

ATA NEWS

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News Publication of The Alberta Teachers' Association



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teachers.ab.ca

WHAT'S ONLINE?

Teacher Growth, Supervision, Evaluation and Practice Review Workshop: Calgary, Jan. 24–25

Project Overseas: Read up on international volunteer opportunities.

Teachers Together: Catch up on collective bargaining updates.

Pitfalls & Precautions

Avoid electronic communication with students.

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Public education creates a fairer society

Canada ranks well in new UNICEF study



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

When I decided that my life's work would be in education, I was seeing the effects of poverty on a daily basis.

I grew up in a lower-middle-class neighbourhood in northeast Edmonton and took the bus daily to school through some of the city's most impoverished areas.

While I am grateful my parents were able to keep me fed, clothed and sheltered, we definitely did not have the nicest things, and there was a time when my family required social assistance.

It was from growing up in this environment that I looked to education as a beacon. Not only did I know that my own education would be responsible for ensuring a path away from poverty, but I knew that through advancing the cause of education, others in need would be better off and all of society would benefit.

Here's the good news: a new report from UNICEF says Canada's education system is among the best in the world for reducing inequality gaps.

The Equalizer: How Education Creates Fairness for Children in Canada looks at a wide variety of data sets, including early childhood education participation rates, income inequality

and international test results. This study digs deeper into the data to generate more meaningful analysis instead of focusing on the high-level league table rankings from instruments like the Programme for International Student Assessment (PISA) and Progress in International Reading Literacy Study (PIRLS).

Canada ranks 22nd in the report for equality of access at the preschool level and 18th for equality of achievement at the primary level. But Canada's ranking

impact on achievement and because there is less variation in achievement between different schools. According to the report, Canada distributes resources well across schools, and there is less stratification of students in schools based on socio-economic factors: students are not selected into schools as much as in other countries. This results in more student diversity in schools and a greater focus on inclusivity.

Closing the equality gap is also related to higher levels of achievement overall.

the unique needs of our Indigenous students. And trends related to increased school stratification, income inequality and shadow education (such as private tutoring) threaten to increase educational inequality.

The report identifies a number of strategies for Canada to further reduce educational inequality: reduce income disparity and child poverty; increase access to early childhood education; close achievement gaps for Indigenous students and other underserved students; and make schools safer and healthier by combatting bullying, ensuring that students are well-fed and supporting student well-being.

Reading this study made me reflect on the Association's current Pledge for Public Education campaign (sign on at www.iBelieveinPublicEd.ca). Through that campaign, teachers and parents are calling for supports for special needs, enhanced kindergarten programs and better access to mental health supports — all things that fit well with the report's recommendations. An added focus on small class sizes has proven benefits for the most vulnerable students, those affected by poverty in particular.

With this campaign, we often say: teachers want what students need.

And when students get what they need, then public education fulfils its promise of being society's great equalizer. ■

I welcome your comments—contact me at jonathan.teghtmeyer@ata.ab.ca.

“When students get what they need, then public education fulfils its promise of being society's great equalizer.”

rises to ninth for equality of achievement at the secondary level, based on international reading assessments. This closing of the achievement gap led to Canada's overall ranking of nine.

The study says that Canada's relatively high level of equality in education is because family affluence has less of an

“There is no trade-off between fairness and greatness,” writes the author. “A more equal system pulls all students up.”

But the report also highlights some threats and challenges. It notes that while Canada's system is tops in the world at supporting migrant students, much more needs to be done to address

What does legal cannabis mean for teachers?



Q & A

Robert Mazzotta
Co-ordinator,
ATA Member Services

Question: With cannabis now legal in Canada, how are teachers affected?

Answer: Legalization has not changed the expectations for teachers regarding the use of cannabis. It has long been the presumption that teachers report to school ready to work and free from impairment. Consequently, the use of cannabis, or any other drug, cannot impair a teacher's performance while at work. This includes impairment from alcohol, prescription medication or even over-the-counter medication. Many board policies state

that teachers cannot be impaired while at work, and the Alberta Teachers' Association supports this expectation.

Teachers who are using medicinal marijuana need to ensure that the THC content is zero. This guarantees that the marijuana can be used for pain relief or as prescribed by their physician but that it contains no hallucinatory component.

While some boards require teachers to disclose their use of the medicinal oil, we do not concur with this expectation

because this product should not impair the teacher's performance. Teachers would not disclose other medications they are taking; medicinal marijuana should be no different.

If a teacher requires a workplace accommodation due to a medical issue, this would need to be shared with the employer so the accommodation can be implemented. However, if no accommodation is required, there is no need to disclose the information.

Finally, it is important that teachers remember that the Code of Professional Conduct governs their behaviour at all times. While possessing and smoking cannabis are now legal, the question remains as to whether or not being seen purchasing, smoking or in possession of marijuana constitutes unprofessional conduct. This will ultimately be left for a professional conduct committee to decide.

Teachers simply need to remember that they are role models and are setting an example for students, and that as teachers they are charged with upholding the standards of the profession at all times. ■

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

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YOUR VIEWS

LETTERS TO THE EDITOR

PAT editorial hits the mark

Re: Editorial: "Provincial Achievement Tests broken."

As a teacher for 31 years in Alberta and a parent of four children, I have felt that the administration of the PATs is increasingly useless to my teaching practice. PATs also tell me nothing about the quality of education that my own children are receiving. For this reason, we exempted our kids from writing the PATs in all subjects, which is our prerogative as parents. I understand that their school receives a zero for not writing, but I don't care. I do care that they are receiving a well-rounded education, including academics, sports and social well-being.

As a professional, I create my own final exams using the program of studies and standards documents provided to me by Alberta Education. I place little

emphasis on the Grade 9 PAT and do not get stressed about it. Do I spend some time practising the released exams from previous years with my students? Yes, I do. Do these standardized exams drive how I teach and what I teach? No, they do not.

What I found interesting from your recent editorial was the paragraph about how the tests have changed.

"Teachers had an opportunity to use the information to reflect on their practice and to use the test items as a learning tool in future years. That is now gone. In its place, we have secret anchor items that are used to see if students are getting better over time. And get this: if student learning actually improves over time, then the tests get marked harder in future years!"

Thank you for hitting the nail on the head, again! ■

Chris Mertens
Sundre High School

FACEBOOK FEEDBACK

On class size

Denise Larre

It's not only class size. From my 30 years of experience as a classroom teacher, class composition and supports are equally as important as size.

Terra Zetora

Perhaps we could shave several fat-cat school board positions and add

classroom teachers and teachers for students with complex learning needs to help our students succeed: in academics and mental wellness.

Erin Boppre

The government needs to establish and ensure that all boards adhere to a set out student-teacher ratio. Diverse learning needs should also be considered in that ratio. I think a mandatory cap on class size per grade is needed.

Letters to the editor: We welcome letters to the editor. Please limit your submission to 300 words. Only letters bearing a first and last name, address and daytime telephone number will be considered for publication. Teachers are also asked to indicate where and what they teach. All letters are subject to editing for length, clarity, punctuation, spelling and grammar. Email managing editor Cory Hare: cory.hare@ata.ab.ca.

FOR THE RECORD

“ Any Saskatchewan Roughrider fan can tell you that fielding ‘too many men’ could cost you the Grey Cup. But too many students in one class penalizes our students much more seriously.”

— ATA president Greg Jeffery in a Nov. 22 news release on class size



Our children have hope



VIEWPOINTS

Graham Thomson
Special to the ATA News

For 13-year-old Ghazal there was only one dream, one wish, one hope: to go to school.

I met her five years ago when I was researching a story of Syrian refugees fleeing their country's civil war. Ghazal was living with her parents and four siblings in a camp for refugees in Lebanon's Bekaa Valley (like many Syrian refugees, Ghazal and her family did not want their last names revealed for fear of reprisals from Syrian president Bashar al-Assad).

Only it wasn't really a camp, more a shantytown of makeshift tents made from donated wood and plastic. In the vocabulary of aid agencies, these were "tent settlements."

The Lebanese government is ever mindful of the country's temporary Palestinian refugee settlements set up in 1948 that became permanent. Consequently, it refused to allow the United Nations to erect formal camps for Syrians with running water, sewers, clinics and, most importantly for children like Ghazal, schools.

There were thousands of Ghazals in the Bekaa Valley, living in 250 improvised settlements that had sprung up across the land like a bumper crop of human despair. In the miserable conditions of December 2013, when the first winter rains began turning the camps' slippery soils into muddy skating rinks, most people simply stayed in their tents.

For school-aged children, these were gloomy affairs crammed with fussy babies and cranky grandparents. There were no books, no games, little to distract the children.

The problems didn't end there for Ghazal. At dawn she would be loaded onto a truck along with a dozen other girls her age to work in the fields. There was a late harvest of vegetables to bring in, and the farm owners realized Syrian refugee children were the best labourers to do it — cheap, compliant and available by the trailer load.

Ghazal was her family's only source of income outside of relief from aid agencies.

Her one glimmer of hope was that she might be able to go to school. Ten Lebanese public schools had managed, with extra money from the Lebanese government and international aid, to institute a second shift of classes.

At the Gab Elias primary public school, for example, 710 students (mostly Lebanese) attended classes from 8 a.m. to 2 p.m. while another 650 students (all Syrian refugees) went to school from 2 to 6 p.m. By Canadian standards, the schools were rough affairs, with well-worn furniture and few computers. Many students would wear woollen hats and coats in class.

When I was there, the Lebanese government estimated that of 1.2 million Syrian refugees, 300,000 were school-aged. But the Lebanese education system could afford to absorb only one-third. The rest sat like Ghazal, wasting away in refugee camps or forced into day labour.

The United Nations is terrified this will become a lost generation. In 2013, the UN issued a report that painted a depressingly accurate picture of life for Syrian refugee children, concluding that "if the situation does not improve dramatically, Syria risks ending up with a generation disengaged from education and learning."

Within two years of that report, Syrian refugees began fleeing toward Europe in a flood that caught the world's attention when front pages displayed pictures of three-year-old Alan Kurdi's body lying on a Turkish beach.

I'm not saying the exodus was sparked simply by parents desperate to get their children to a country with a functioning school system. But there is something soul-sapping for parents who watch, with a sense of mounting frustration and desperation, their children's future slowly evaporate in a refugee camp.

At the risk of sounding like a Hallmark card, *education* is another word for *hope*. When you deprive a child of education, you are taking away that child's hope for the future.

It is one of the common themes I have seen in my four decades as a journalist, most notably in the poorest countries, including Afghanistan, where a majority of the population are illiterate.

Rampant illiteracy means there is no proper judicial system, a feeble government bureaucracy, a frail education system.

The Taliban would attack schools that educated girls and women. In response, aid agencies opened up secret schools in private homes scattered throughout Kandahar City, where each day women discreetly gathered to learn how to read and write.

Afghanistan has many troubles culturally, politically and financially. But a lack of basic education for its people not only helps create those problems but makes everything worse.

Whenever I returned home from a trip overseas, I was irritated anew with people (most often politicians) who chronically complained about problems in Canada.

Our country may have its own problems, but when it comes to education, we are fortunate enough to give the vast majority of our children the gift of hope.

Graham Thomson is a political analyst who spent 30 years as a journalist in print, television and radio, including 16 years writing a political column for the Edmonton Journal. In 2013 he completed an investigative series on Syrian refugees in Lebanon and Jordan. He was also twice embedded with Canadian combat troops in Afghanistan, in 2007 and 2008. ■

Rural school takes career planning to new heights

SUCCESS STORIES

Jay Steeves

Principal, Spruce View School,
Chinook's Edge School Division

Just three years ago Spruce View School revamped its approach to helping students plan for their futures, and all high school students have since benefited.

In an attempt to provide students with unlimited access to career practitioners and counsellors, this small rural high school has redefined the roles of a number of staff. Using the learning commons as a central hub, the librarian and central office staff all dedicate time to providing students with expertise based on their personal passions. Meanwhile, teaching staff provide career counselling. This new approach has opened up new learning opportunities for students and enabled them to access information throughout the school day.

Strategic plan

An assessment of the existing preparation sequence revealed that students and their parents received significant support early during their high school experience but then were not re-engaged until Grade 12, as they prepared to apply for post-secondary study. Based on this assessment, the newly formed support team redesigned the



Spruce View School revamped its approach to career counselling in order to better engage students throughout their high school years.

sequence in order to engage students throughout their high school years and especially at points that are critical for career preparation.

Here are some examples of the changes that have been implemented.

1. Careers class

As part of the high school redesign project, Spruce View School created a three-credit course for Grade 11 students specific to planning and open exploration of career possibilities.

2. Career planning open house

Every September all high school students and their parents are invited to an evening with representation from local post-secondary schools, off-campus learning opportunities, dual credit, etc.

3. Grade 12 application day

Every Oct. 1 the learning commons hosts an event for Grade 12 students to receive support in applying for post-secondary study — even if the date falls on a Sunday!

4. WISEST conference

Each year a group of female students is encouraged to attend the Women in Scholarship, Engineering, Science and Technology conference hosted by the University of Alberta.

5. MyBluePrint training

All students in grades 9 and 10 spend significant time using this course selection and career planning website to chart their futures.

Always a Viking

As the school slogan suggests, all former students are welcome to return and receive assistance as they attempt to better themselves. As a community, the school promotes the idea of lifelong learning and, at any given time, we will have returning students in their early 20s present in our library space.

In the most recent accountability pillar from Alberta Education, Spruce View School received a 100 per cent transition rate to post-secondary. This exceptionally strong data suggests that the school is using its strategic plan effectively and this, in turn, benefits the future of all Vikings. ■

Poverty reduction strategy needed, report

ATA News Staff

Child poverty continues to be a significant problem in Alberta.

A new report entitled *One in Six Is Too Many: An Alberta Child Poverty Report* is available at www.pialberta.org.

The report, a joint effort by Public Interest Alberta, the Edmonton Social Planning Council and the Alberta College of Social Workers, was released Nov. 20 to coincide with National Child Day.

"While the NDP government has proposed laudable changes in policy such as the minimum wage increase and the recent improvements to income support, much work remains," said Sandra Ngo, research co-ordinator for the Edmonton Social Planning Council.

The report calls on the government to create a poverty reduction strategy, as Alberta is just one of two provinces without one.

"Legislating a plan to eliminate poverty with targets and other accountability measures would show we are serious about addressing the problem," said Joel French, executive director of Public Interest Alberta.

"Our federal government now has one, as do Alberta's major municipalities, so immediate provincial government action on this is necessary." ■

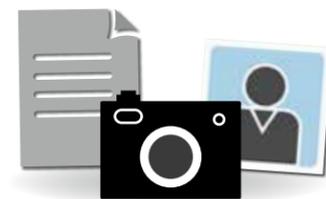
Read the report

One in Six Is Too Many: An Alberta Child Poverty Report is available at www.pialberta.org.

Recommendations

The report contains the following recommendations for the Government of Alberta to help reduce the extent of poverty:

- Implement actions to address the significant shortage of annual tax revenue.
- Create and implement a provincial poverty reduction strategy with targets and timelines.
- Change reduction rates associated with Assured Income for the Severely Handicapped (AISH), Alberta Works, the Alberta Child Benefit and the Alberta Family Employment Tax Credit (AFETC) to incentivize families to increase their employment income.
- Continue to improve the minimum wage in order to cover the cost of living for working families.
- Improve funding and resources for the education system, including working with First Nations on reserve to improve education standards, and the Class Size Initiative.
- Implement a universal childcare system that improves accessibility, affordability and quality, such as expanding the early learning and child care (ELCC) centres.
- Extend provincial coverage for pharmaceuticals through a pharmacare program, in order to keep more money in the pockets of low-income Albertans.



STORIES AND PHOTOS WANTED

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

Leave of absence

Teachers on leave of absence from their school board are still under contract to their board and are therefore active members of the Alberta Teachers' Association. Bylaw 9(2)(b) states that the annual fee for this category of active membership shall be \$96. Members qualifying under this category should forward their cheques for the full amount to the Alberta Teachers' Association, 11010 142 Street NW, Edmonton T5N 2R1. Attention Membership Assistant—Teachers who know of colleagues on leave of absence are asked to notify them of this bylaw.



It's PEC election time!

ATA News Staff

Nominations will soon open for all elected positions on Provincial Executive Council (PEC). Eligible to run and vote in the 2019 PEC election are active (teaching) and associate ATA members.

Details on the nomination and election processes will be mailed to schools (care of ATA school representatives) and available on our website when nominations officially open on December 3.

What the heck is PEC?

You can think of it this way: if the Alberta Teachers' Association were a city, PEC would be similar to city council. It is an executive committee of 20 teachers responsible for directing the business of the Association.

On PEC, there are five table officers (ATA president, two vice-presidents, past president and executive secretary) and 15 district representatives. The executive secretary serves as the Association's chief executive officer and is responsible for the operations and staff of the Association.

All positions, with the exception of the past president and executive secretary, are elected to office by ATA members every two years.

PEC is also referred to as Council.

Members of PEC

- are teachers;
- meet as a council two days at a time at least eight times each year;
- serve on internal and external committees and Association subgroups, like specialist councils;
- engage in professional development as part of their duties;
- make decisions affecting the budgets, policies and strategic direction of the ATA; and
- are accountable to the ATA membership, i.e., you.

Note: The budgets and policies of the Association are voted on at its Annual Representative Assembly by more than 400 teacher delegates representing teachers employed by every public, separate and francophone school board in the province.

What PEC members do

There are differences in the responsibilities of elected PEC members depending on the office they hold.

ATA president

The ATA president works full time out of the Association's Barnett House, in Edmonton. In addition to PEC responsibilities, he or she is also

- official spokesperson for the Alberta Teachers' Association;
- chief representative of the Association in dealings with provincial and national education stakeholders, e.g., the Government of Alberta, the Canadian Teachers' Federation;
- chair of the Provincial Executive Council;
- chair of the Teacher Salary Qualifications Board; and
- an ongoing support to district representatives.

ATA vice-presidents

Additional responsibilities of the two ATA vice-presidents include but are not limited to

- alternating months as deputy president and
- serving on committees and specifically chairing either the Association's finance or resolutions committee.

District representatives

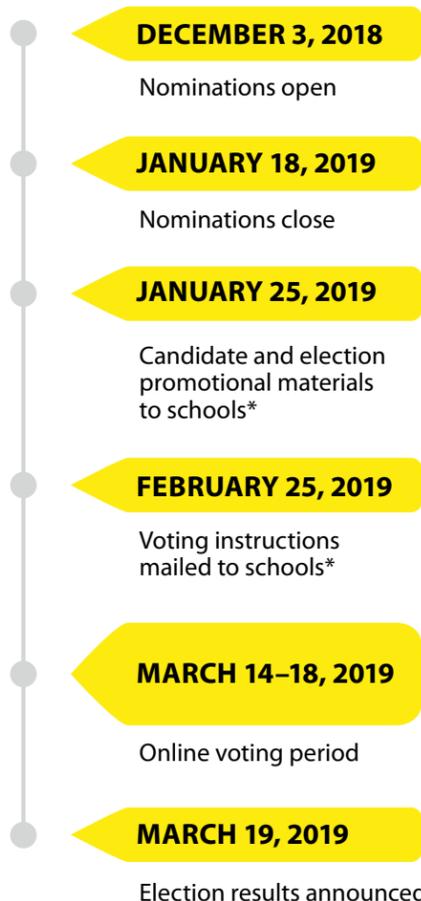
The 15 district representatives represent Alberta teachers in the 11 geographic districts of the Association and are responsible for

- presenting the views of individual teachers and the ATA locals in their geographic district,
- participating in Council decision making,
- familiarizing themselves with the activities of the ATA locals in their geographic district and
- communicating ATA policy and activities to teachers who are members of the ATA locals in their geographic districts. ■

2019 PEC Election Schedule

The PEC election starts December 2018 and ends March 2019.

Here is a glance at some important dates for you to keep in mind.



*Sent to the attention of ATA school representatives

This...

from ATA President Greg Jeffery



Climbing out of the black hole of the Class Size Initiative



In Alberta, it could be classified as one of the great mysteries of the universe: into what black hole has more than \$3 billion in funding for reduced class sizes disappeared?

In 2004, the provincial government implemented the Class Size Initiative and began doling out the aforementioned funds to school boards for the purpose of reducing class sizes across all grade levels. The initiative morphed over the years, and by 2011/12, its scope included only grades K-3.

Many issues with the Class Size Initiative were highlighted in the February 2018 report of the province's auditor general. The most disappointing and disturbing was that the average K-3 class in Alberta had grown to 20-plus students despite funding to reduce the average to 17. Billions spent and only larger classrooms to show for it.

Education Minister David Eggen made a step toward addressing this unacceptable situation earlier this month.

Reporting for the 2018/19 school year won't uncover the mystery of previously lost billions, but having school boards report their spending is a solid first step.

Minister Eggen announced that by January 15, 2019, school boards must report to Alberta Education how they have spent the Class Size Initiative funding provided to them in 2018/19. Reporting must be by school and show, for each one, their overall planned spending on class size reduction, allocated funding by grade division and the number of teachers planned to be hired or retained for the school year.

Reporting for the 2018/19 school year won't uncover the mystery of previously lost billions, but having school boards report their spending is a solid first step towards achieving some level of accountability to education stakeholders, including teachers, the Association and parents. When the information is made available on the government's open-data portal, we will be able to see what action schools have taken to achieve the smaller class sizes that are so beneficial to those in the early grades.

The minister hasn't outlined what steps he plans to take once the reports are in — understandable, as the data will require analysis before any strategies to move forward can be developed. It is quite likely that information gleaned from the reports will help the province identify where class-size pressure points exist and, through comparisons with budgets in previous years, help reveal areas where there are funding shortfalls.

Ideally, having school boards report their Class Size Initiative spending will lead to achieving the outcome desired by the Alberta Commission on Learning 15 long years ago: K-3 classrooms with no more than 17 students in them. ■

I welcome your comments — contact me at greg.jeffery@ata.ab.ca.



Sign up for email to receive Members' Updates:

<http://bit.ly/1uJm122>

Government removes cap to teachers' pension

ATA News Staff

So long, pension cap. The Alberta government has officially overturned a 23-year-old regulation that limited the amount of pension some teachers were eligible to receive.

Part of the regulation accompanying the *Teachers' Pension Plan Act*, the cap restricted the total amount of annual pension that could be paid out, which affected teachers retiring with a five-year average salary greater than approximately \$103,000. Teachers earning this amount or higher ended up paying for a pension benefit they were not receiving.



“This problem has been on our radar for a number of years.”

—Greg Jeffery, ATA president

ATA president Greg Jeffery said that, in recent years, increasing numbers of school and central office administrators were being affected by the cap.

“This problem has been on our radar for a number of years,” he said. “It unfairly denied teachers the pension benefit to which they were fully entitled.”

The change will come into effect on Jan. 1, 2019. Retroactive payments will not be made; however, all future payments to currently retired members will reflect the changed policy. Approximately 900 affected retired members will have their pension adjusted to the level where it would have been without the cap, including a cost-of-living adjustment. ■

Does this affect my pension contribution?

The regulatory change does not represent a pension improvement; it simply resolves a problem that existed for certain members, states a news press release from the Alberta Teachers' Retirement Fund (ATRF).

Because contribution rates had already been based on the higher expected pension amount, the plan is sufficiently funded to handle this change without a need to adjust current contribution rates.

The ATRF is contacting pensioners affected by the reduction to inform them of the news. A posting with further information is included at www.atrf.com.

New timeline for new Grade 9 curriculum

ATA News Staff

Grade 9 curriculum development has begun ahead of its original schedule.

Alberta Education announced in early November that the curriculum working group slated to begin developing new curriculum for grades 5 to 8 will now include Grade 9. The work began in November.

The timeline change is intended to make for easier implementation of future curriculum at the junior high level.

“Our stakeholders asked us to consider this shift so we would have a more cohesive approach to the development and implementation of our middle years and junior high curriculum,” said Education Minister David Eggen.

“Accelerating these timelines means we will have our Grade 9 curriculum nailed down earlier, which provides benefits in the classroom sooner to help students prepare for the transition to high school.”

Curriculum development work remains a six-year project that is slated for completion in December 2022. ■



ISTOCK

Highlights from the legislature

Opposition goes after PAT scores and curriculum review

Kim Dewar
ATA News Staff

The fall session of Alberta's legislative assembly, which officially began Oct. 29, resumed sitting Nov. 19 after a one-week constituency break. Below are highlights of education and labour issues raised from Oct. 29 to Nov. 21.

Student achievement in mathematics

Nov. 1—Mark Smith (UCP—Drayton Valley—Devon) asked Minister of Education **David Eggen** about recent *Calgary Herald* reports that just 59.2 per cent of Grade 9 students achieved an acceptable standard of 42 per cent on the math provincial achievement test. Eggen answered by noting that the government made several adjustments to the PATs to make them stronger and to fit better with basic skills. He added that math scores and diploma scores in general are on the rise.

Nov. 7—United Conservative Party Leader Jason Kenney asked Premier **Rachel Notley** whether the government shares the United Conservative Caucus's concern about math proficiency among Grade 9 students, which dropped from 67 per cent in 2014 to 59 per cent last year. Notley replied that government is pleased it has made significant changes to the math curriculum, which will improve students' math proficiency. Kenney asked Notley whether she shares his concern that the cut score for math proficiency is only 42 per cent for Grade 9 students. Notley replied that government is supporting math teachers; funding their ability to increase their skills; modernizing the curriculum; asking for a renewed focus on the basics, including memorization of multiplication tables and fractions; and improving testing. Kenney asked Notley whether government will make it clear that schools are expected to equip students with the basic math skills they need to succeed, “regardless of pedagogical fads like discovery learning”? Notley replied that

government is working hard to improve the math curriculum and outcomes.

Educational curriculum review

Nov. 19—Mark Smith (UCP—Drayton Valley—Devon) asked Minister of Education **David Eggen** about his “one size fits all” approach to the curriculum redevelopment, citing concerns that the curriculum does not teach the basic knowledge students need to think critically when they're ready. Eggen answered by noting that government is building basic skills into the curriculum, that the draft curriculum for K-4 is now online for people to view and that field testing begins in the new year. Smith continued by asking when the minister will release the instructional resources so that Albertans can be confident that the curriculum can be tailored to meet local needs. Eggen noted that government is “doubling down on the professionalism of teachers and of local boards” to build content that does work in their own particular local areas. Eggen concluded by stating that what government won't do is take 4,000 teachers out of the system and make major cuts.

Diabetes support in schools

Nov. 21—Mike Ellis (UCP—Calgary-West) asked Minister of Education **David Eggen** why Alberta is one of the only two provinces that does not have a policy or guidelines to support students with diabetes. Eggen answered by agreeing that Alberta needs to have a coherent Type 1 diabetes strategy in schools to ensure students are both healthy and ready to learn, and stated that government has been working diligently on such a plan and strategy and there will be more to come very soon. Ellis asked Eggen to commit to allowing educators to receive training to recognize low blood sugar symptoms and administer insulin. Eggen reiterated that government is on the road to building a strategy and acknowledged that having education aides on the ground certainly helps. ■



YUET CHAN

Bon appetit

Students from Prince Charles School in Edmonton enjoyed a turkey dinner provided by the Canadian Culinary Federation – Edmonton Association on Nov. 9. The meal was part of the chefs' recognition of International Chefs Day. Pierre Plamondon, food and beverage services manager at Barnett House, helped organize the event, along with numerous other volunteer chefs.

Exchange program adds Iceland as destination

Cory Hare
ATA News Managing Editor

It's nice to have someone to talk to, even if it means travelling more than 5,000 kilometres to arrange it.

For Arnbjorg Stefansdottir, principal of a small school in Iceland where she's one of nine teachers overseeing 52 students, an exchange with a Calgary colleague was a chance to engage in rare collegial conversations.

"Often I don't have anybody to talk to, but we have sure talked a lot," Stefansdottir said of her exchange partner Aubrey Fletcher of Marlborough School in Calgary.

The two principals are part of a new exchange program being piloted by the Alberta Teachers' Association. Over a two-week period spanning late September and early October, three Icelandic principals shadowed their counterparts in Alberta schools, who will visit Iceland during spring break 2019.

Fletcher said the exchange goes beyond the school and classroom, since exchange partners stay in each other's homes.

"At first it's the educational experience and the education system, but having them come and stay with you truly gets them immersed in our culture and day-to-day life," she said.

The Icelandic visitors said they noticed more cultural diversity in Alberta schools than they're used to back home.

Brynhildur Sigurdardottir, who exchanged with Melanie Matheson of Charles Spencer High School in Grande Prairie, also said she was impressed during a professional development event how administrators "put themselves on display" by sharing their professional learning plans with staff.

"I'm sure that when I go back I will take with me a broader, deeper understanding of the relationship between teachers and administrators when it comes to professional learning," Sigurdardottir said.

She added that it's helpful to see how things work in another system.

"In my job as administrator you're always very busy. There's always too much to do, and I find that it is very helpful to reflect on that."



Bonnie Countryman (left) of Harry Gray Elementary School in Valleyview with her Icelandic exchange partner Asta Flosadottir.

Asta Flosadottir, who shadowed Bonnie Countryman of Harry Gray Elementary School in Valleyview, said she learned that a principal gauges how well a school is functioning just by walking around.

"I think it's amazing, and I didn't realize it until now how well you can see it, just being out there in the classrooms," she said.

She agreed that it's helpful to witness the workings of another education system.

"In Iceland we think very highly of the school system in Canada and especially in Alberta," she said.

New contract

The exchange with Iceland came about due to the Association's research partnership with the Nordic nation.

"We're very excited," said Carolyn Freed, the ATA's exchange liaison. "It's a new chapter and I think because we're running it just at a principal level right now, it was a really good way to launch it and give it legs."

As of July 1, the ATA and Alberta Education have been collaborating to implement the Educator Exchange Programs under a new shared governance model that is intended to provide more exchange opportunities for teachers and administrators. The programs include the new exchange with Iceland, a new exchange with South Korea, and existing exchanges with Australia, Germany, Spain, the United Kingdom and other Canadian provinces. ■

When you return home to Iceland, how will you describe Canada?

“It's big. Everything in nature is big.”
—BRYNHILDUR SIGURDARDOTTIR

“The people here are so open-minded and friendly.”
—ASTA FLOSADOTTIR

“It's very bright and beautiful and lots of trees ... The agriculture is big and I would recommend people to visit.”
—ARNBJORG STEFANSDOTTIR



Icelandic principal Arnbjorg Stefansdottir (left) and her exchange partner Aubrey Fletcher of Calgary's Marlborough School during a visit to Lake Louise.



Melanie Matheson (left), assistant principal at Charles Spencer High School in Grande Prairie, takes a coffee break during a trip to Jasper with her exchange partner Brynhildur Sigurdardottir.

Where can I go?

Type of teacher	Short-term exchange (10 days – two weeks)	Full-year exchange
School administrator	Australia, Germany, Iceland	
Full-time teacher (min five years' experience)	Australia, Germany, South Korea (special education teachers)	Australia, Germany, United Kingdom, other Canadian provinces
Part-time teacher	Australia, Germany, South Korea (special education teachers), Spain	

Applications are now being accepted.

Visit www.ieep.ca for more information.

