two new resources are now available for download from the Alberta Teachers' Association website at teachers.ab.ca.



Internationally Educated Teachers—Welcome to Alberta

From the home page click on The Teaching Profession > Becoming a Teacher.



Forming a Teacher GSA/QSA in Alberta

From the home page click on News and Info > Publications.



Beginning Teachers Conference (BTC) 2019

Question 1: Now that you have been teaching, what is your view of the teaching profession?

Question 2: What is your impression of BTC?



ASMA EL WESLATI
Unité Locale Francophone
Local No. 24

A1: I love working with children. My colleagues are supportive and welcoming.
A2: I like the positive atmosphere of the conference and making connections with other teachers. I also gather information on ATA services.



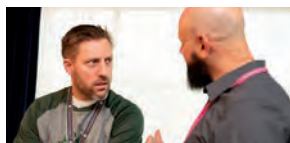
BROOKLYN SOLEY
Chinook's Edge Local No. 17

A1: I feel supported. I have a good relationship with students. It's a busy profession and it keeps me on my toes. I learn from every one and I learn something new every day.
A2: I am impressed with the conference. It's nice to meet people outside my own school division. The venue and the meals are great. It's helpful to learn and share information with others on various aspects of teaching.



LUCAS GORGICHUK
Peace Wapiti School Division
No. 76

A1: It has been crazy so far. Teaching is a great community. I feel there are a lot of supports and resources for new teachers from the locals and the province.
A2: I like the energy and message of the conference. The sessions are about the right length of time and the presenters are engaging. I learned information that I can practise in my class.



PHOTOS BY YUET CHAN

Creative colleagues

Teachers are actively creative when they aren't teaching. Some write books. Others produce podcasts, create art or make music. Here's a collection of works produced by colleagues who are "out there."



ART

Calgary painter holds exhibit in south of France

This past summer I held an art show/exhibition in the south of France. It was of paintings I had done while staying in the

region, which my family has done for summers for the last 10 years. There was even a brief article about the show in a French regional newspaper. The show went great and I made sales. My next step is to return to painting in the area around Calgary for a future show.

DAVID NIELSEN

Bishop O'Byrne High School, Calgary
www.danielsen.ca



PODCAST

The Ed Podcast

A podcast about the teaching life. Each week, I talk with a different educator about the things they're most passionate about. I've talked with teachers from all over the world, including a recent conversation with

New York Times' bestselling author Jessica Lahey. Previous discussions have focused on everything from pedagogy and gamification, to student safety and relationships.

SHANE LAWRENCE

Strathcona Christian Academy, Sherwood Park
shane.lawrence@eips.ca

Available from Apple Podcast and podbean.com.
Part of the Alberta Podcast Network.

BOOKS



Teaching Well: How healthy, empowered teachers lead to thriving, successful classrooms

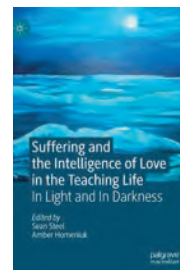
Teaching Well explores how to avoid burning out while creating an effective learning community in your classroom. You will find the inspiration you need to make the changes

that will lead to a healthier work-life balance. This practical and highly readable book will give you the courage and knowledge you need to make wellness a pillar in your life so you can be the motivated and engaged teacher your students need.

LISA BUSH

St. Benedict School, Calgary
lisacbush@gmail.com, www.lisabush.ca

Pembroke Publishers, 2019



Suffering and the Intelligence of Love in the Teaching Life: In Light and In Darkness

A compilation of personal essays, reflections, prose and poetry by teachers about their experiences of suffering, and how these diverse experiences have enriched their teaching.

This book shares insights drawn from the diverse voices of public school teachers, community outreach education workers, professors, writers, poets, artists and musicians on suffering in school and the classroom. Teachers speak about their own encounters with and perceptions of suffering using critical-analytic textual works, as well as first-hand personal accounts. By sharing their stories and reflections, the editors and contributors shed light on the dark areas that often are not addressed in teacher training programs, and that generally remain unaddressed and unacknowledged even as teachers become well-established as professionals in the field of education.

SEAN STEEL

James Fowler High School, Calgary
sesteel@cbe.ab.ca

Palgrave-Macmillan, 2019

► **Got an idea?** If you'd like to make a submission for publication in Who's Out There, email a summary and photos to managing editor Cory Hare at cory.hare@ata.ab.ca.

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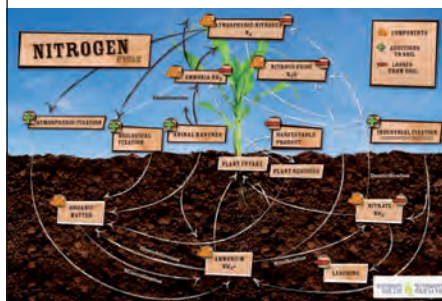
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May 1, 2020

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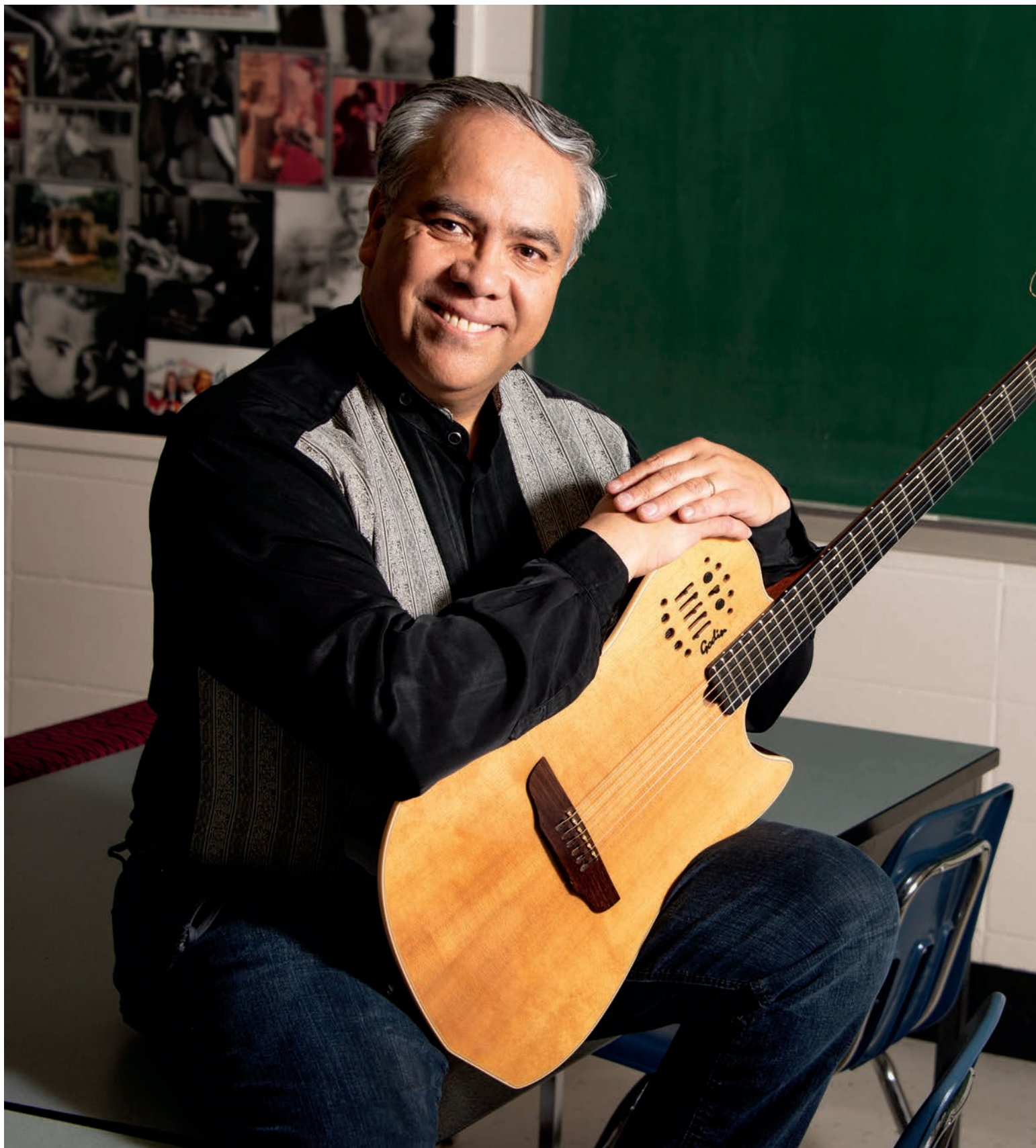
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PHOTOS BY YUET CHAN

Once a rebel ...

Former refugee still strumming to make a difference

Cory Hare

Managing Editor, ATA Magazine

MUSIC, TEACHING AND REBELLION. These are three of the main threads that have wound their way through Jorge Vargas's life since he was a boy growing up in Chile. Now teaching high school in Edmonton, the 60 year old is still heavily involved in music and rebellion. Vargas traces each of these threads back to when he was 14 and Augusto Pinochet swept into power in a bloody military coup that brought terror to his homeland.

"That was so terrible ... to see people from your family or in your neighbourhood being killed or tortured," Vargas says. "At that point, I taught myself how to play the guitar, because I had too many things inside. So I started writing songs dealing with the injustice I was seeing."

Vargas grew up in Santiago as one of seven children. His father was a custodian at a small school, and Vargas spent a lot of time there helping and pretending he was teaching. He later earned his BED from the University of Santiago and went on to teach music and English.

"I was like ... this is what I want to do for the rest of my life: teaching," he says.

"I knew I would be teaching for the rest of my life when I started making a difference in some of my students ... mainly showing them that through

education you could have a future where you could be making your own decisions, rather than following a dictator."

Throughout his 20s, while working as a teacher in Santiago, Vargas was also a singer-songwriter involved in the underground resistance movement, a covert activity that carried a significant risk of being jailed.

"When you read about the political history of Latin America during the '70s and '80s, you realize there was a need to express yourself through the arts," Vargas says, looking back. "When you are in the middle of a bloody dictatorship, like the one of Pinochet, it's hard not to be involved."

TAKING FLIGHT

Vargas's outspoken nature caught up to him following a particular class discussion during which he shared his views about his country's political climate and its future.

"At that point, I couldn't take it anymore and I said to them, '... we don't have a future here unless we change things around. We cannot stay with this government forever. We have to do something.' And I thought that there would be a revolution or something."

The comment did not go unnoticed.

"As teachers, we were not supposed to give our opinion about the government in power," Vargas explains. "Then the school principal called me and he said, 'you know what, we'll have to talk to you because you're saying things that are not appropriate.'"

Was that a warning? A hint of dire consequences to come? He wasn't sure.

"I thought, 'nope, I'm not going to risk it. I'll flee the country for now and then we'll see how that goes.'"

Vargas spent his savings on a plane ticket and left with \$200 in his pocket, making his way to Canada, where he applied for refugee status. That was more than 30 years ago.

Winding up in Edmonton, Vargas made a living through custodial work and playing music in clubs until he could get his education degree recognized. He eventually returned to Chile to marry his fiancée, then brought her to Edmonton, where they settled and started their family.


ALWAYS A REBEL

For the last 15 years Vargas has taught Spanish at Edmonton's Jasper Place High School (home of the Rebels) while remaining active as a performing musician. Ten years ago he hit upon a novel way for his Spanish students to practice their language skills while also contributing to the community: by starting a band that performs in Spanish at local charity events.

Dubbed Los Rebeldes Musicales (The Musical Rebels), the eight-piece band is open to any student who is interested and performs regularly at various Latin fundraisers around town.

"I think it's so important to showcase what our students are capable of doing," Vargas says, "and we are also contributing to make this society a little bit better."

For Vargas, the band is the culmination of two great loves.

"I love performing. I love teaching. So this is the perfect case scenario for me." 

PAINFUL MEMORIES ... GRATEFUL OUTLOOK

"I still have **visions**. Where I lived, there was a little **river** and I still **remember** bodies ... **dead bodies** of people who had been **tortured** and **executed**. So I've always been really conscious about that, and now I **live** in a society where it's **different**. I'm really **grateful** of my contribution here but also the kind of **society** that we have **here**."

—Jorge Vargas, Chilean refugee/Edmonton teacher



GOING UNDERGROUND WITH Jorge Vargas

What was it like to be part of Chile's underground movement?

Being part of the underground was a stage I will never forget. It made me a stronger person fighting for what I thought was right: freedom!

How dangerous was it?

I participated in "coffee houses" at my university (University of Santiago) and other venues where, from nowhere, the police or special armed forces would break in and would take anybody participating in those events, so we were at risk of going to jail.

How did you avoid getting caught?

We managed to not get caught by running away and leaving our instruments behind.

What did you sing about?

All the songs I've written are dealing with personal experiences. So, when I lived in Chile, most of them had a message about freedom or social justice. But I also wrote about love and family issues.

- **Got an idea?** In Profile features an interesting teacher in each issue of the *ATA Magazine*. If you know of a teacher who would be a good profile subject, please contact managing editor Cory Hare at cory.hare@ata.ab.ca.

La Expresión ... La Palabra The Expression ... The Word

Jorge
Vargas

Oí mi voz I heard my voice
murmurando por la garganta, muttering down my throat,
ya no puede por más tiempo callarse en calma. it can no longer keep calm.
Se desnudan palabras que juntas cobijan They undress words that together shelter
mi querer decir. what I want to say.

La palabra lo que busca es la verdad. The word is looking for the truth.
Si la callas en un acto de autoridad, If you silence them in an act of authority,
ten presente mi hermano keep in mind my brother
que cierras las puertas that you close the doors
de la libertad. of freedom.

Cada vez Every time
que cantamos a toda voz, that we sing with full voice
se nos mira we are watched
con tres ojos de precaución. with three cautious eyes.
Tarariemos un verso Let's hum a verse
que rime de acuerdo that rhymes together
a la comprensión. to understanding.

A menudo Often
se nos tilda de ¿no sé que? we are labelled
por el echo by the fact
de decir sólo lo que es. of only saying what it is.
Si me callan lo que siento, If they silence my feelings
dime ¿cuál es la ventana tell me, where is the window
de la expresión? of expression?

La palabra lo que busca es la verdad. The word is looking for the truth.
Si la callas en un acto de autoridad, If you silence them in an act of authority,
ten presente mi hermano keep in mind my brother
que cierras las puertas that you close the doors
de la libertad. of freedom.

Cada vez Every time
que cantamos a toda voz, that we sing with full voice
se nos mira we are watched
con tres ojos de precaución. with three cautious eyes.
Tarariemos un verso Let's hum a verse
que rime de acuerdo that rhymes together
a la comprensión, to understanding,
a la comprensión, to understanding,
entendámonos! let's understand one another!



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Tried & True

We asked teachers: what teaching technique have you used since your very first year and still swear by?

AMONG THE MOST POPULAR ANSWERS:

positive reinforcement, daily greetings and a sense of humour.

Melissa Megan

We end each day with a “family meeting” where we sit in a circle and go around and share our happy heart moment from the day.

Devon Joel Donahue Sumka

Ever since my first year, I’ve made the effort to apologize and acknowledge I made a mistake to the class or individual students. I want to model taking ownership and making things right.

Michelle Baragar

Positively reinforce what you want to see more of. A positive phone call home will yield 10 times more value in your classroom than a negative one. Every time you place a positive phone call home, you have a new student ally in your classroom.

Andrew Clapperton

Use songs as classroom management.

David Martin

Finding out what rank they are in *Call of Duty*, what their K/D ratio is in *Fortnite*, their favourite YouTuber, how many pokémon they have caught, and, most importantly, what their biggest fears and dreams are ... then integrating all of this into upcoming lessons, conversations and assessments.

Danger Dan

I have my students “check in” with the zones of regulation when they come into the room first thing in the morning. It allows me to gauge if they are sleepy, and I need to wake them up; feeling good and ready to learn; or if I need to have a chat and see what’s going on in their head. It prevents a lot of problems before they begin.

Grace Gadon

Have a “secret password” to enter class. Whatever musical concept we are learning turns into our word of the week and students must enter by secretly whispering the password to our music room “gatekeeper.”

Manda Koulouris

Take their shoes whenever possible. Picking groups? Try a shoe draw. Compare and contrast assignment? Do an example with two people’s shoes. If you have their shoes, you have their attention.

► See more at facebook.com/ABteachers.

Corey Walyuchow

In physical education, the feeling method. When you’re doing something correctly, it makes you feel good. Incorrectly, not so good. Repeat the good feeling and remember it.

Beth Allan

Welcoming students into school and into the classroom each and every day, no matter what they did or said the day before. It’s a fresh start each and every day.

Travis Bevan

Well-Dressed Wednesday once per month. Don’t let the day you learn how to dress nicely be the day before your graduation or before your job interview.

Andrew John

I have had a lot of success with giving students some degree of freedom in how they complete assignments. Want to tell me how a cell is like a prison? Go for it. Want to do an ecosystem report on the fictional country of Wakanda? Hit the criteria and we are good. Choice = buy-in and buy-in means I am less likely to have to chase kids for work completion.

Dan Grassick

Thinking out loud is a technique that I used to do unconsciously but now do because I know it’s backed by metacognitive research. Essentially you say what you’re thinking when working through a math/science problem; what you notice, what you’re looking for, what you think you should do next.

Ashley Fowler

Giving a high five, hug or hand shake at the end of the day to each student.

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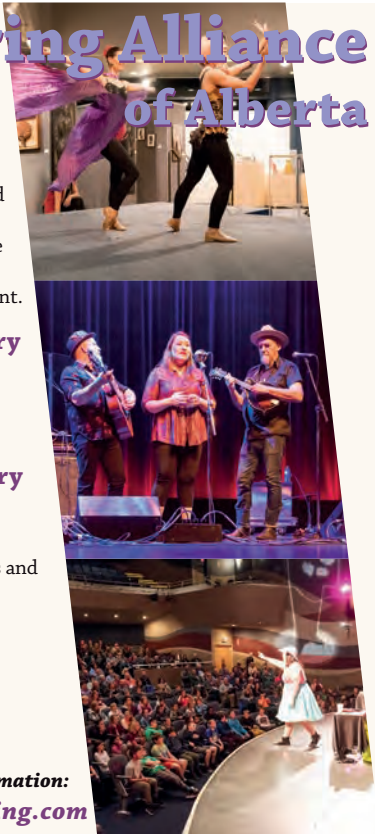
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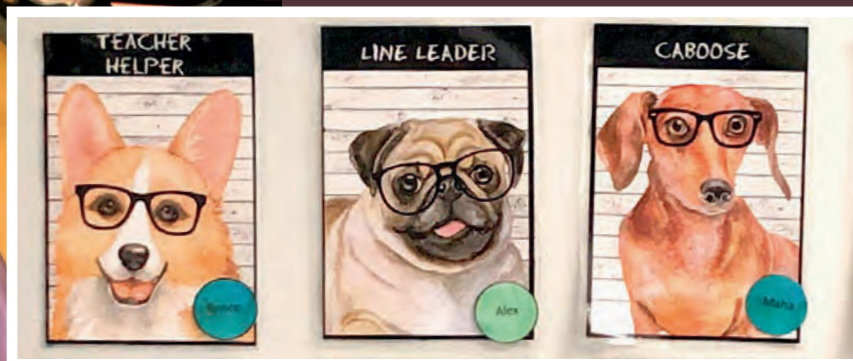
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“When do I get to be a pug?!”

PHOTOS BY SAYDE EVAHNENKO

Hipster Dogs Taking Over The Classroom!

Canine theme fosters fun student engagement

Sayde Evahnenko

Grade 2, Dr. Margaret-Ann
Armour School, Edmonton
@thosewhocan_teach [Instagram]

THIS IS MY FIRST SCHOOL YEAR


with my own room and class from start to finish. I have dreamed of being a teacher and having my own classroom since I was a child and have always been excited by the idea of decorating a classroom.

This year I used a “Hipster Dog” bundle to create a dog-themed classroom. I chose this theme because I have found that I can connect with my students by sharing stories about my rescue dogs. I am also extremely passionate about pet adoption; this classroom theme is a way to bring that passion and my love of dogs to life in my daily work.

In creating this environment, I hope to make daily connections with my students. I hope they feel welcome in my room, that they find it to be a fun and inviting space, and that it helps us feel like a “pack” that successfully coexists.

My favourite “teacher hack” that I came up with for the room is labelling each table group as a different breed of dog instead of labeling them by number groups. I feel this is a fun way to engage the kids. This is a really simple spin on the classic table system, but the students were so excited when they saw the dogs and are looking forward to future seating plans to have a chance “to be” a different type of dog. (Multiple students have already enthusiastically asked me “When do I get to be a pug?!”)

I also attached the group names to shower caddies I bought that I filled with our communal supplies so anything we need is within reach. I found this has really cut down on transitional time as I don’t need to spend time handing out materials.

I feel it is valuable to have an environment that I’ve put care into and that my students enjoy being in. I hope they love the room as much as I do, and that they are excited to be learning in a “paw-sitive” environment! 

“I feel it is valuable to have an environment that I’ve put care into and that my students enjoy being in.”

