## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Executive Staff Officers</td>
<td>3</td>
</tr>
<tr>
<td>Professional Development Regions</td>
<td>4</td>
</tr>
<tr>
<td>PD Services for Regions</td>
<td>5</td>
</tr>
<tr>
<td>Workshops and Presentations</td>
<td>7</td>
</tr>
<tr>
<td>Ateliers de perfectionnement professionnel</td>
<td>7</td>
</tr>
<tr>
<td>Indigenous Education and Walking Together: Education for Reconciliation</td>
<td>17</td>
</tr>
<tr>
<td>Specialist Councils</td>
<td>21</td>
</tr>
<tr>
<td>Mentorship</td>
<td>23</td>
</tr>
<tr>
<td>Teachers’ Conventions</td>
<td>24</td>
</tr>
<tr>
<td>Teacher Professional Growth Plans</td>
<td>25</td>
</tr>
<tr>
<td>Teacher Qualifications Service</td>
<td>25</td>
</tr>
<tr>
<td>Services for School Administrators</td>
<td>26</td>
</tr>
<tr>
<td>PD for Substitute Teachers</td>
<td>29</td>
</tr>
<tr>
<td>PD Resources</td>
<td>29</td>
</tr>
<tr>
<td>Get Involved</td>
<td>33</td>
</tr>
</tbody>
</table>
Introduction

The *Professional Development Programs and Services Guide* is a summary of the workshops, programs and services offered by the Professional Development (PD) program area of the Alberta Teachers’ Association.

The mandate of the Professional Development program area is to promote and maintain high standards of professional practice. Program area activities include matters related to pedagogy, curriculum and student assessment, social justice, leadership and staff development, teacher education and induction, technology integration, and educational accountability.

The Professional Development program area offers a wide range of programs and services to teachers, school staff and Association subgroups (locals, teachers’ conventions and specialist councils) and provides representation to education partners.

Association PD staff members are available to assist you in planning and meeting your professional development goals. We hope that the *Professional Development Programs and Services Guide* will assist you in accessing the many services offered by PD staff. Please visit the Association website, www.teachers.ab.ca, for more information on professional development. If you have questions or suggestions for improvement, please let us know.

The Professional Development programs outlined in this document are not inclusive of all Association presentations. For a complete listing of presentations provided by Teacher Welfare and Member Services, please refer to the Association’s website.

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# PD Services for Regions

## PD REGION A
**Locals:** Fort Vermilion, Grande Prairie and District Catholic Teachers, Greater Peace, High Prairie, Northern Spirit, Northland, Trumpeter

**PD Facilitators:** Adele Lowen, adelelowen@coool.ca; Rhonda Schneider, ronjer@telusplanet.net

## PD REGION B
**Locals:** Aspen View, Evergreen, Greater St Paul, Lakeland Catholic Separate, Northern Gateway, Northern Lights, Park Plains East, Pembina Hills, Woodland Rivers

**PD Facilitator:** Alysha Grosky, grosky.consult.ltd@gmail.com

## PD REGION C
**Locals:** Black Gold Teachers, Edmonton Catholic Teachers, Edmonton Public Teachers, Elk Island, Elk Island Catholic Teachers, Evergreen Catholic, Fort McMurray, Greater St Albert Catholic, Parkland Teachers, St Albert Public Teachers, St Thomas Aquinas Teachers, Sturgeon

**PD Facilitator:** TBA

## PD REGION D
**Locals:** Battle River, Chinook’s Edge, Clearview Teachers, Red Deer City, Red Deer Catholic, Timberline, Wetaskiwin, Wolf Creek

**PD Facilitators:** Sharalynn Anderson, shanderson@clearview.ab.ca; Raquel Lara, raquelabbylara@gmail.com

## PD REGION E
**Locals:** Calgary Public Teachers, Calgary Separate School, Canadian Rockies, Christ the Redeemer, Foothills, Prairie land, Rocky View, Three Drums of Wheat

**PD Facilitator:** Allison McCaffrey, allison.mccaffrey@cssd.ab.ca

## PD REGION F
**Locals:** Grasslands, Holy Spirit Catholic, Horizon, Lethbridge Public School, Livingstone Range, Medicine Hat, Medicine Hat Catholic Teachers, Palliser, Prairie Rose, Westwind

**PD Facilitators:** Daphne Sander, daphne_sander@hotmail.com; Leslie Wolowidnyk-Vogel, leslie.wolow@gmail.com

## PD REGION G
**Locals:** Unité locale francophone—Conseil scolaire du Nord-Ouest, Conseil scolaire Centre-Nord, Conseil scolaire Centre-Est, Conseil scolaire FrancoSud

**PD Facilitator:** TBA
Workshops and Presentations

The Association has developed workshops to provide support to school-based professional development. Workshops are delivered by trained Association instructors who are practising teachers from around Alberta.

All workshops use the principles of adult learning and incorporate a range of facilitation strategies. Workshops are modified to suit the needs of participants. Detailed descriptions of the workshops are listed in this guide and posted on the ATA’s website, at www.teachers.ab.ca, under My ATA > Professional Development.

In addition to offering workshops, seminars and courses, the Association will, upon request, make presentations on education issues of interest to members. Be prepared to provide the topic for discussion; the date on which you would like to hold the presentation; an alternative date; the preferred time of day (morning or afternoon); the location; the anticipated number of participants; the type of participants (for example, beginning teachers, administrators); and special requirements.

To book a workshop

To book a workshop or arrange a presentation, please contact Professional Development, telephone 1-800-232-7208 (toll free in Alberta) or 780-447-9485 (Edmonton area), or e-mail pdworkshops@ata.ab.ca. Please book at least six weeks in advance. The Association charges a nominal inclusive fee of $200 plus GST for each workshop or presentation.

Ateliers de perfectionnement professionnel

Les animateurs bilingues de l’ATA offrent des ateliers en français qui peuvent être présentés à l’occasion de journées de perfectionnement professionnel organisées par l’école ou le conseil scolaire, de réunions locales ou régionales, ou d’un congrès de conseil de spécialistes.

Ces ateliers visent à améliorer la pratique de l’enseignement, à perfectionner des aptitudes professionnelles, et à fournir des renseignements aux enseignants. Certains cadres supérieurs de l’ATA présentent également des ateliers d’information qui s’adressent plus particulièrement au personnel des écoles et aux directions d’école.

Pour réserver un atelier, veuillez contacter le secteur Perfectionnement professionnel de l’Alberta Teachers’ Association

Téléphone : 1-800-232-7208 sans frais en Alberta ou 780-447-9485 à Edmonton
Courriel : pdworkshops@ata.ab.ca

Veuillez réserver au moins six semaines à l’avance. L’ATA applique un tarif fixe de 200 $ plus TPS par atelier.
WORKSHOPS AND PRESENTATIONS

FOSTERING EFFECTIVE RELATIONSHIPS

Building Mentoring Relationships in Schools
This workshop was developed through a collaboration between the Alberta Mentoring Partnership (AMP) and the Alberta Teachers’ Association to support the implementation of school–community mentoring initiatives for students, with a focus on building mentoring relationships in schools between adults and students.

Here Comes Everyone: Teaching in the Culturally Diverse Classroom
This workshop explores approaches for examining beliefs, attitudes, policies, structures and practices to enable schools to effectively work cross-culturally. Participants will begin to learn how to develop a greater capacity to engage in cultural self-assessment and become more conscious of the dynamics of intercultural interactions.

Ici, tout le monde est le bienvenu—enseigner dans une classe interculturelle
Cet atelier explore le concept de la compétence culturelle grâce auquel vous apprendrez à reconnaitre croyances, attitudes, politiques, structures et pratiques d’enseignement qui permettent aux écoles interculturelles de bien fonctionner. Les participants développeront des capacités qui les amèneront à prendre davantage conscience des dynamiques inhérentes aux interactions interculturelles.

Increasing Student Resilience
This workshop asks the question, How can teachers build resiliency in themselves to develop and maintain positive, supportive and caring relationships with students from at-risk environments? Participants will consider approaches for integrating a strength-based resiliency perspective into teaching practice; examine personal perspectives and paradigms that foster positive relationships with students; and gain ideas, resources and strategies consistent with research-based practices that increase students’ ability to succeed in school and in life.
**Comment développer la capacité de résilience des élèves**

Cet atelier pose la question « Comment les enseignants peuvent-ils construire leur propre résilience pour développer et maintenir de bons rapports avec leurs élèves de milieux défavorisés ? » ? Au cours de l’atelier, les participants sont invités à considérer des façons d’intégrer à leur pratique enseignante la perspective d’une résilience forte et profonde; à examiner leurs perspectives et paradigmes personnels propices à l’établissement de rapports constructifs avec les élèves; et à découvrir de nouvelles idées, ressources et stratégies conformes aux pratiques recommandées par la recherche et qui favorisent la réussite des élèves à l’école et dans la vie.

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**Trauma-Informed Practice: Safe, Supportive and Self-Regulated Classrooms**

Participants in this interactive workshop will receive information and tools to help them provide safe, supportive and self-regulated environments for students who have experienced trauma. They will be provided with background information on trauma and its effects on the child and adolescent brain, how to create trauma-informed environments, and how to help build resiliency and self-regulation skills in students.

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**Working with Parents to Promote Student Success**

This workshop addresses the question, How can teachers nurture and sustain positive relationships with parents to reinforce their mutual goal—to ensure that all students are successful in school? This session will focus on the many ways to build strong relationships with parents, and participants will learn successful approaches for communication and involving parents, understand that varied parenting styles exist and learn strategies for reframing interactions with challenging parents.

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**You’ve Got to Connect! Building Relationships to Motivate, Engage and Encourage Students**

Positive and effective relationships between teachers and students are the foundation upon which good teaching and learning occur—you can’t teach them if you can’t reach them. What are some strategies that you can implement to develop strong and powerful relationships with your students? This session covers techniques that are easy to integrate into your everyday interactions with students: communicating positive expectations, giving feedback in a constructive way, developing pride, demonstrating caring, and creating safe and happy environments for all to grow and thrive in!
ENGAGING IN CAREER-LONG LEARNING

Collaborating to Build Capacity and Expertise
This workshop focuses on preparing participants to lead and work in collaborative teams—the cornerstone of a professional learning community. A variety of collaborative processes will be presented and modelled.

Enhancing Teacher Practice Through Andragogy
This fun and active workshop looks at andragogy (the science and practice of adult learning) and helps participants build capacity and confidence to develop presentations and facilitate professional learning for adults. This session will cover the basics of workshop design, ideal practices and strategies to create a meaningful experience. Attendees will experience a variety of facilitation skills and activities that promote participation and engagement.

Improving Teaching and Learning Through Professional Growth Plans
This session will provide participants with an opportunity to reflect on their understanding of provincial legislation, policy and other requirements related to teacher professional growth; promote awareness of the effective components of a professional growth plan; and share materials and tools that teachers can access to assist in the development of those plans. The session will also address the implications for teacher evaluation and permanent certification.

Optimiser l’enseignement et l’apprentissage grâce aux plans de croissance professionnelle
Cette session offre à chacun l’occasion de réfléchir aux cadres juridiques, à la politique, et aux autres exigences relatives à la croissance professionnelle des enseignants; de se familiariser avec les composantes essentielles et efficaces du plan de croissance; et de découvrir les documents d’appui et les outils à la disposition des enseignants pour élaborer un plan de croissance professionnelle. Le processus d’évaluation des enseignants et les exigences pour l’obtention du brevet d’enseignement permanent seront également abordés pendant la session.

Integrating Creativity and Ingenuity into Teaching
Students who can think in creative contexts will be well prepared to meet the challenges of the future. Participants in this interactive workshop will tap into their own creative sensibilities to reflect on creativity as a concept, engage in the personal creative process, and develop strategies to engage students in a creative teaching and learning environment across the developmental spectrum.
Staff Wellness—Don’t Just Survive—Thrive!
This workshop will help teachers develop an appreciation of how important wellness is for individuals, families and school communities. Participants will have opportunities to reflect on their personal wellness and learn about a variety of strategies and resources to assist them. By building our personal capacity, we increase our capacity to be of continued service to our students, our families and our society. As the saying goes, “You can’t serve from an empty cup.”

When Students Get in Trouble—Alternatives to Consider
When students misbehave, numerous people are affected and involved. This workshop will look at the factors that may be behind the behaviour, choices school staff have when responding, and ways to restore relationships and provide restitution. Topics covered will also include the value of positive culture, conscious connection and accountability.

DEMONSTRATING A PROFESSIONAL BODY OF KNOWLEDGE

Creating a Technology-Infused Classroom
This workshop will share the Substitution, Augmentation, Modification and Redefinition (SAMR) model with teachers to facilitate technology implementation in their classrooms. Integrating technology not only addresses 21st-century skills but also meets the Teaching Quality Standard of Alberta and the eight cross-curricular competencies. This workshop provides opportunities to gain confidence, knowledge and best practices to move forward in planning for the classroom.

Assessment and Evaluation: Supporting Student Learning
This workshop will explore the assessment indicators in the Alberta Teaching Quality Standard. Key questions that will be considered include the following:

- How do we plan assessment with the end in mind?
- How do we support the learner to successfully meet curricular outcomes?
- How do we ensure the credibility of our judgments?
**Engaging All Students—Creating Authentic Learning Environments**

This workshop will help participants build capacity in planning units, lessons and activities. Based on research and practice, the processes shared will show that approaching the design of instruction through concept-based learning and leveraging competencies helps create learning environments in which all students can achieve their greatest potential.

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**Hacking the Code—Understanding the Importance of Computational Thinking**

Computational thinking is key for 21st-century learning. It promotes problem solving, creativity and collaboration among students and teachers. It allows students to be creators of digital content that can be shared online, building their confidence in a connected world. In this workshop, teachers will learn about and engage in computational thinking and how to access many resources so they can share these experiences with their students.

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**Make Me a Maker: Fostering a Maker Mentality in Your School**

The makerspace movement lends itself to many hands-on approaches. This workshop provides background information about makerspaces and the maker movement. It encourages teachers to get involved and bring makerspace into their classrooms.

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**Créons des créateurs—favoriser la pensée créatrice dans votre école**

Le milieu de l’éducation a pris un virage marqué vers l’enquête et les occasions d’apprentissage pratique et exploratoire. La tendance aux espaces créateurs s’inscrit dans une volonté de faire vivre ces approches. Cet atelier fournit des renseignements d’ordre général au sujet des espaces créateurs et du mouvement créatif, tout en incitant les enseignants à s’impliquer en y ouvrant leur salle de classe.
**Project-Based Learning**
This workshop will review the critical components of project-based learning in the Alberta context, discuss effective teaching practices and learning strategies, and provide a template for designing a new project or modifying an existing one. Project-based learning makes it possible to integrate a program of studies with the provincial competencies for student learning while students engage, create, explore and reflect on their learning.

**The Power of Play: Engaging Learners of All Ages**
Play fosters creativity, independence, problem solving and ownership in learning. This workshop will provide participants with ways to successfully incorporate play into any class at any grade level and give them ideas to use in their next lesson.

**Thinking About Learning—Metacognition and Mindfulness**
This workshop looks at the role the brain plays in successful learning. The facilitator will guide participants by helping them establish an understanding of metacognition and mindfulness, explore conditions that encourage metacognition in the classroom, engage with instructional practices that model metacognition for students and identify mindfulness skills that increase student awareness. The content of this workshop is valuable for teachers and students at all levels.
Addressing Diverse Learning Needs in Classrooms

Participants will consider the broad range of students who may have learning difficulties and engage in activities that simulate some of the most common challenges (visual, hearing, motor coordination, conceptual, organizational and social disabilities). The workshop provides resources, basic strategies and other interventions to begin to address these conditions, but it does not examine severe disabilities.

Classroom Management: What Works

The classroom environment should facilitate learning for all students. The workshop is based on three key assumptions:

- Every student needs to succeed.
- Students must learn to take responsibility for their actions.
- Dignity and respect characterize all successful classroom management approaches.

Participants will learn how to teach students positive social skills and responses and create structures and procedures that help students understand what is expected and to accept responsibility for their actions.

Gestion de classe—ce qui fonctionne

Les salles de classe doivent être des lieux qui facilitent l’apprentissage de tous les élèves. L’atelier repose sur trois hypothèses fondamentales :

- Il est impératif que chaque élève réussisse.
- Les élèves doivent apprendre à assumer la responsabilité de leurs actes.
- La dignité et le respect sont des caractéristiques essentielles de toute méthode de gestion de classe qui a fait ses preuves.

Les participants apprendront à enseigner aux élèves comment développer des aptitudes sociales positives pour mieux réagir en cas de conflits. Ils découvriront comment mettre en place des structures et procédures qui aideront les élèves à comprendre ce que l’on attend d’eux et à assumer la responsabilité de leurs actes.

Let’s Talk About Identity, Power and Privilege

Understanding race, racism, privilege and oppression requires concerted effort toward uncovering the daily hierarchies and power structures that surround our complex identities. For educators, promoting social justice is central to our daily work with students. Addressing specific issues, such as privilege, is difficult and uncomfortable for most people, for a variety of reasons. This workshop will help teachers explore these issues and provide them with ideas for student exercises and activities.
PRISM: Professionals Respecting Individual Sexual and Gender Minorities
This workshop will help school staff understand legislation and educational policy and will discuss how to support sexual and gender minority students and staff.

Recognizing and Addressing Anxiety in Schools
School staff are increasingly challenged to support students with all levels of anxiety and related behaviours. This workshop will provide information about the most common anxiety disorders, examine how these disorders affect people, and provide participants with strategies to help those affected to cope and manage.

Supporting Positive Behaviour in Alberta Schools
Behaviour issues in schools can interfere with learning, instruction and positive school climate. This workshop, based on current research and best practices, provides teachers with information, strategies and tools for systematically teaching, supporting and reinforcing positive behaviour.

Unseen Hurts: Promoting Positive Mental Health in Schools
This workshop will help participants understand a vision of mental health, raise their awareness of mental health issues, identify the signs of specific mental health issues, and explore practical strategies and interventions to promote positive mental health. Participants will also learn strategies to protect their own mental health.

Winning Strategies for Classrooms
Alberta schools are founded on the concept that all students can learn, regardless of their abilities. When teachers plan for and use effective learning strategies designed to help struggling learners, they also support many other students. This workshop will provide teachers with tools and strategies that can be used at any grade level with all types of students. Engaging, interesting and active, this session will give participants ideas to incorporate into lessons immediately for positive results.
LEADING A LEARNING COMMUNITY

Creating Inclusive Learning Environments
This workshop is intended to guide and support participants in working collaboratively to develop learning-friendly environments that support inclusion in their schools. It reflects the collegial and collaborative culture of Alberta schools and encourages school staff to work together to consider the academic, social and emotional needs of students. Participants will look at managing resistance, breaking down barriers, and reviewing tools and strategies that have proven successful elsewhere.

Developing a Shared Mission and Vision
Strategic planning is a key element in building a shared commitment to school improvement and developing the staff team. This workshop is designed to facilitate the development of a school’s shared mission, vision and values and will be customized to align with the school context. Participants will work through a series of collaborative activities and processes to modify an existing statement or develop new mission and vision statements. Using consensus-building activities, this workshop will encourage dialogue and collaboration between members of staff, resulting in a shared commitment to school improvement.

Instructional Leadership to Optimize Student Learning and Staff Development
Research tells us that the role of the principal as instructional leader is an extremely important one in today’s schools. In this workshop, participants will look at ways to build staff capacity, cultivate a positive school culture and environment, foster strong relationships, and support evidence-informed teaching practices.

The Principal’s Role in Teacher Induction
This workshop supports the implementation of A Principal’s Guide to Teacher Induction, which is intended to help principals develop a comprehensive plan of action and a network of school-based supports for the successful induction of beginning teachers. Participants will have the opportunity to discuss practical strategies for school orientation, ongoing coaching and communication, teaching and extracurricular responsibilities, mentoring, teacher supervision and evaluation, and certification.

Rôle du directeur dans l’insertion professionnelle des enseignants
Cet atelier appuie la mise en œuvre du programme d’insertion professionnelle décrit dans le guide à l’intention des directeurs d’école : Insertion professionnelle des enseignants. Il vise à aider les directeurs d’école à élaborer un plan d’action global et un réseau de services de soutien intégrés à l’école afin d’assurer la réussite de l’insertion professionnelle des enseignants débutants. Les participants auront l’occasion de discuter de stratégies concrètes portant sur l’orientation à l’école, l’accompagnement la communication permanente, les responsabilités parascolaires, le programme de mentorat, la politique en matière de perfectionnement, supervision, et évaluation et la certification des enseignants.
Indigenous Education and Walking Together: Education for Reconciliation

In June 2016, a stakeholder group that included the Alberta Teachers’ Association signed the Joint Commitment to Action with Alberta Education to ensure that all students learn about the histories, cultures and world views of First Nations, Métis and Inuit. The Alberta Teachers’ Association has begun to fulfill its commitment to the Truth and Reconciliation Commission of Canada’s calls to action by establishing Walking Together: Education for Reconciliation. Resources and workshops continue to be developed to increase capacity in foundational knowledge of First Nations, Métis and Inuit as outlined in the Professional Practice Standards.

More resources can be found on the ATA website under My ATA > