



## Teacher's Pet

Furry and scaly friends keep teachers grounded.  
See pages 8 and 9.



It's PEC election time.  
See pages 6 and 7.

# ATA NEWS

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GWEN RIDOUT

Students from Western Canada High School in Calgary perform a winter choral concert at Knox United Church on Tuesday, Dec. 4. The concert theme and title of the final piece was *Hope for Resolution*, a song for South Africa's Nelson Mandela and F.W. de Klerk.



## Silence not acceptable

Timely reporting key to teacher discipline process.  
Read the Q&A on page 2.



## Christmas wishes

Some just don't fit in Santa's sack.  
See Viewpoints for a message directly from the jolly big guy. Page 3.



KIM CLEMENT

## Eggen updates PEC

ATA president Greg Jeffery listens as Education Minister David Eggen visits Provincial Executive Council on Friday, Dec. 7 to discuss curriculum review and other education matters.

## Hello yellow brick road

Prepare for new standards with new series.  
See *Meet the Standards* on page 4.

## School division guilty of unfair bargaining practices

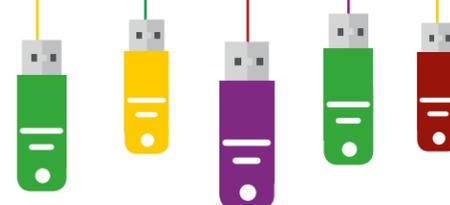
Red Deer Catholic teachers urge "no more games."  
Read story on page 5.

## Happy holidays

Read This ... by ATA president Greg Jeffery.  
See page 5.

## A Computer Teacher's Christmas

Read *Moot Points* on page 16.



## Let's advocate for public education with one voice



### EDITORIAL

Jonathan Teghtmeyer  
ATA News Editor-in-Chief

As the water hole shrinks, the animals start looking at each other differently.

This quote is frequently shared around Barnett House and often attributed to former president Larry Booi. It reminds us that scarcity of resources can often turn allies into adversaries.

Recently, the Public School Boards Association of Alberta launched a campaign pushing for the elimination of the separate and francophone school systems. In response, the Alberta Catholic School Trustees Association formed an alliance to publicly advocate for the protection of Catholic education.

Now, instead of having many voices amplified together to protect the joint interests of public education broadly, we have fewer splintered voices calling for the protection of their own interest or, even worse, speaking against the interests of natural allies.

In Alberta, public education refers to schools operated by public, Catholic and francophone school boards. We have used the term "public education"

for decades to talk about this group of school systems because they share common features that serve students and the public interest well.

**Public education is free.** Parents do not have to pay tuition in order to attend public, Catholic or francophone schools. This ensures that all students have access to a high-quality education regardless of their socioeconomic status or ability to pay.

**Public education is funded from public revenues.** It is a shared responsibility of all Albertans regardless of whether they have children attending or not. The funds are distributed equitably in order to ensure that learning needs are met regardless of where a student lives.

**Public education is governed by elected boards.** The existence of elected boards representing the general public brings public accountability for the use of public funds. It ensures that schools are not just accountable to the parents of the students, but also to the community at large and to all of the people that fund them.

**Public education employs teachers who are full members of their profession.** As active members of a unified profession, teachers in public, separate and francophone school jurisdictions are held to high standards of practice and conduct while also

benefiting from a collegial profession that allows for a certain degree of professional autonomy. The focus can be on student learning instead of on employee servitude.

**Public education accepts all students.** Yes, the three systems are set up to serve different populations (with constitutional reasons for that): be it francophone, Catholic or secular/protestant populations, none of these systems is allowed to turn away students within its population group. There are no exclusions made based on academic ability, learning need, socioeconomic status, ability to pay, family status, race, class or beliefs. Regardless of student, we take them all.

There may be some exceptions within public education to each of the five characteristics above, but by and large, the public education jurisdictions work toward serving these ideals — much more so than private models that are in use.

The Alberta Teachers' Association has a strong history as the leading provincial advocate for public education. In the 1990s we created the Public Education Action Centre to bring teachers, parents and other citizens together to advocate together for a strong public education system. It was in similar economic times against a rising threat of education funding cuts that our Public

Education Works campaign was born.

Since then, we have worked to brand the term "public education" as an inclusive term that represents all schools in Alberta's public, Catholic and francophone jurisdictions. Bringing advocates for the three systems together to support a common cause is much more effective than trying to advocate for separate causes in smaller groups. Whenever possible, when we use the phrase "public education," we include the proviso that "In Alberta, public education refers to public, separate and francophone schools."

Although some are requesting that we produce additional materials that state "I believe in Catholic education," we strongly believe that it's best to promote our shared interests under a single banner that unifies us rather than create different messages that segregate us.

The term public education should not be surrendered to the sole use of public schools. All supporters should band together to declare "I believe in public education." ■

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

## Timely reporting key to teacher discipline process



### Q & A

Dennis Theobald  
ATA Executive Secretary

**Question:** I read a few weeks ago about the Alberta Teachers' Association taking 35 years to remove a teacher for unprofessional conduct. Why did it take so long to deal with a serious problem, and who is responsible?

**Answer:** Recently, an Association Professional Conduct Committee concluded hearings concerning an individual teacher's professional conduct. Consistent with the normal practice of these committees, the decision and the penalty were announced in open sessions which, in this instance, were attended by members of the media and widely reported. The committee has not yet handed down its final report. After it has done so, there will be a period when the teacher involved and/or Provincial Executive Council can appeal the decision and/or the penalty.

The Association's involvement in this case was triggered by the receipt of a complaint from a school principal in December 2016. An investigation was initiated immediately but took almost 10 months to complete. It revealed additional evidence of potentially unprofessional conduct extending back several decades. Based upon the content of the investigation, the executive secretary of the day ordered a hearing. That hearing, involving many days of testimony from almost 60 witnesses and extensive argumentation, was completed over the course of a year. This is the most complex and most resource-intensive discipline investigation and hearing in the history of the Association.

This case demonstrates once again the Association's determination to uphold high standards of professional conduct. Having been made aware of the problem, the Association acted immediately and in accordance with its responsibilities under the *Teaching Profession Act*. The Association did its job, and did it very well.

But there is no getting away from the reality that the conduct of a member appears to have concerned many

individuals but went unreported for far too long. Part of the responsibility for this must rest with the teacher's employer, who had a responsibility to supervise and, as necessary, evaluate and respond when concerns arose. But teachers who might have been aware of their colleague's problematic and ultimately unprofessional conduct, and yet chose to remain silent, must also do some soul searching.

Section 24(3) of the *Teaching Profession Act* (TPA) requires teachers to report forthwith to the executive secretary the unprofessional conduct of a member. While the Code of Professional Conduct normally requires teachers to inform their colleague before reporting concerns relating to professional performance to an appropriate authority, this provision does not apply to reports of unprofessional conduct made in accordance with this section of the act.

It is never easy to take a stand against a colleague, and it is human nature to want to wish unpleasant problems away. But teachers have been entrusted with the care of students, and along with that trust comes great responsibility. Each one of us, and all of us collectively,

are professionally obligated to protect students and uphold the public interest in education. Reporting unprofessional conduct is not a matter of choice.

Making a report of unprofessional conduct in good faith will initiate an investigation process that is designed to be comprehensive, efficient and fair. At its conclusion, the investigation may indicate that a hearing shall be convened, or that a less formal "invitation" be undertaken, or that no further action be taken. Making the initial report serves the interest of students, the school community, the profession and even the individual accused, whose conduct may be subject to correction before it harms others or places their ability to practise at risk. ■

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



# YOUR VIEWS

## FACEBOOK FEEDBACK

### What are you most looking forward to during the holiday break?

#### Heather Quinn

Setting my alarm on the first Monday of the break for the same early wake up, and then rolling over and turning it off when it rings, and snuggling back under the warm covers to fall back to sleep.

#### Hannah L Stephenson

Heading back to NB to spend time with my family!

#### Jess Anne

Finally seeing my family!

#### Brittany Marie

Sleep!!

#### Carryl Bennett-Brown

All day long wearing pyjamas.

#### Cassandra Lacroix

Playing with my kids, painting, puttering and waking up late.

#### Tabatha Hart

Catching up with family and friends!!! Reading and having a pyjama day or two.

#### Keli Leona

Sleep, spending time with family and friends ... and more sleep!

#### Cindy Cikaluk

Spending quality time with family and friends.

#### Tom Stewart

Relaxing in a quiet home and going for walks with my dogs.

#### Shannon Rae Dube

Eating dinners with family and sitting on my couch by the fireplace reading a book. Oh, and not attending any meetings.

#### ECTLocal54President

Mostly just enjoying the well deserved break with my family! (And preparing to go back to work after a maternity leave...) BUT, mostly enjoying the break.

#### Catherine MacLellan

Flying home to NS to be with family and to visit my brand new niece! Also read a couple of books, get outside, enjoy dinners with my family and simply be present! No alarms, not many commitments. I can't wait!

#### Chantal Desgagné

Passer du bon temps en famille et avec les amis! Repos bien mérité!

#### Karine Desgagnés

Partager des moments en famille et avec les amis :) Faire du rattrapage de mes émissions de télé!

## ON TWITTER

#### Miss Shelby Stark

@MissShelbyStark

Was approached by one of my student's aunts today – she thanked me for letting this student be their true self in my class. After a week of basketball and p/t interviews, I am exhausted but little reminders like that make my heart full. That is why I do what I do.

#### Sarah Roston @MsRoston

This year I've tried bringing more stories into my math room. It has been super successful in helping students create and remember connections.

## FOR THE RECORD

“ Teachers and the profession have no interest in protecting bad teachers. ”

– ATA president Greg Jeffery in a letter to the editor in response to an *Edmonton Journal* column suggesting that the teacher discipline process is flawed.



# Some Christmas wishes just don't fit in Santa's sack

## VIEWPOINTS

Santa Claus  
Special to the ATA News

It's not easy being Santa Claus.

For one thing, do you have any idea how demeaning it is to have your very existence continually questioned, least of all by some precocious eight-year-old who wants to lord it over her friends?

And it's not just know-it-all kids. Too many times when I show up at a home on Christmas Eve to deliver presents to good little girls and boys, I'll be all set to have some milk and cookies only to discover that all that's left are some crumbs and a dirty glass. Turns out that somebody's father, not quite believing in me himself, has consumed the snack intended for me, Santa. Sure, the kids will have some unnecessarily manufactured "evidence" of my visit, but they'll also be left with the impression that I'm a complete slob.

So here's the point: defying the laws of physics to visit every home across the planet in a single night is hungry work, and I didn't get this bowl full of jelly by turning down milk and cookies. So, dad, get your own snack and clean up after yourself. Leave mine alone!

And let's talk about presents, shall we? Up here at the North Pole, the elves are pretty efficient at producing the classics: dolls, trucks, skates, musical instruments, stuffed animals, toboggans, picture books, balls, tops (of course, nobody asks for tops anymore), building blocks, train sets and the like. The rest of the stuff on people's wish lists we off-shore to China. As a result, when I load up my sleigh in preparation for

the annual grand tour, I'm fairly confident that I can literally deliver the goods as requested. As long as you believe in me, and some creepy elf-on-the-shelf hasn't ratted you out for naughty behaviour, you're in like Flynn. That's the deal.

There is, however, one exception...

Teachers.

I count teachers among my most fervent supporters. Unlike most other adults, they continue to believe in ol' Santa. I'm not entirely sure why. It might be because after spending countless hours practising for the Christmas concert, they're a bit brainwashed ("mistletoed" as we like to say Poleside). Or maybe it's just that they believe so deeply in the goodness and promise of the children they teach that believing in me isn't such a reach. Or maybe it's just excessive exposure to dry-erase marker fumes. Whatever. The problem is not teachers' lack of belief in me, it's what teachers are expecting me to deliver to them on Christmas day.

Teachers typically ask me to give them what their students need, so this Christmas many are asking me to deliver smaller class sizes so they can do their very best work. Other teachers, recognizing the diverse learning needs of their students, want me to provide support for inclusion and counsellors in every school. Some of my greatest supporters are asking me to ensure that every young child has access to junior and full-day kindergarten. Of course, some are also asking me for a raise, although being an apologetic bunch, this tends to be a bit lower on the average teacher's wish list.

I get it! You don't have to convince me. These are all entirely justified asks, but guys, they are not something that your old friend Santa can deliver, however nice you've been over the past year. My elves are

pretty good at making toys, but politics and policy not so much; heck, they aren't even allowed to vote (with only one of me and a whole lot of them, I'm not much interested in introducing representative democracy back home). And anyway, it's not like I can box these things up, put a bow on them, shove 'em down your chimney and stick 'em under the tree. I'm Santa Claus, not the minister of education (and don't get me wrong, I like the minister of education – no one is more likely to believe in me than an ND politician facing a spring election).

So, I'm frustrated, and here's how it's going to have to be. You're going to get off your plum puddings and get these things for yourself. This Christmas and in the months following, you're going to talk to each other, to your families, to your friends, to neighbours, to candidates of all stripes and to anyone else who will listen and even to those who won't. You are going to tell them about the daily challenges you are facing in your classrooms and how those things you are asking for would improve public education and help make Alberta a better province. You're going to get political. And by pulling together, we are going to pull off a Christmas miracle that will last the entire year and beyond – just like in the movies.

So do this and I'll make sure you get something else on your list – how about a nice top? I've got a warehouse full of them.

I'm Santa Claus and I believe in you.

Leave snacks. ■

*When he's not delivering tops and other popular toys to the good little boys and girls of the world, Santa Claus moonlights as the executive secretary of the Alberta Teachers' Association.*

# Hello yellow brick road

*New series helps members prepare for new standards*



## MEET THE STANDARDS

GETTING TO TQS AND LQS COMPETENCE

**Dan Grassick**  
Executive Staff Officer, ATA Professional Development

*New teaching and leadership standards (TQS and LQS) will be effective on September 1, 2019. The ATA News will feature a new series of articles related to the new standards to help teachers understand the standards and what they will mean for your practice.*

In Alberta, we often talk about “PD” as a specific workshop or event, but *professional development* is the continuum of learning and reflection activities that teachers and school leaders choose to pursue over the course of their careers to keep their knowledge and skills current and to enhance their individual and collective efficacy for the ultimate benefit of improving student learning.

Professional development is more like Dorothy’s adventures down the yellow brick road and all the growth that she and her companions experience along the way. At journey’s end, the wizard didn’t bestow heart, intelligence and courage to the Tin Man, Scarecrow and Cowardly Lion, for they had developed and demonstrated these attributes during their travels. To Dorothy, the wizard only provided the revelation that she always possessed that which she sought. Like Dorothy travelling the yellow brick road, teachers learn over the course of their professional journeys, not only on defined days or at specific workshops.

### A new journey begins

In September 2019, all certificated teachers in Alberta will be held to new professional standards. Teachers will need to be able to demonstrate that they meet the competencies in the revised Teaching Quality Standard (TQS), and school leaders must meet the competencies in the new Leadership Quality Standard (LQS). As the end of 2018 approaches, now is a good time for members to take stock and plan the professional development journey that leads to September 2019 and beyond.

In the coming issues of the *ATA News*, executive staff officers from the Association’s Professional Development program area will be providing an ongoing series of short articles to help members navigate the road ahead. Each article will feature curated activities, resources and professional advice that will facilitate the development of the competencies in the TQS and LQS.

For now, here’s an overview of the various professional development supports available to Association members. More details can be found in the *Professional Development Program and Services Guide* available at [HTTP://L.EAD.ME/ATAPD1819](http://L.EAD.ME/ATAPD1819) or through the QR code on the right.

### Resources

The Association publishes professional development monographs, research, reviews, reports, proceedings, studies and guides, as well as material on learning and teaching issues developed for teachers. These include *Stepping Stones* developed through the Walking Together: Education for Reconciliation Professional Learning Project, the *Teaching Immigrant Student* series developed through the Association’s ongoing Diversity, Equity and Human Rights work, and the *PRISM* (Professionals Respecting Individual Sexual and Gender Minorities) toolkits for elementary and secondary schools. Most resources are available in English and French.

### The ATA library

The Association maintains a professional library that contains an extensive collection of books, ebooks, journals, maker technology kits, DVDs

and streaming video available to all Association members. All reserved materials are sent to members by mail with prepaid return postage provided at no charge. The library also provides research assistance for members, and access to full text databases of academic journals is available through the library website.

### Workshops

The Association’s professional development workshops are all linked to the competencies in the new standards and provide engaging school-based learning activities for groups of teachers and entire staff teams. All workshops are delivered by trained Association instructors who are practising teachers from around Alberta. Detailed descriptions of each workshop are listed in the *Professional Development Programs and Services Guide*. Many workshops are available in English and French.

### Conventions and conferences

In addition to the annual teachers’ conventions and specialist council conferences, the Association offers a number of other professional learning events for teachers and school leaders. Check out the events calendar under the My ATA menu at [www.teachers.ab.ca](http://www.teachers.ab.ca) for more. ■

## Leadership certification program seeks instructors

ATA News Staff

Instructors are needed for a new inservice program being developed to provide leadership certification for school leaders and superintendents.

Individuals who are interested in serving as instructors for the Leadership Certification course must have an Alberta teaching certificate and demonstrated leadership experience as a principal. Individuals who are interested in serving as instructors for the Superintendent Leadership Certification course must have an Alberta teaching certificate and demonstrated leadership experience as a superintendent.

Each program will be two consecutive days in length and will be offered multiple times in regional locations throughout the province in 2019, beginning in the spring and concluding by December. The overall commitment to the program is an estimated eight to 10 days, which includes the orientation and preparation sessions. Some instructors may participate in greater or fewer days depending on availability.

There is a small honorarium available, and all travel and accommodation expenses related to fulfilling the role will be covered according to specified guidelines.

Further information and online applications can be accessed at <https://www.surveymonkey.com/r/X9XHFM8>.

Questions can be directed to Mark Yurick ([mark.yurick@ata.ab.ca](mailto:mark.yurick@ata.ab.ca)). ■

**Get 2Know  
2Learn.ca**

Educational resources for teachers



### 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](mailto:cory.hare@ata.ab.ca).

# The power of song

*Collaboration unifies students across Elk Island Public Schools*

Jen Janzen  
ATA News Staff

When a group of music teachers collaborated with Indigenous Elder Wilson Bearhead to create a song to unify the teachers and students of Elk Island Public Schools, inspiration was easy to come by — they just looked around.

The song, called “A Place Like This,” is set to become a regular feature of music classes, band practices and celebrations throughout the division. Written in a mixture of Nakota and English, the lyrics acknowledge the land and the waterways of the area as they encourage every person in the land to treat each other with love and respect. The group’s vision was that students across the division and Treaty 6 territory, no matter their age or background, will be united by a common identity, celebrating the fact that, as the song says, “nowhere in the world has a place like this.”

The project began last year when Bearhead, who regularly works with the school division to guide it in its work toward reconciliation, mentioned that a song could link Elk Island’s schools, providing them with a common identity. Inspired by his words, music teachers from different schools explored ways to turn Bearhead’s thought into a reality. Three writing sessions and countless emails produced a collaboration that celebrated Treaty 6 territory and all who live within the region.

The division will use the song to create lessons for students at all grade levels, said Courtney Richard, a music teacher at Westboro Elementary School, who was involved in the project

“As music specialists, I believe we have a unique role in our schools,” Richard said. “Many of us teach the entire school population, so when we incorporate Indigenous content into our music classrooms, we create learning opportunities for all students.”

Already, music teachers from outside the division are asking if they too can

## A Place Like This

Verses 1, 2 and 3 are sung in Nakota. The words are written how they sound as this portion of the song was created orally.

### Verse 1

*Gui chi bah me, you hah be chin*  
(Love each other.)

### Verse 2

*Bah ay ee, hah me chin*  
(Be there for each other.)

### Verse 3

*Cha day wash tay ingo hah be chin*  
(Have a kind heart.)

### Verse 4

*Nowhere in the world has a place like this.*

(Each verse is sung four times.)

### Chorus

*Swiftly the river flows through this land.*

*Rich black dirt I feel in my hand.*

*Our heart, our home, it’s where we dwell.*

*We all stand together, a story we tell.*



“This song is about coming together to promote unity and kindness amongst all people.”

— Courtney Richard, a music teacher at Westboro Elementary School

use the song in their classrooms. The answer, says Richard, is a clear yes.

“This song is about coming together to promote unity and kindness amongst all people. We all come from different heritages, we have lived different experiences, we have different beliefs and varying viewpoints, but what we all have in common is that we live together

in Treaty 6 territory,” she said.

The song is expected to be available in January 2019 and will come with an accompanying lesson plan developed by Elk Island music teachers. The division will also translate the melody into a band arrangement for junior and senior high students and create a French and Nakota version for francophone schools. ■

## School division guilty of unfair bargaining practices

*Red Deer Catholic teachers urge “no more games”*

ATA News Staff

The Alberta Labour Relations Board has found the Red Deer Catholic Regional Division guilty of unfair bargaining practices after central office employees attempted to interfere with the rights of teachers and the Alberta Teachers’ Association.

In a decision rendered Dec. 4, the board found that the division’s top administrators engaged in communication that interfered with the ATA’s ability to represent its members. The board has ordered the division to “cease engaging in such conduct.”

“We are pleased with this decision and feel vindicated that our concerns were validated,” said Red Deer Catholic Local president Stephen Merredew.

“Local bargaining has stalled as a result of the board’s use of these divisive tactics. Teachers are getting very frustrated that this dispute has gone on for so long and simply want the board to get on with reaching a settlement.”

Teachers in Red Deer Catholic have been working without a collective agreement for two and a half years. Out of 61 school jurisdictions in the province, the school jurisdiction remains one of 13 boards that have not reached an agreement for the period from 2016 to 2018.

Merredew is encouraging the board to return to the bargaining table and work quickly and constructively toward an agreement. If it is not willing to do that, teachers have authorized the use of voluntary binding arbitration and will ask the board to agree to that process.

Merredew said his message for the school board is simple.

“Quit playing games and quit thwarting settlement. Let’s get this done so teachers, students and the school division can move on.” ■



## This...

from ATA president Greg Jeffery



## Understanding and sharing are great gifts

As we approach our mid-year break I want to wish you all happy holidays. For many of you, I may have just triggered an involuntary cringe. Certainly that was not my intent, but I would like to explore it further. We sometimes hear in Alberta, “Why can’t they just say merry Christmas?” While that greeting certainly reflects the Christian heritage of the majority in our province we, as teachers, know that traditions of many faiths are observed during the holiday season. We know because that is what is reflected in the students in our classrooms.