► **Got an Idea?** Teacher Hacks is a place for colleagues to share their awesome ideas. If you have a hack that you’d like to share with your colleagues, please email a summary and photos to managing editor Cory Hare at cory.hare@ata.ab.ca.

Wieners and drill bits

A different spin on hands-on literacy

Ian Stewardson

ATA Executive Staff Officer

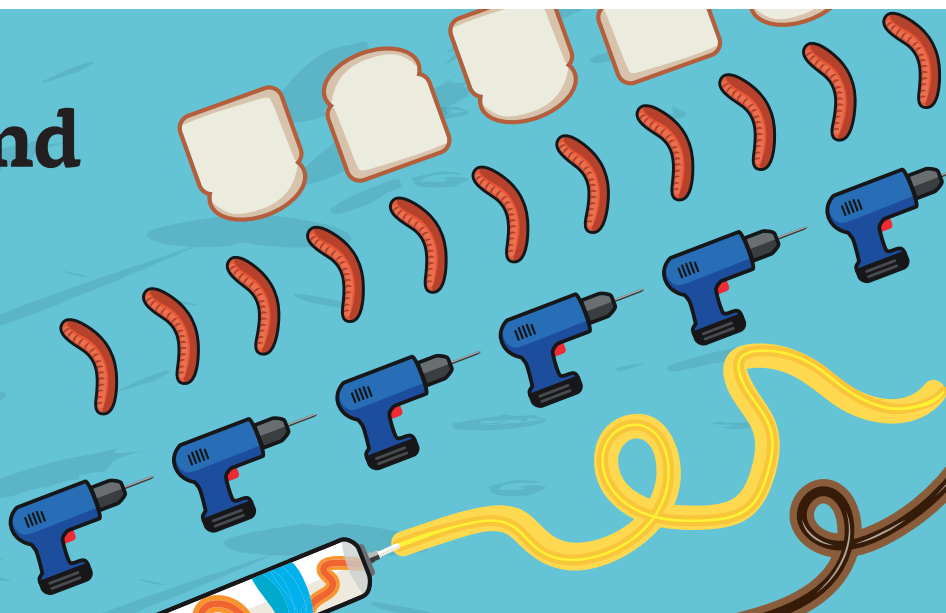


ILLUSTRATION BY ERIN SOLANO

THE TAKEAWAY:

How to orchestrate a literacy project for eight year olds by combining cooking and power tools.

AS A GRADE 3 TEACHER,

I was always on the lookout for interesting ways to promote reasons to read with my students. One of my favourite activities was to have students read a recipe, and one day it occurred to me that it might be a good idea to mix this with power tools. After all, as a teacher, one must be willing to take risks.

CHEESE-FILLED HOTDOGS IN WHITE BREAD WITH CHOCOLATE SAUCE

Ingredients/tools

- hot dogs 1 per student
- aerosol cheese 3 cans
- white bread 2 loaves
- chocolate sauce 2 bottles
- cordless drills 2
- 3/8" wood drill bits 2 (washed in a dishwasher)
- protective eyewear (*borrowed from the science lab*)
- microwave oven

The students read the recipe and answered questions prior to creating the culinary delights. The fun started when students got to use cordless

"It was great fun ... and chock full of curricular merit."

drills to bore holes into their hotdogs, first from one end and then the other. Then the students shot aerosol cheese into the drilled cavity, warmed their dogs in the microwave, wrapped them in the bread and added chocolate sauce to taste. All students had to wear eye protection from the science lab.

When I reflect on this lesson, what stands out the most is the image of eight year olds peering through safety goggles, concentration etched on their faces as they focused on keeping the drill steady while bits of meat by-product flew.

It was great fun ... and chock full of curricular merit. The students got hands-on experience with tools. Those who had worked with power tools before demonstrated how to use them safely (this was closely supervised, I can

assure you). The students also learned how to read a fun recipe, work at stations, help others and, to a limited extent, clean up. The custodian had some cleaning tips for me when we did our next baking/cooking experiment.

(I could never find a good Grade 3 slab cake recipe that required the use of a chainsaw, so if you have one, please pass it along.) ATA

► **Got an idea?** Maybe you delivered a lesson that totally bombed or were on the receiving end of a lesson that was truly inspiring. Whatever your story, please summarize it in up to 300 words and email it to managing editor Cory Hare at cory.hare@ata.ab.ca.

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