Who's who—Provincial Executive Council members and local presidents 2018/19

PRESIDENTS AND VICE-PRESIDENTS



GREG JEFFERY
ATA President



JENNY REGAL
ATA Vice-President



JASON SCHILLING
ATA Vice-President



MARK RAMSANKAR
ATA Past President

NORTH WEST



PETER MacKAY
District Rep



MYRNA McLEAN
Fort Vermilion Local No. 77



RHONDA KELLY
Grande Prairie and District Catholic Teachers Local No. 42



MICHAEL ALDRIDGE
Greater Peace Local No. 13



JENNIFER TAYLOR
High Prairie Local No. 62



MARIA MURRAY
Northern Spirit Local No. 6



KRISTEL LADEROUTE
Northland Local No. 69



RAY BUZIAK
Trumpeter Local No. 26

CENTRAL EAST



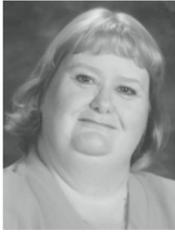
ELAINE WILLETTE-LARSEN
District Rep



STEPHANIE CUMBLETON
Aspen View Local No. 7



KARIN BRÜSSÉ-PATERSON
Battle River Local No. 32



CONNIE LANDSIEDEL
Greater St. Paul Local No. 25



COLIN DESNOYERS
Lakeland Catholic Separate Local No. 30



MARJORIE CHARLES
Northern Lights Local No. 15

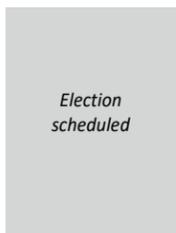


CHRISTOPHER TUCKEY
Park Plains East Local No. 31

CENTRAL NORTH



ROBERT TWERDOCH
District Rep



VACANT
Evergreen Local No. 11



VANESSA AMYOTTE
Evergreen Catholic Local No. 44



KATRINA ZACK
Northern Gateway Local No. 43



RICK KREMP
Parkland Teachers' Local No. 10



MICHELLE SAVOIE
Pembina Hills Local No. 22



KIMBERLEY NAHIRNIAK
Woodland Rivers Local No. 40

SOUTH EAST



HEATHER McCAIG
District Rep



ERIN NORRISH
Grasslands Local No. 34



VALERIE BROWNE
Medicine Hat Local No. 1



BERNIE KINCH
Medicine Hat Catholic Teachers Local No. 39



DOUG LERKE
Prairie Land Local No. 36



STUART SHIGEHIRO
Prairie Rose Local No. 2



TOM JANZEN
Three Drums of Wheat Local No. 20

SOUTH WEST



KATHERINE PRITCHARD
District Rep



JOHN TEMPLIN
Holy Spirit Catholic Local No. 5



WALTER PLUMTREE
Horizon Local No. 4



DEREK RESLER
Lethbridge Public School Local No. 41



SAVI HOULDIN
Livingstone Range Local No. 14



NATALIE TOWNSHEND
Palliser Local No. 19



STEPHEN GIBBINS
Westwind Local No. 12

EDMONTON DISTRICT



PAUL FROESE
District Rep



DENEEN ZIELKE
Elk Island Local No. 28



RHONDA BOROWSKI
Elk Island Catholic Teachers' Local No. 21



CARRYL BENNETT-BROWN
Greater St. Albert Catholic Local No. 23



ELLEN SNAITH
St. Albert Public Teachers' Local No. 73



COREY CONROY
Sturgeon Local No. 27

EDMONTON MCMURRAY



DARRIN BAUER
District Rep



MARKIANA CYNCAR-HRYSCHUK
District Rep



NANCY BALL
District Rep



SANDRA HALTINER
Edmonton Catholic Teachers Local No. 54

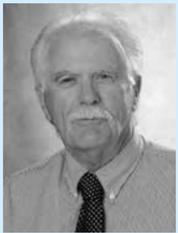


HEATHER QUINN
Edmonton Public Teachers Local No. 37



SHANNON DUBE
Fort McMurray Local No. 48

CENTRAL



JERE GEIGER
District Rep



KIM MASON
Black Gold Teachers' Local No. 8



JEAN PORTER
St. Thomas Aquinas Teachers' Local No. 45



BRENTON BAUM
Timberline Local No. 9



ERIC CLOUTIER
Unité locale francophone No. 24



AL BLACKER
Wetaskiwin Local No. 18

CENTRAL SOUTH



DON BROOKWELL
District Rep



TREVOR SANCHE
Chinook's Edge Local No. 17



COREY VAN ZANDBERGEN
Clearview Teachers Local No. 33



STEPHEN MERREDEV
Red Deer Catholic Local No. 80



KELLY ALEMAN
Red Deer City Local No. 60



MICHAEL DOLL
Wolf Creek Local No. 3

CALGARY DISTRICT



MICHELLE GLAVINE
District Rep



SHANE NIZINKEVICH
Canadian Rockies Local No. 59



CHRISTIAN SCHELL
Christ the Redeemer (formerly Chinook) Local No. 29



WADE WESTWORTH
Foothills Local No. 16



ANDREA MCLEOD
Rocky View Local No. 35

CALGARY CITY



HEIDE DOPPMEIER
District Rep



KATHY HOEHN
District Rep



KENT KINSMAN
District Rep



BOB COCKING
Calgary Public Teachers Local No. 38



RICHARD CAMPBELL
Calgary Separate School Local No. 55

STUDENT LOCALS

BETTY AO LEONG
University of Alberta ESA, Student Local No. 1

SAMANTHA SIRIANNI
University of Calgary ESA, Student Local No. 2

BRITTANY LESSARD
Red Deer College EUS, Student Local No. 3

STEPHANIE CROFT
University of Lethbridge EUS, Student Local No. 4

CASSANDRA LEUNG
Medicine Hat College EUS, Student Local No. 5

DOMONIC LODGE
Concordia University ESA, Student Local No. 6

SARAH DICKSON
Association des étudiants en éducation de la Campus Saint-Jean Local No. 7 EUS

KRISTY WILLIAMS
Grande Prairie Regional College ESA, Student Local No. 8

BRITAINA YOUNG
Keyano College ESA, Student Local No. 9

CASSANDRA BOLLINGER
Mount Royal University EUS, Student Local No. 10

TBA
MacEwan University EUS, Student Local No. 11

DORI TANASIECUK
Ambrose University College ESA, Student Local No. 12

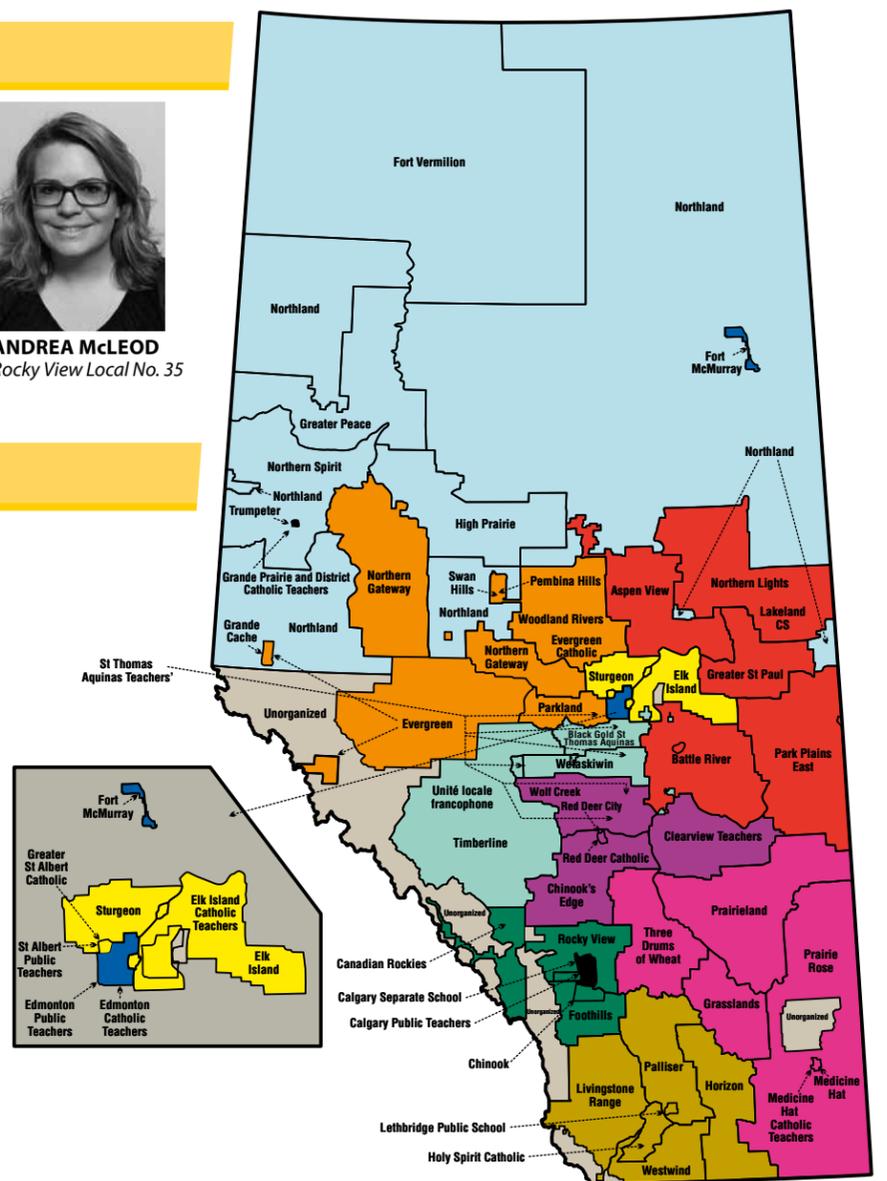
SPENCER LAW
King's University College ESA, Student Local No. 13

TBA
St. Mary's University College Local No. 14

SPECIAL LOCALS

MARILYN BOSSERT
Alberta Retired Teachers' Association Special Local No. 1

- Calgary City
- Edmonton McMurray
- Calgary District
- Edmonton District
- Central
- North West
- Central East
- South East
- Central North
- South West
- Central South



Avoid electronic communication with students



PITFALLS AND PRECAUTIONS

Cory Schoffer
ATA Secretary to Professional
Conduct Committees

Pitfalls and Precautions is a series that aims to educate teachers on professional conduct issues by highlighting situations addressed by the ATA Professional Conduct Committee.

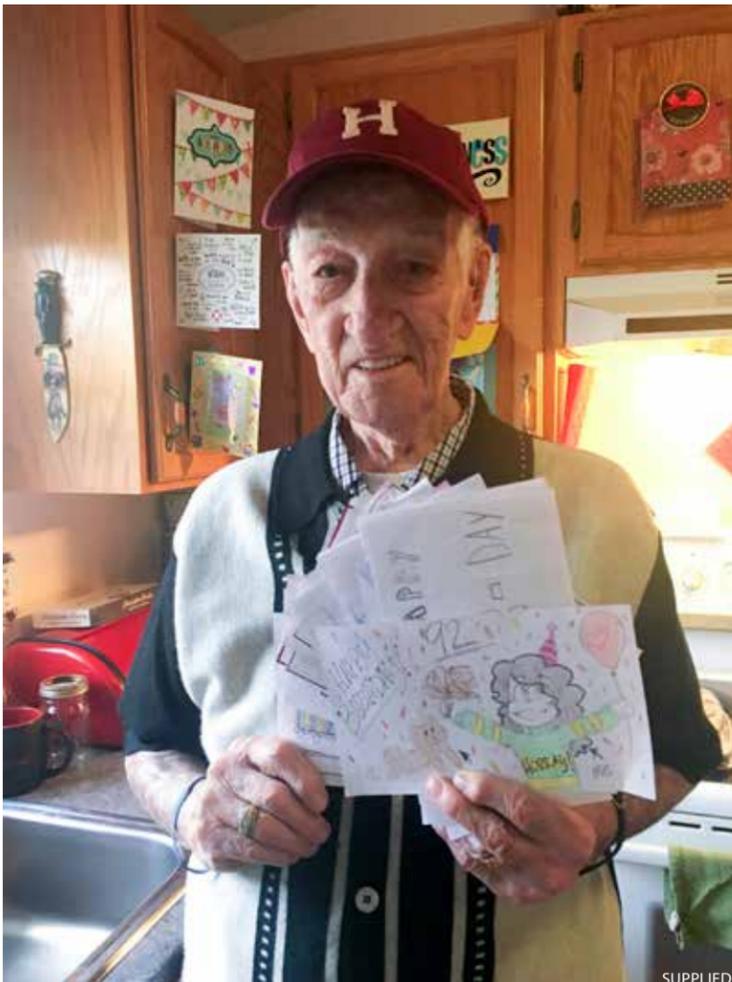
Social media and electronic communication are more prevalent than ever in society. Our students help to tilt the percentage of social media and e-communicators even higher as these are often their primary sources of communication with their peers. As teachers, it is incumbent upon us to be guarded and cautious when using social media and electronic communication. When it comes to our interaction with students, this guarded and cautious behaviour needs to go even further.

In a recent hearing of a professional conduct committee, the committee heard of a teacher who engaged in inappropriate communication with students via social media.

Using an alias, the teacher engaged in communication with these students. The teacher also took steps to evade the students' parents. This action led to a severe reprimand and a \$1,000 fine for the teacher.

Teachers are advised not to engage in social media or electronic communication with students. Teachers are wise to consult with the Association's *E-Liability* brochure for additional information. As well, Member Services provides presentations on this topic.

Social media communications and other forms of electronic communication leave a trail. These communications also open the door for an innocuous and innocent conversation to take a quick turn into something inappropriate. Avoiding these types of interactions with students is the best way to ensure that you don't face any professional issues or consequences. ■



SUPPLIED

Gerard Dunn, a widower from Cape Breton, shows off the collection of birthday cards he received from students in Julie Gummesen's class at Rosary School in Manning. Dunn's daughter had tweeted a request to send birthday cards to her grieving father and later phoned the school to inform them that, of the 5,000 cards Dunn had received, his favourites were those that the school had sent.

THE ALBERTA TEACHERS' ASSOCIATION

Read the *ATA News* online at www.teachers.ab.ca

Follow us on Twitter: @albertateachers

Like us on Facebook: www.facebook.com/ABteachers

Follow us on Instagram: www.instagram.com/abteachers

Download the ATA iPhone app: search *Alberta Teachers* in the app store

Watch us on YouTube: www.youtube.com/albertateachers

Sign up for email to receive Members' Updates: <http://bit.ly/1uJm122>



The Alberta Teachers' Association Local 38
invites applications for the position of

EXECUTIVE STAFF OFFICER

Location: Calgary

Commencement: February 2019 (or otherwise negotiated)

Reporting to the President, the Executive Staff Officer will work with the Executive Committee of Calgary Public Teachers Local 38 and the Alberta Teachers' Association (ATA), and work very closely with one other Executive Staff Officer in the local.

The position of Executive Staff Officer will play a hands-on role in providing member support through the following: education, information sessions and presentations; researching and evaluating emerging trends and the needs of members; informing the collective bargaining process; guiding member complainants through the grievance process; liaising with professional organizations, the offices of other locals and the ATA; collaborating on the strategic planning process; overseeing the administration and processing of the Member Emergency Assistance Fund; and contributing to various committees within Calgary Public Teachers.

A proven commitment to public education; excellent skills in human relations; strong communication and presentation skills; and experience in reading, interpreting and analyzing collective agreements and the collective bargaining process in the educational sector are all essential requirements of this position. A minimum of five years of successful teaching experience in public education, a valid teaching certificate in Alberta and a bachelor's degree are also required. Working towards completion of a master's degree; school and/or board administrative experience; and knowledge of local and provincial ATA organizational structures, policies and procedures would all be considered as strong assets. Local travel and some evening and weekend work are necessary for this position.

Total compensation for this position includes a starting salary equal to 125% of the level six maximum of the salary schedule in the ATA/Calgary Board of Education Collective Agreement and a comprehensive benefits package. This position is eligible to participate in the Alberta Teachers' Retirement Pension Plan.

Letters of application, supported by a resumé and the names and contact information of at least two references must be received by 5:00 PM on **December 7, 2018**, and should be addressed to

Bob Cocking, President
Alberta Teachers' Association Local 38
212, 3016-5th Avenue NE
Calgary, AB T2A 6K4
E-mail: president@ata38.ab.ca

For a complete role description, please e-mail president@ata38.ab.ca.

The Alberta Teachers' Association Local 38 thanks all applicants for their interest; however, only those candidates selected for an interview will be contacted.



Auto for sale

2015 Nissan Murano Platinum AWD

Features: Leather seats, front seats heated and air-conditioned, back seats heated. 360 camera. Includes winter tires on rims.

Colour: White

Engine: V6/3.5L

Transmission: Automatic AWD

Kilometres: 121,000

This is a sealed bid auction, so please mail your bid letter in a **sealed envelope marked Attn: Tracy Pohl – Car Bid**, Alberta Teachers' Association, 11010 142 Street, Edmonton, Alberta T5N 2R1. Bids will be accepted until 5 p.m., **Dec. 15.**

For more information, contact Tracy Pohl at tracy.pohl@ata.ab.ca or by telephone: 780-447-9482 or 1-800-232-7208 (toll free), ext 482. The Alberta Teachers' Association reserves the right to refuse the highest bid if it is deemed to be inadequate.

CLASSIFIEDS

Travel and Recreation

UKRAINE, POLAND and MOLDOVA TOUR May 29-June 16 2019. For details, call Sharon 780-424-6481 or 1-800-203-2514 or email EuropaTravel@shaw.ca.

Goods and Services

Extra income from home. Flexible hours. No inventory. No risk. www.ASolidPlanB.com or call Heidi, 780-498-1375.

Private estate sale—Canadian Stamp Collection from 1851–2000. All window-mounted singles. Certificates of Authenticity on many #1–#20. All offers considered. Serious inquiries only to mhoke@telus.net.

One bedroom apartment—English Bay, Vancouver. January–March. Call 604-559-8128 for details.

To Advertise

For advertising information, contact the advertising manager: 780-447-9417 direct 1-800-232-7208 toll free email: advertising@ata.ab.ca.

Next Deadline Thursday, Nov. 29, 2018, 4 p.m. (publication date Dec. 11, 2018)

Please note: advertisers are encouraged to book their advertisement space early—space is limited.

Cost Classified ads: \$1 per word plus GST (\$15 minimum); Display ads: varies according to size

Payment Prepayment is required. We accept VISA, Mastercard, cash or cheque.

Circulation: 44,000

Disclaimer The Alberta Teachers' Association does not necessarily endorse the products or services presented in paid advertisements or in the Notices and Events column.

Full-year and short-term exchanges for educators and administrators.

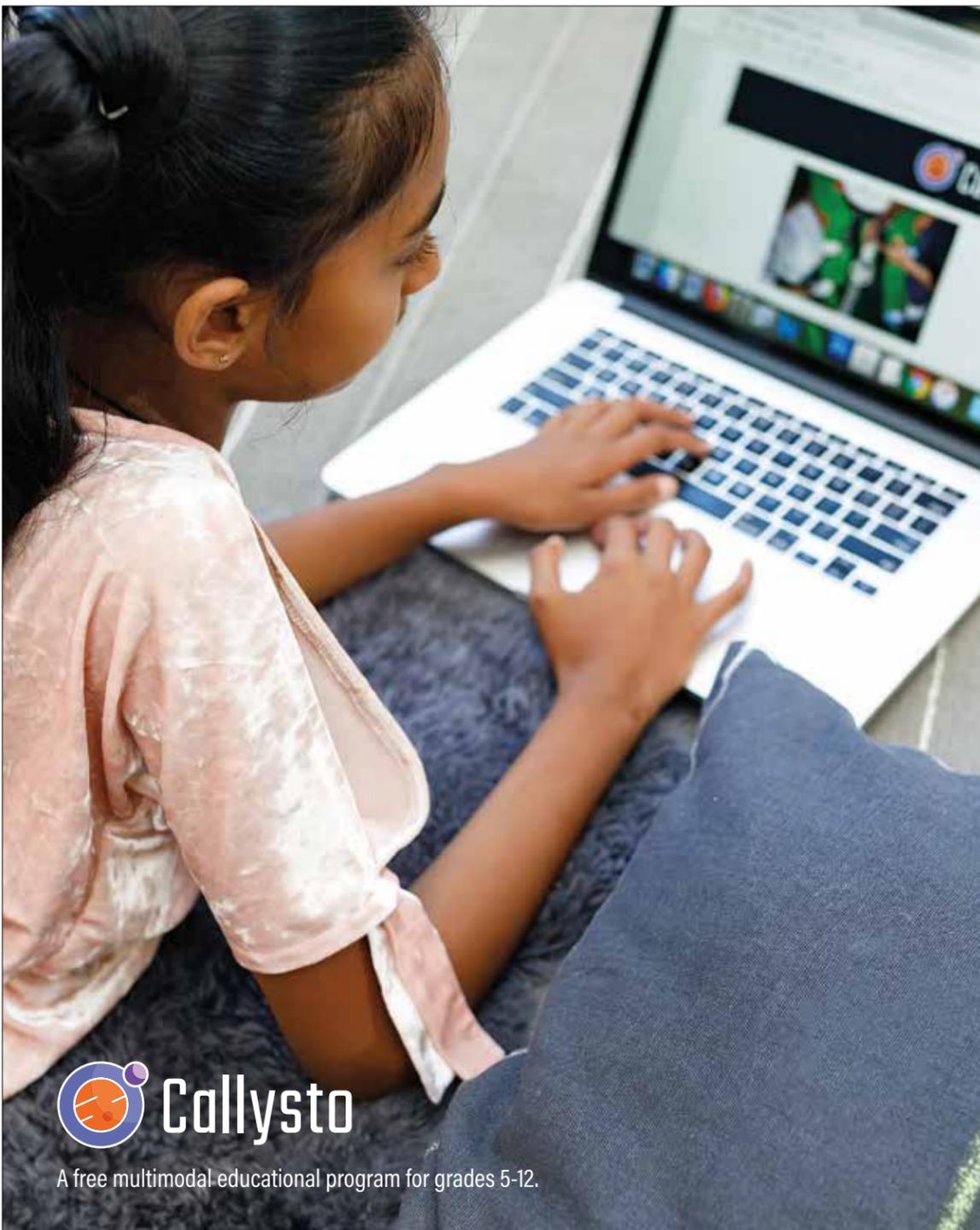
Deadline is early December. Visit ieep.ca for applications and details.

The Alberta Teachers' Association



Challenge your class to build compassion by doing small acts of kindness everyday for the first two weeks of December!

Visit everylivingthing.ca/buildingcompassion for more information & to download the calendar!



ENHANCE STUDENTS' COMPUTATIONAL THINKING SKILLS USING CODING & DATA ANALYTICS

Callysto is a free, interactive, curriculum-based learning and skill development tool — think “interactive textbook” — that can be accessed from any device with an internet connection. It was created to help students strengthen their computational thinking, coding and data skills.

Visit callysto.ca to sign-up for FREE upcoming teacher professional development workshops and to try out our curriculum-based modules.

callysto.ca | contact@callysto.ca | [@callysto_canada](https://twitter.com/callysto_canada)



A free multimodal educational program for grades 5-12.





Teacher Hacks

Share your amazing ideas!

Are you awesome at organizing crafting supplies, talented at taking field trips on the cheap, a diva of classroom decor?

If you have a “hack” that you’d like to share with your colleagues, please email a short description and photos to cory.hare@ata.ab.ca.



The Alberta Teachers' Association

COOR-153 2018 11



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



Apply now
for an ATA Fellowship or Scholarship

Applications are now being accepted for the following:

ATA Doctoral Fellowships in Education

- Two awards of \$15,000
- For members entering or in first year of a doctoral program in education

Nadene M Thomas Graduate Research Bursary

- One award of \$5,000
- For a member enrolled in a graduate program in education
- A research focus on teacher health issues and/or teachers' working conditions

John Mazurek Memorial—Morgex Insurance Scholarship

- One award of \$2,500
- For members who pursue relevant professional development

For more information and to apply

- Visit www.teachers.ab.ca>MyATA> Grants, Awards and Scholarships
- Contact Tracey McFeeters, tracey.mcfeeters@ata.ab.ca, 780-447-9466 (Edmonton area) or toll free 1-800-232-7208

Application deadline:
Thursday, February 28, 2019



The Alberta Teachers' Association

PD-3-9 10-2018



**PRINCIPAL AND TEACHING POSITIONS OPEN
DONGYING QSCIS CAMPUS
IN CHINA**

The Dongying Campus of Qilu Sino-Canadian International School is looking for a dynamic and committed educational leader to serve as the Principal of the school for the coming year. This position is open and duties will commence as soon as the successful candidate is able to obtain the necessary visa paperwork.

The successful candidate will:

- Hold a Permanent Alberta Education Teaching Certificate.
- Have a minimum of three years successful teaching at an Alberta School or Alberta Accredited International School.
- Have previous successful administration experience in an Alberta School.

Interested candidates should email a resume/cv and cover letter to Mr. Boyd Davies at hr.qscis@gmail.com and hr@cscdfsd.org. Skype interviews available any time and personal interviews will be conducted in Alberta in February this year.

Benefits include:

- Competitive yearly salary (\$ 90,000 CAD) and bonus.
- Health Insurance.
- Furnished accommodations.
- Phone and Internet Plan

QSCIS in Dongying is a Tier 3 Accredited Alberta International School that has been operating for the past four years. This year will be the third graduating class from this school. The teaching staff for Dongying consists of 5 teaching positions and one administration position with three teaching assistants. Because of the small number of classes and teachers, there is a teaching component to this position.

Teaching Positions also available:

- Sr. Math/Science Teacher—Position starts in Late February.
- Sr. English and Social Studies Teachers—Positions Start in August 2019
- Sr. Math and Science Teachers—Positions start August 2019

Supporting your students in your schools

Alberta Education is funding Alberta Distance Learning Centre to support Alberta schools to

- provide online and print courses taught by ADLC teachers to **your** students
- provide course content to Alberta teachers to use in **your** classrooms

There are no fees for instruction. Some courses require the purchase of materials.



Contact our support team

learningnetwork@adlc.ca

1-866-774-5333

adlc.ca

ADLC

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Start Your Overseas Teaching Adventure!

Teaching abroad is a wonderful opportunity to grow professionally, experience different cultures, learn new skills and enjoy an amazing adventure all at the same time!



The International School
OF MACAO | 澳門國際學校

Pre Kindergarten to Grade 12
www.tis.edu.mo



"I am proud to serve as the Head of this outstanding Alberta-accredited school"
- Mark Lockwood.



BE PART OF OUR
SUCCESSFUL AND EXPANDING
OVERSEAS SCHOOLS



"Our family came to Macao in 2010 intending to stay for two years and return to our lives in Edmonton. But, Macao soon stole our hearts and the collaborative ethos at the heart of The International School of Macao has stretched us and inspired us ever since. If you're looking for a large, rigorous school with a small town, family feel...The International School of Macao is for you!"
-Amanda and Lester Kiat



"I love working at TIS because it is awesome to watch so many students find passion and enthusiasm for all the different clubs, teams, classes and events that are offered here."
-Todd Voykin



Alberta Accredited International School
Canada

We are seeking innovative and collaborative Alberta certified teachers to join our family of affiliated international schools that teach the Alberta provincial curriculum. TIS is an IB World School offering the International Baccalaureate Diploma.



"Teaching at TIS has shaped me not only as an educator but also an internationally minded individual. This experience of teaching internationally has been so worthwhile because of the close knit and supportive community of teachers, staff, students, and parents at TIS that make it feel like family."
-Pamela Lo



Canadian International School
OF PHNOM PENH

Nursery to Grade 7

www.cisp.edu.kh



How to apply?

Scan to see available positions or check school websites for vacancies and application details.

Pensions can sometimes seem puzzling.



We're here to help you put the pieces together.

Personal pension interviews and seminars will be held at **teachers' conventions** and other events across Alberta through 2018-19.

To book your personal interviews online, visit ATRF.com and click on **Meet With Us**.

One-on-one sessions are also available in our Edmonton office weekdays between 8:30 a.m. and 4:30 p.m.



Call 780-451-4166 or toll free at 1-800-661-9582 to book your appointment.

POWER TO PLAY!



POWER TO PLAY! uses a superhero theme to help you engage students in super food and activity adventures. This program is easy-to-use and links to **English Language Arts, Mathematics and Science**.

TEACHERS RECEIVE:

- Classroom videos
- Original music
- Full color food picture cards
- Teacher's guide



BROUGHT TO YOU BY OUR DIETITIANS

Visit TeachNutrition.ca or email albertanutrition@dfc-plc.ca to book a **FREE workshop**.

Teacher Growth, Supervision, Evaluation and Practice Review Workshop for Administrators

January 24–25, 2019 (Register online by January 18)

<https://event-wizard.com/events/TGSE0119>



The Alberta Teachers' Association

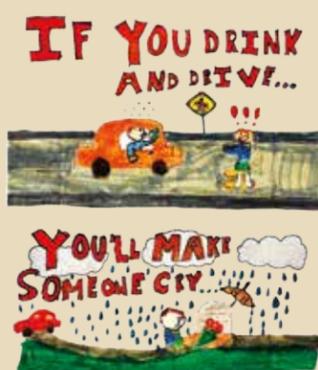
2018-19 SADD Liquor Bag Design

CONTEST

TEACHERS & STUDENTS!

Grab your pencil crayons and create YOUR message!
STUDENTS IN ANY GRADE CAN WIN!

2015-2017
Grand Prize
Winners



GRAND PRIZE

- \$500 Gift Card
- The winning design will be printed on 1-million liquor bags

WHAT IT IS:

As part of our campaign, SADD and AGLC have again partnered to bring you the annual **SADD Liquor Bag Design Contest** for all of Alberta's Grade 1 to 12 students, inviting them to create their own personal message on a paper liquor bag about the dangers of impaired driving. This activity assists educators in continuing the conversation with their students about the dangers of impaired driving.

HOW IT WORKS:

1. **Teachers** or **project coordinators** order **FREE** paper liquor bags at saddalberta.com and then distribute the bags to students.
2. Select some of the best bag designs and submit them to us.
3. There are prizes for Grades 1-6, Grades 7-9 & Grades 10-12. **PLUS** the overall winner will win a \$500 gift card and have their design printed on 1 million bags!

Visit saddalberta.com for more information.





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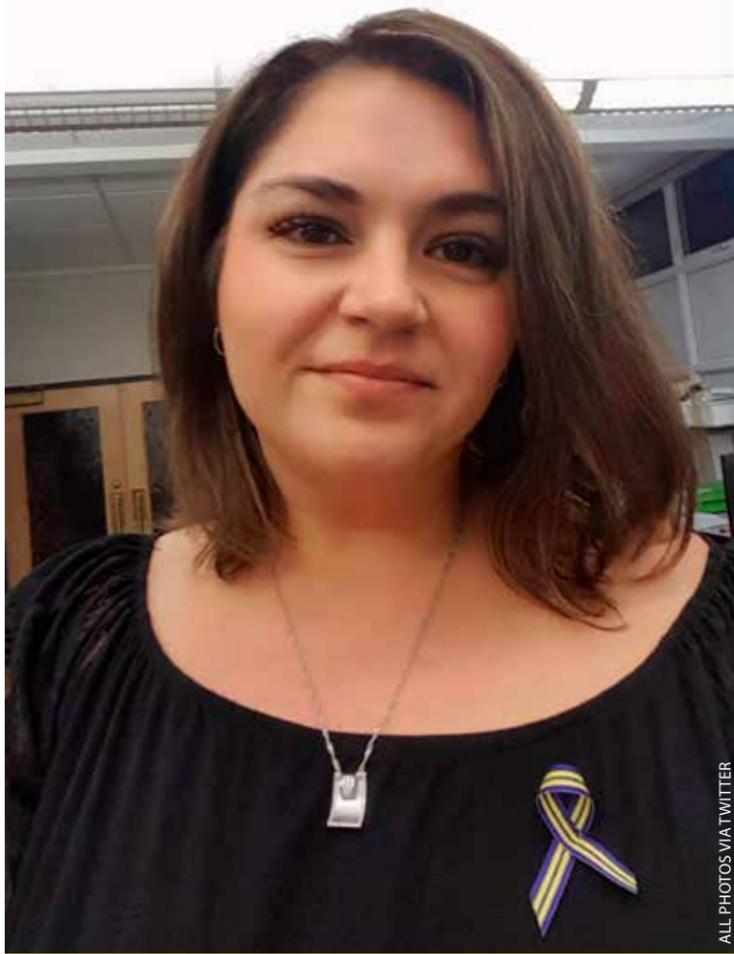
SOMETHING EXCITING IS JUST AROUND THE CORNER.

Learn more in January 2019.



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SHOW OF SOLIDARITY



Teachers around the province are wearing blue and yellow lapel ribbons as a display of solidarity for bargaining units that are still negotiating local agreements. The campaign is using the Twitter hashtag #teacherssupportteachers.



Carmen Glossop @carmenglossop

► Today I wear this ribbon for my teacher friends in the ATA Westwind local and the other locals still struggling with their collective agreement negotiations. Stay strong.

Heather Quinn @HQuinnLocal37

► This Friday the 23rd we wear our ribbons to support our colleagues in St Paul Local 25. They are one of 14 locals in our province that STILL do not have a collective agreement with their board.

Natasha Allen @EchoTasha

► TWC chair of @EdPubTeachers supporting our brothers in Greater St Paul Local 25.
► Today we are wearing our ribbons in support of the teachers in ATA Local 59 in their ongoing contract negotiations.



Ribbons are available through local Teacher Welfare Committees.



Ed Pub Teachers @EdPubTeachers

► Wearing my ribbon in fraternité with Centre Nord Unité locale francophone No 24 Conseil scolaire Centre-Nord 2.

► This Friday we wear our ribbons to support our colleagues in Canadian Rockies Local 59. They are one of 14 locals in our province that still do not have a collective agreement with their board. @EdPubTeachers supports you!



It's PEC election time!

Take action! Run. Promote. Vote. These are the ways you can have your say in the 2019 PEC election.

Eligible to run and vote in the 2019 PEC election are active (teaching) and associate ATA members — and all members are welcome to help us promote it!

Stay up to date on the 2019 PEC election in the ATA News and by following us on social media.

[@ABteachers](#) [@albertateachers](#) [instagram.com/abteachers](#)

Details on the nomination and election processes will be mailed to schools (care of ATA school representatives) and available on our website when nominations officially open on December 3.

Nominations Open Dec 3 | Nominations Close 5 PM Jan 18
Voting March 14–18 | Election Results March 19