The plurality of Alberta school populations is at an all-time high, and their diversity will continue to increase. Since we embrace differences in our classrooms, maybe we can incorporate that spirit into our greetings. At this time of year, I think this could be an educational opportunity for all of us. Maybe we respond cheerfully to someone’s generic greeting with “Happy holidays to you as well. For me it’s \_\_\_\_\_. What’s your holiday?” And we fill

in that blank with what it is we celebrate, be it Hanukkah, Krampusnacht, Saint Nicholas Day, Bodhi, Saturnalia, Posadas Navidenas, Longest Night, Solstice, Pancha Ganapati, Christmas Eve, Christmas Day, Saint Stephen’s Day, Hogmanay, New Year’s Eve, Watch Night, Orthodox Christmas or Kwanzaa.

If we take time this season to learn a little about the holiday celebrations of others, maybe we will make some people who perhaps feel excluded feel more valued. If we share with others a little about our traditions, maybe we will begin, in some small way, to strengthen our communities. Understanding and sharing are inexpensive ways of paying forward goodwill and, as my family would say, showing the Christmas spirit.

Enjoy your time with family and friends, get some rest, and for the second time this school year I wish you a very happy New Year. While it’s a little bit early, you can substitute any celebration you want and it will still be my wish for you. ■

# 2019 PEC election officially underway

On Dec. 3, the Alberta Teachers' Association opened nominations for the 18 elected positions on its Provincial Executive Council (PEC). With that, the 2019 PEC election has officially begun!

## What positions are open?

- ATA president (one to be elected)
- ATA vice-president (two to be elected)
- District representative (15 to be elected)

## Who is eligible to run?

To be eligible to run in the 2019 PEC election you must not be in receipt of an Alberta Teachers' Retirement Fund pension and you must either

- be an active member in good standing and employed by at least one school jurisdiction in the geographic district in which you are running,
- be an associate member in good standing and be employed by a school jurisdiction in the geographic district in which you are running or
- be an associate member in good standing, employed by an employer without a local (e.g., Alberta Education) and reside in the geographic district in which you are running.

Active members are teachers employed by Alberta school boards — with the exception of those designated as associate members by their board with the approval of the Association (e.g., superintendents). Associate members are those who have had associate membership granted to them by the Association upon application and payment of applicable fees.

## Where you can run and vote

ATA members from anywhere in the province can run for the positions of ATA president and vice-president. For district representative positions, where you can run and vote differs.

## Remuneration

The Association enters into agreements with school boards to ensure members elected to PEC have the release time needed to serve on Council and conduct their required functions. For the position of president, this means full-time release; for vice-president and district representative positions, it is a maximum of 100 days.

In addition to release time, PEC members are provided honoraria and expense coverage related to Council meetings and other related duties and activities.

## Nomination information and forms

Posted on the ATA website is the complete call-for-nominations package, which contains essential election information, schedules and forms. Hard copies of the package have been sent, for the purposes of reference and sharing, to all ATA local secretaries and to ATA school representatives at every school in the province.

## Nomination deadline

The deadline for nominations is Jan. 18 at 5 p.m.

## Voting

Voting will be conducted March 14–18 online and requires voters to have an online ATA account.

## Terms of office

Candidates successful in this election will serve from July 1, 2019 to June 30, 2021.

## Contacts for 2019 PEC election

Direct your questions regarding the 2019 PEC election to either of the following election team members:

**Robert Mazzotta**  
ATA Elections Returning Officer  
robert.mazzotta@ata.ab.ca  
780-447-9445

**Laura Harris**  
ATA Elections Administrative Officer  
laura.harris@ata.ab.ca  
780-447-9476

## Keep in touch and we'll keep you posted.

For up-to-date election information, read the *ATA News*, visit the ATA website ([www.teachers.ab.ca](http://www.teachers.ab.ca)) and follow us on Facebook (@ABteachers) or Twitter (@albertateachers).



## Why run?

Members of Provincial Executive Council (PEC) direct the business of the Alberta Teachers' Association (ATA), which is recognized through legislation as the organization representing the teaching profession in Alberta. The goals of the ATA include

- advancing and promoting the cause of education in Alberta,
- improving the teaching profession,
- increasing public interest in the importance of education and knowledge of education matters and
- co-operating with other organizations and bodies in Canada and any other countries having the same interests.

For any ATA member sharing those goals, serving as a member of PEC would support his or her personal growth and professional capacity in addition to benefiting the teaching profession.

## Why vote?

The ATA is the organization that represents the teaching profession in Alberta. Members of PEC make decisions about the business of the ATA, which influences the professional lives of teachers.

Voting in the 2019 PEC election provides the opportunity for teachers to have a say in who speaks for them with key education stakeholders at the provincial and national levels. An example of such a stakeholder is the Government of Alberta, with whom the ATA is currently participating as a partner in the development of new K–12 curriculum.

Your vote is your voice. ■

## 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.

- DECEMBER 3, 2018**  
Nominations open
- JANUARY 18, 2019**  
Nominations close
- JANUARY 30, 2019**  
Candidate and election promotional materials to schools\*
- FEBRUARY 25, 2019**  
Voting instructions mailed to schools\*
- MARCH 14–18, 2019**  
Online voting period
- MARCH 19, 2019**  
Election results announced

\*Sent to the attention of ATA school representatives

# Get your online ATA account

PEC Election Voting | Bargaining Updates  
Membership Cards | ATA Library Resources  
Specialist Council Memberships

[teachers.ab.ca](http://teachers.ab.ca) > My ATA

# Where ATA members can **run** and **vote**

Active members belong to one of 55 locals of the Alberta Teachers' Association. Locals are organized by the Association into 11 geographic districts.

If you are an active member, use this chart to find out where you can run and/or vote in the 2019 PEC election. Associate members, not employed by a school board, may run or vote in the geographic district in which they reside. Note that to run or vote for the positions of ATA president or ATA vice-president, you may belong to any ATA local in the province.

[www.teachers.ab.ca](http://www.teachers.ab.ca)



[www.facebook.com/ABteachers](https://www.facebook.com/ABteachers)



[@albertateachers](https://twitter.com/albertateachers)



If you're employed by this board	You are a member of this ATA local	And can run or vote in this geographic district*
Aspen View Schools	Aspen View Local No. 7	Central East
Battle River Regional Division	Battle River Local No. 32	Central East
Black Gold Regional Schools	Black Gold Teachers' Local No. 8	Central
Buffalo Trail Public Schools	Park Plains East Local No. 31	Central East
Calgary Board of Education	Calgary Public Teachers Local No. 38	Calgary City
Calgary Catholic School District	Calgary Separate School Local No. 55	Calgary City
Canadian Rockies Public Schools	Canadian Rockies Local No. 59	Calgary District
Chinook's Edge School Division	Chinook's Edge Local No. 17	Central South
Christ the Redeemer Catholic Schools	Christ the Redeemer Local No 29	Calgary District
Clearview School Division	Clearview Teachers Local No. 33	Central South
CS Centre-Est	Unité locale francophone No. 24	Central
CS Centre-Nord	Unité locale francophone No. 24	Central
CS du Nord-Ouest	Unité locale francophone No. 24	Central
CS du Sud de l'Alberta	Unité locale francophone No. 24	Central
East Central Alberta Catholic Schools	Park Plains East Local No. 31	Central East
Edmonton Catholic Schools	Edmonton Catholic Teachers Local No. 54	Edmonton McMurray
Edmonton Public Schools	Edmonton Public Teachers Local No. 37	Edmonton McMurray
Elk Island Catholic Schools	Elk Island Catholic Teachers Local No. 21	Edmonton District
Elk Island Public Schools	Elk Island Local No. 28	Edmonton District
Evergreen Catholic Schools	Evergreen Catholic Local No. 44	Central North
Foothills School Division	Foothills Local No. 16	Calgary District
Fort McMurray Public School District	Fort McMurray Local No. 48	Edmonton McMurray
Fort McMurray Catholic Schools	Fort McMurray Local No. 48	Edmonton McMurray
Fort Vermilion School Division	Fort Vermilion Local No. 77	North West
Golden Hills School Division	Three Drums of Wheat Local No. 20	South East
Grande Prairie and District Catholic Schools	Grande Prairie and District Catholic Teachers Local No. 42	North West
Grande Prairie Public School District	Trumpeter Local No. 26	North West
Grande Yellowhead Public School Division	Evergreen Local No. 11	Central North
Grasslands Public Schools	Grasslands Local No. 34	South East
Greater St. Albert Catholic Schools	Greater St. Albert Catholic Local No. 23	Edmonton District
High Prairie School Division	High Prairie Local No. 62	North West
Holy Family Catholic Regional Division	Greater Peace Local No. 13	North West
Holy Spirit Roman Catholic Separate Regional Division	Holy Spirit Catholic Local No. 5	South West
Horizon School Division	Horizon Local No. 4	South West
Lakeland Catholic Schools	Lakeland Catholic Separate Local No. 30	Central East
Lethbridge School District	Lethbridge Public School Local No. 41	South West
Living Waters Catholic Schools	Woodland Rivers Local No. 40	Central North
Livingstone Range School Division	Livingstone Range Local No. 14	South West
Medicine Hat Catholic Board of Education	Medicine Hat Catholic Teachers Local No. 39	South East
Medicine Hat School District	Medicine Hat Local No. 1	South East
Northern Gateway Public Schools	Northern Gateway Local No. 43	Central North
Northern Lights School Division	Northern Lights Local No. 15	Central East
Northland School Division	Northland Local No. 69	North West
Palliser Regional Schools	Palliser Local No. 19	South West
Parkland School Division	Parkland Teachers' Local No. 10	Central North
Peace River School Division	Greater Peace Local No. 13	North West
Peace Wapiti School Division	Northern Spirit Local No. 6	North West
Pembina Hills Public Schools	Pembina Hills Local No. 22	Central North
Prairie Land Regional Division	Prairie Land Local No. 36	South East
Prairie Rose Regional School Division	Prairie Rose Local No. 2	South East
Red Deer Catholic Regional Schools	Red Deer Catholic Local No. 80	Central South
Red Deer Public Schools	Red Deer City Local No. 60	Central South
Rocky View Schools	Rocky View Local No. 35	Calgary District
St. Albert Public Schools	St. Albert Public Teachers Local No. 73	Edmonton District
St. Paul Education Regional Division	Greater St. Paul Local No. No. 25	Central East
St. Thomas Aquinas Roman Catholic Schools	St. Thomas Aquinas Teachers' Local No. 45	Central
Sturgeon School Division	Sturgeon Local No. 27	Edmonton District
Westwind School Division	Westwind Local No. 12	South West
Wetaskiwin Regional Division	Wetaskiwin Local No. 18	Central
Wild Rose School Division	Timberline Local No. 9	Central
Wolf Creek School Division	Wolf Creek Local No. 3	Central South

\*Contingent on meeting eligibility requirements.

# Teacher's Pet *A menagerie of*

*We asked teachers to send in pictures of their classroom pets.*

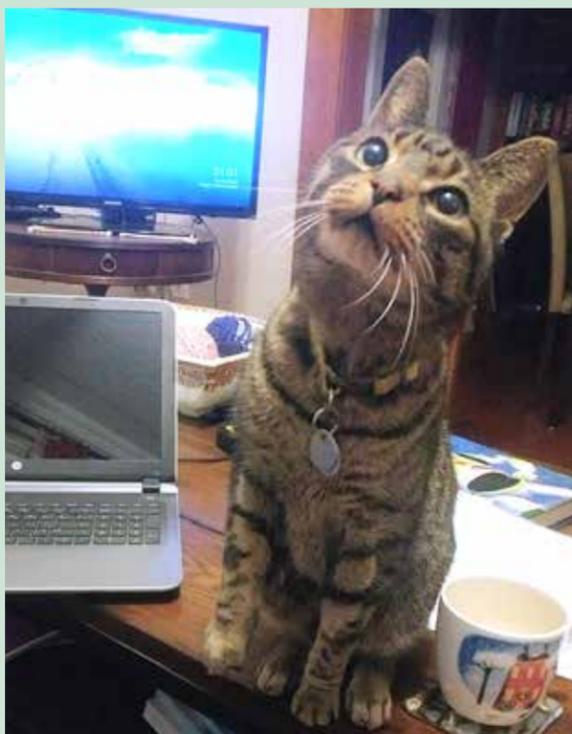


## GURUMARRA

**Andrew Cerny**, Grade 7/8, Balmoral Middle School, Calgary

Gurumarra is a northern blue-tongued skink — very unique. He has an extremely inquisitive nature that, combined with a strong determination, generally means he will find a way to get wherever he wants to go. Gurumarra enjoys snuggling into the crook of an arm or climbing up and wrapping around the back of your neck — looking over his perch on your shoulders and getting nose and head rubs.

Being able to spend some daily time with Gurumarra is a great way to relax and de-stress — either having him cuddle or watching him explore as he climbs over you and his surroundings. Along with being a personal pet, Gurumarra is also one of the resident classroom pets. He provides the students (and staff) with someone to interact with for positive mental and emotional well-being as well as happily being used in examples for a variety of lessons relating to ecosystems, adaptations and heat movement (using his enclosure).



## ZORBA

**Anisa Mary Ramia**, science and physics, Notre Dame High School, Calgary

Zorba is 14 years old; I've had him since he was six weeks old. He's special because his favourite foods are cabbage, frozen peas and stale Timbits. He helps me by providing therapy after a long day and sleeping on errant marking.



## SIR LEOPOLD LEOPARDBOTTOM

**Chana MacDonald**, Grade 6–8 French immersion, Pioneer Middle School, Rocky Mountain House

What makes him special? Obviously he's adorable, but the way his bum twitches when he gets a banana slice, the way his tail wags when he gets a new toy and he zooms down the hall. He's got such a playful personality!

How does he help me in my profession? He never fails to put a smile on my face. A nudge to my leg at feeding time is all I need for the stress of the day to melt away!



## ROSIE

**Crystal Clarke**, Grade 6 and 7, French immersion math and science, Central Middle School, Red Deer

I moved here with my family from Québec in August. We were looking for a change of scenery and new challenges! Rosie, my basset hound, made the 4,600 kilometre drive out here with us, happily. But, sadly, Rosie passed away suddenly on Sept. 20. We were heartbroken.

She was so special: she was my best friend and my confidant. She was always there, tail wagging, when I arrived from school. She took all of my fatigue and stress away immediately. She was so in tune with me when I had a bad day, and she always knew when it was time to go for a walk or just cuddle on the sofa.

She helped me so much as a teacher because she taught me about patience, compassion and giving. She was the most selfless being I knew; she would have done anything for us. We miss her so much.

# of critters keep teachers grounded.

ures of their pets along with a summary of how the animal is special and helps them in their profession.



## DAISY

**April Aitken**, assistant principal, S. Bruce Smith School, Edmonton

Daisy is a mini Labradoodle. She is special in a million ways, but mostly in that she greets me with unconditional love no matter what kind of day I'm having. She has tons of energy, which means I have to walk her daily. This helps me deal with all kinds of work stress!



## TITAN

**Steve Glowa**, junior high math, St. Monica School, Calgary

My wife and I always say that we were lucky that Titan found us. We've had him for five years and adopted him from the Cochrane Area Humane Society when he was two years old. He was the longest resident at the shelter, and the staff said it was probably because of the breed (German Shepherd/Akita).

As we all know with this profession that we love, we do need to take time to do the things that keep us balanced. Titan is like a fine-tuned Breitling watch. He knows when I need a break. I am so grateful to be living in Cochrane because I have the Bow River right in front of my house with many kilometres of hiking and nature trails. This picture was taken by his favourite spot to swim or relax on the shore to chew sticks, or for me to just stop and listen to the water rolling over the rocks and the songbirds singing in the trees. He has also been my pre-warning sign in a couple of instances during some of our early morning runs when we have encountered a black bear here and there along our routes.



## SHERPA

**Missy Steeves**, Grade 9 humanities, Sturgeon School Division (currently seconded to the Alberta Assessment Consortium)

This was Sherpa. She was a Himalayan cat. All my students know about this sweet cat, and that she was my "fur baby" long before I ever had my son. My favourite story about Sherpa was when I once had a student move to another school division mid-year. He just so happened to end up in the class of a colleague from my graduate cohort. Her first conversation with him was about his "cat lady" teacher from his other school. Imagine his surprise!

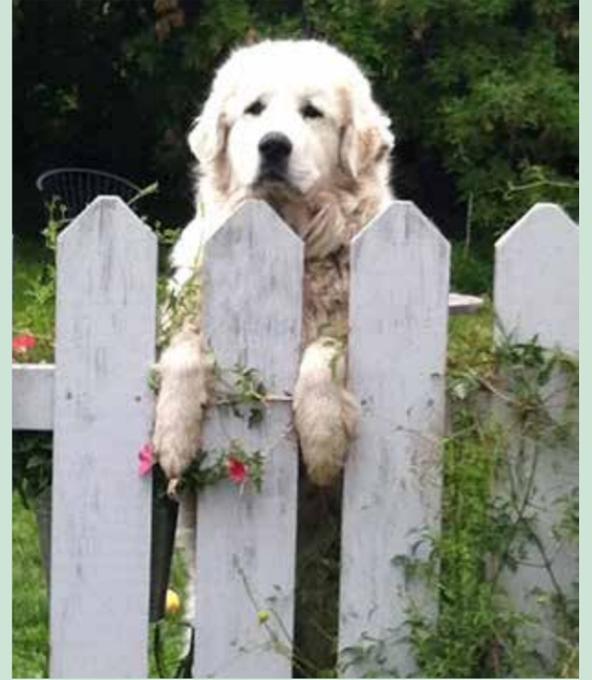
Sadly Sherpa passed away last year, but she will forever live on in my heart.



## CLARE

**Valerie Fuchshuber**, Sir Wilfrid Laurier School, Calgary

Clare is a senior-citizen Newfoundland who is almost 13 years old, extremely old for this breed! She is 145 pounds of unconditional love and patience. Newfies adore children of all ages and are wonderful role models for not only teachers, but for all humanity.



## ELLA

**Murray Lalonde**, math, physical education, H.A. Kostash School, Smoky Lake

Although Ella, a Great Pyrenees dog, has been mistaken for a polar bear, my daughter calls her "The 130 pound cuddle puddle." She protects my horses from predators, she welcomes visitors with her resounding bark, and she has an unending, unconditional love for her family.

Ella helps me in my teaching profession by providing catharsis after a rough day. She helps me with marking assessments by providing a disapproving look when I am thinking of leaving it for tomorrow, but is more than happy if procrastinating involves going for a walk.



## JON, RICHIE AND ANNIE

**Chantel Werner**, assistant principal, Westboro Elementary School, Sherwood Park

My pets are special because they each have a unique personality and fill a special niche in our family for each of our family members. There is nothing better than coming home to them after a long day. They make me feel as if I'm the most important person to them.

### Flock to Facebook for more furry photos!

Check out the ATA's Facebook page for a photo gallery containing additional Teacher's Pet submissions:

[www.facebook.com/ABteachers](http://www.facebook.com/ABteachers)

# Campus St-Jean professor earns ATA research award

ATA News Staff

Laurent Cammarata, associate professor in education at the University of Alberta Campus St-Jean, is the winner of the Alberta Teachers' Association's 2018 Educational Research Award.

Cammarata's submission focused on an 18-month-long professional development (PD) journey of 15 French immersion teachers who undertook an innovative team approach to expanding their knowledge and skill in the area of curriculum planning, specifically in the area of language and content integration.

"Although scarce, research exploring the challenges faced by immersion teachers indicates that one of the biggest issues for them is the creation and implementation of well-balanced programs where both content and language instruction are targeted simultaneously," said Cammarata. "The



LAURENT CAMMARATA

“This work has a direct relationship to improving school and classroom practice.”

— Phil McRae, the ATA's associate co-ordinator of research

primary aim of this study was to gain a clear picture of how effective a long-term professional development project could be in preparing teachers for the unique curricular and pedagogical demands that are a part of teaching French immersion.”

Cammarata's study is especially timely given the release of a new draft program of studies planned for December 2018, said Phil McRae, the ATA's associate co-ordinator of research.

"This work has a direct relationship to improving school and classroom practice."

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

# Recherche : l'ATA décerne un prix à un professeur du Campus Saint-Jean

Rédaction de l'ATA News

Le Dr Laurent Cammarata, professeur agrégé en éducation au Campus Saint-Jean de l'Université de l'Alberta, est le lauréat 2018 de l'Éducational Research Award décerné par l'Alberta Teachers' Association.

La recherche du Dr Cammarata s'est intéressée au parcours de 15 enseignants en immersion française qui ont entrepris un projet de perfectionnement professionnel (PP) d'une durée de 18 mois. Dans le cadre de ce projet, les enseignants ont adopté une démarche collective novatrice visant à élargir leurs connaissances et à accroître leurs compétences en matière de planification pédagogique, plus particulièrement dans le domaine de l'intégration de la langue et du contenu.

« Bien qu'il n'en existe que très peu, les recherches portant sur les défis auxquels font face les enseignants en immersion démontrent que l'un des plus grands enjeux auxquels ils sont confrontés est la création et la mise en œuvre de programmes équilibrés mettant l'accent à la fois sur l'enseignement

du contenu et de la langue », affirme le Dr Cammarata. « L'objectif principal de cette étude était de porter un jugement éclairé sur l'efficacité d'un projet de perfectionnement professionnel à long terme pour préparer les enseignants aux exigences pédagogiques et liées au curriculum qui sont particulières à l'enseignement en contexte d'immersion française. »

L'étude du Dr Cammarata arrive à point nommé étant donné la publication prévue pour décembre 2018 d'un nouveau curriculum à l'état d'ébauche, selon Phil McRae, coordonnateur adjoint aux recherches à l'ATA.

« Ce travail contribue de façon directe à l'amélioration des pratiques à l'école et dans la salle de classe. »

L'Éducational Research Award de l'ATA, d'une valeur de 5 000 \$, est remis annuellement à un membre du corps professoral d'une faculté d'éducation ou à un chargé de cours œuvrant au sein d'une université ou d'un collège universitaire de l'Alberta qui a entrepris des recherches de qualité portant sur l'enseignement et l'apprentissage en salle de classe. ■

# Highlights from the legislature

## Opposition questions curriculum process

Kim Dewar  
ATA News Staff

Below are highlights of education and labour issues raised in the Alberta legislature from Nov. 26 to Dec. 5.

### K-4 draft curriculum

Nov. 26—**Mark Smith** (UCP—Drayton Valley—Devon) asked Education Minister **David Eggen** when the government will release the instructional materials for the K-4 draft curriculum and also where the materials are coming from. Eggen answered that government is very proud of the new curriculum, and it is the field testing process that allows for building content and fleshing out the curriculum.

### CBE construction costs

Nov. 27 and 28—**Ric McIver** (UCP—Calgary—Hays) asked Infrastructure Minister **Sandra Jansen** why government is forcing the Calgary Board of Education (CBE) to “dig into their reserves” and incur \$1.7 million in interest charges to build new schools. Jansen responded that when she shared a bench with him, he was not at all concerned that boards had to use reserve funds, and that this government cares about schools and children. McIver asked Education Minister **David Eggen** if the government would reimburse the interest costs to the CBE, to which Eggen responded that government has financed 240 school projects and is working hard to make sure they get what they need as opposed to the opposition, who would cut 4,000 teachers.



YUET CHAN

### Carbon levy and education costs

Nov. 27—**Mark Smith** (UCP—Drayton Valley—Devon) asked Education Minister **David Eggen** how much class sizes and bus ride times could be improved if schools were not subject to the carbon tax, noting that High Prairie School Division could have paid for another teacher if not for the carbon tax. Eggen responded that Alberta's climate action plan involves an opportunity for people to learn and understand climate change and the impact on the next generation. This includes schools, and that's why government is building more energy-efficient schools, using solar panels etc. Eggen added that there is always room for improvements to student transportation, particularly in rural areas, and consultations are underway to look for efficiencies. Smith asked if government would exempt schools and school boards from the carbon tax, as oil and gas drillers are. Eggen answered that government is helping schools by saving millions of dollars by building new energy efficient schools to a LEED silver standard, and not making cuts to education.

### Social studies curriculum redesign

Dec. 4—**Mark Smith** (UCP—Drayton Valley—Devon) asked Advanced Education Minister **Marlin Schmidt** about the recent resignation of a member of the curriculum redesign group, calling the redesign process “flawed.” Schmidt answered that government is sorry that the member resigned but won't make apologies for doing a curriculum update. Smith continued by asking what the “real” reason is for redesigning the social studies curriculum. Schmidt answered that Alberta is still teaching about the Soviet Union as if it still existed, an update was long past due, and the past government refused to do it when given the chance. He concluded by stating that the social studies curriculum will be updated to “reflect the current realities of the world that our students live in today so that they're better prepared to engage in the democratic processes of their communities, their province and their country.”

### Gay-straight alliances in schools

Dec. 5—**Rick Fraser** (AP—Calgary—South East) asked Education Minister

**David Eggen** about a recent incident where a child was taken off school grounds by an adult not affiliated with the school without the parents' awareness, and if his ministry is considering the development of standardized policies around GSAs, what activities are acceptable, and what activities are not appropriate without parental notification. Eggen answered that GSAs are support clubs in schools, while field trips are a separate issue that is dealt with by a separate policy. Fraser asked for a specific example of how the minister is working with school boards to foster an open sharing of LGBTQ students along with their parents and families. Eggen answered that all public school boards in Alberta, all Catholic, francophone, charter and the vast majority of private schools have built their own safe and caring policies, with faith-based principles built right into them if they chose to do so. He concluded by stating that, “if you take public money for schools... You must follow the law just like anybody else.” ■



CTF CORNER

LE COIN DE LA FCE

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www.ctf-fce.ca

## CTF condemns abolition of French-language institutions and services in Ontario

Ottawa – The Canadian Teachers' Federation (CTF) announced Nov. 27 that it is "deeply shocked" by the Government of Ontario's decision to cut services to French-speaking Ontarians, an action the CTF deems "completely unacceptable."

"This decision marks a major step backwards for French-speaking Ontarians and has left the whole of French-speaking Canada distressed at the news," said CTF vice-president Heidi Yetman. "As part of their role in society, Canada's teachers advocate for respect for human rights and social justice in all its forms. These fundamental values have been trampled on in Ontario, and that is a very serious concern for us."

The CTF is offering its support to the largest francophone group in the province, the Association des enseignantes

et des enseignants franco-ontariens (AEFO), as it takes up the struggle to defend francophones' rights.

The Assemblée de la francophonie de l'Ontario (AFO) stated that it deplors the Government of Ontario's decision, announced on Nov. 15 as part of its economic update. The abolition of the Office of the French Language Services Commissioner and the cancellation of plans to open a French-language university in Ontario will have a far-reaching impact on the vitality of Ontario's French-speaking community and on the province as a whole, the Assemblée stated.

The CTF says it will be closely monitoring the resistance campaign being organized by the AFO and will be calling on teachers all across Canada to do the same, and to take part. ■

## La FCE dénonce l'abolition d'établissements et de services pour la francophonie ontarienne

Ottawa, le 27 novembre 2018 — La Fédération canadienne des enseignants et des enseignantes (FCE) est « profondément choquée » et juge « inacceptable » la décision du gouvernement de l'Ontario de réduire les services aux francophones de l'Ontario.

« Cette décision marque un recul important pour les francophones de l'Ontario et a de fait ébranlé toute la francophonie canadienne. De par leur rôle dans la société, les enseignants du Canada prônent le respect des droits de la personne et de la justice sociale sous toutes ses formes. Ces valeurs fondamentales ont été bafouées en Ontario, et cela nous préoccupe sérieusement », déclare Heidi Yetman, vice-présidente de la FCE.

La FCE offre son appui au plus grand regroupement de francophones

de l'Ontario, l'Association des enseignantes et des enseignants franco-ontariens (AEFO), dans la lutte qui s'amorce afin de défendre leurs droits.

L'Assemblée de la francophonie de l'Ontario (AFO) déplore les décisions du gouvernement ontarien annoncées le 15 novembre 2018 dans le cadre de la mise à jour économique. L'abolition du Commissariat aux services en français et l'annulation du projet de l'Université de l'Ontario français auront des conséquences importantes sur la vitalité de la francophonie ontarienne et sur l'ensemble de la province.

La FCE suivra avec grand intérêt la campagne de résistance et de mobilisation de l'AFO, et appelle les enseignants partout au Canada à faire de même et à participer à la lutte. ■



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

Deadline is early December, visit [ieep.ca](http://ieep.ca) for applications and details.

## Your words have consequences



### 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.*

In our last column, I discussed social media communications between teachers and students. Sometimes, it doesn't take two to tango!

Recently a professional conduct hearing heard the case of a teacher who posted inappropriate comments about a student and parents on the teacher's own social media account. This particular case resulted in the teacher receiving a reprimand from the Association.

Like anyone else in society, teachers have freedom of speech and expression. What no one has a right to is employment. Teachers have occasionally treated their social media platforms as venues of self-expression. While

pictures of your vacation, your kids, your pets, and even expressions of your political views and sports passions are perfectly acceptable, know that sharing these things on the Internet comes with the possibility of consequences.

Teachers have a duty to treat students with dignity and respect and to be considerate of their circumstances. Posting comments about students on your social media violates that duty. Additionally, these types of postings, involving students and parents, fail to maintain the honour and dignity of the profession. These actions are unprofessional.

So while you may have a right to freedom of speech and expression, that right is not unlimited. Your words have consequences. Those consequences may impact your employment, your professional standing and your reputation. ■



**SLIP US A TIP!**  
We want to hear about news in your school, district or local.

Please email managing editor Cory Hare at [cory.hare@ata.ab.ca](mailto:cory.hare@ata.ab.ca).



# THE FACE OF EDUCATION

The Alberta Teachers' Association is encouraging teachers, parents and other concerned citizens to show their support for public education by participating in the Pledge for Public Education campaign.

Public education provides students from all backgrounds with learning experiences to discover and develop their potential, their passions and their gifts, allowing them to make significant contributions to their communities.

Public education prepares learners for life, and Alberta's public education system\* is widely recognized as one of the best systems in the world.

We believe in public education and we believe in providing students with the best opportunities for success.

*\*In Alberta, public education refers to public, separate and francophone schools.*

## The pledge for public education

- I believe all students should be able to learn in small-sized classes.
- I believe all students with special learning needs should receive the supports and resources they require for success.
- I believe all students should have the opportunity to benefit from fully funded junior kindergarten and full-day kindergarten programs.
- I believe all students should have access to a teacher-certificated school counsellor in their school.

## How can you support the pledge?

- 1 Visit [www.iBelieveInPublicEd.ca](http://www.iBelieveInPublicEd.ca) and add your name.
- 2 Encourage your colleagues, friends and family to sign on.
- 3 Share your support for the pledge on Instagram, Facebook and Twitter, using #iBelieveInPublicEd.

## What's next?

We are collecting the names and email contacts for supporters who believe in public education and support small class sizes, supports for special needs, full-day kindergarten and access to counselling services. Later, we will contact supporters with information about actions they can take to advocate for students and to voice their support for public education.

# iBelieveInPublicEd.ca



The Alberta Teachers' Association

# 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!



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[www.tis.edu.mo](http://www.tis.edu.mo)



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



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**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



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Nursery to Grade 7

[www.cisp.edu.kh](http://www.cisp.edu.kh)



How to apply?

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

## CLASSIFIEDS

# SEASON'S Greetings

The management and staff of Morgex Insurance would like to extend a heartfelt thank you to Alberta Teachers for your dedication to our children's education.

Wishing you all the best for the holiday season and happiness for the new year.





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Children's Autism Services of Edmonton

## 11<sup>TH</sup> ANNUAL Autism Conference

—  
A new way of looking at autism

**JANUARY 24th & 25th, 2019**  
Steve Silberman + Dr. Pamela Wolfberg  
River Cree Resort

With guest Speakers Ken Robertson, Lonnie Zwaigenbaum, Kerry Magro, Stephanie Mitelman, Dr. Stelios Georgiades and more!



**childrensautism.ca**



## Teacher Growth, Supervision, Evaluation and Practice Review Workshop

for Administrators

**January 24–25, 2019**  
Calgary Plaza Hotel and Conference Centre

To register and for more information go to  
<https://event-wizard.com/events/TGSE0119>.  
Deadline for registration is **January 18, 2019**.



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

**Application deadline:**  
**Thursday, February 28, 2019**





### 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 and
- have previous successful administration experience in an Alberta school.

Benefits include

- competitive yearly salary (\$ 90,000 CAD) and bonus,
- furnished accommodations,
- health insurance and
- 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 of five 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 in August 2019

**Interested candidates should email a resume/cv and cover letter to Boyd Davies at [hr.qscis@gmail.com](mailto:hr.qscis@gmail.com) and [hr@cscdfsd.org](mailto:hr@cscdfsd.org). Skype interviews available anytime and personal interviews will be conducted in Alberta in February this year.**

### Travel and Rec

**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](mailto:EuropaTravel@shaw.ca).

### Goods and Services

**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](mailto:mhoke@telus.net).

### Wanted

**Native Education classes**—K-5. Nanabush Legends with Puppets. \$250/class. Email [eagles-end53@gmail.com](mailto:eagles-end53@gmail.com).

### To Advertise

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

**Next Deadline**  
Thursday, Jan. 3, 2019, 4 p.m.  
(publication date Jan. 15, 2019)

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

### Attention, teachers

ATA News advertisements of institution programs

Advertising by institutions offering educational programs is accepted by the ATA News on a commercial basis. There is no guarantee these institutions fulfill the requirements for consideration as a recognized institution for salary grid purposes.

Teachers considering enrolling in educational programs for purposes of increasing salary levels should consult the Teacher Salary Qualifications Board Principles or inquire directly to the Teacher Qualifications Service regarding the acceptability of the program.

### HOTEL RATES

A directory of special rates for Alberta Teachers' Association members at various Alberta hotels is available online at [www.teachers.ab.ca](http://www.teachers.ab.ca) under News and Info > Publications.

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

### 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.



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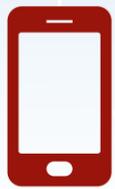
**SOMETHING EXCITING IS JUST AROUND THE CORNER.**

Learn more in January 2019.



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## A Computer Teacher's Christmas



### MOOT POINTS

Ray Suchow

Special to the *ATA News*

'Twas the night before Christmas, and all through the house,  
Not a ROM chip was stirring, not even a mouse.  
All the thumb drives were hung by the computer with care,  
In the hopes that St. Nicholas would soon access them there.

The tablets were nestled all snug in their beds,  
While visions of upgrades danced in their heads.  
And mamma in her visor and I in my cap,  
Had just settled down for a long VR nap.

When outside my lab there arose such a clatter,  
I sprang from my bed to see what was the matter.  
Away to my window I flew in a flash,  
"Oh, please," I prayed, "not a hard drive crash."

The moon on the breast of the new-fallen snow,  
Gave a lustre of midday to the database below.  
When what to my wondering eyes should I glimpse,  
But a miniature processor and eight tiny RAM chips.  
With a little old hacker so lively and quick,  
I knew in a moment it must be St. Nick.

More rapid than input his RAM chips all came,  
And he whistled, and shouted, and called them by name:  
"Now Python, now Perl, now Java and C,  
On Cobol, on Snobol, on Scratch and Ruby.  
To the top of the porch, to the top of the wall,  
Hack away, Hack away, Hack away all."

And so up to the housetop the RAM chips soon flew,  
With a sleigh full of output and St. Nicholas too.  
On the roof they soon landed; it made my heart skip.  
Then came the prancing and pawing of each little chip.  
As I drew in my head and was turning around,  
Down the bitstream St. Nicholas came with a bound.

He was dressed quite cool from his head to his shoes,  
In Red Bull swag and Bluetooth headphones too.  
A bundle of software he had flung on his back,  
He looked like a hacker just opening his pack.  
His eyes how they twinkled! His dimples how merry!  
His cheeks were like Spock's; angular, not scary.

His cute little mouth was drawn up like a bow,  
And the fuzz on his chin was beginning to grow.  
The glitter of braces encircling his teeth,  
And Coke-bottle glasses, oh my — how sweet.  
He had a broad face, but a round little belly,  
From too much Nintendo in front of the telly.

Overall he was thin, like a six-foot elf.  
And I laughed when I saw him, for he looked like myself!  
With a wink of his eye, at the computer he sat,  
And upgraded my system in one minute flat.

He spoke not a word but continued his work,  
And filled all the thumb drives, then turned with a jerk.  
And laying his finger aside of his nose,  
He gave me a nod and up the bitstream he rose.

He returned to his processor, and examined his chips.  
A power-user he was; "This work's not for wimps."  
And I heard him exclaim as he booted out of sight,  
"Happy hacking to all, and to all a good byte!"



*Ray Suchow teaches computers, religious studies and information processing at Christ the King School in Leduc.*

*Moot Points is your chance to write about a funny incident, a lesson learned or a poignant experience related to teaching.  
Please email articles to managing editor Cory Hare: [cory.hare@ata.ab.ca](mailto:cory.hare@ata.ab.ca).*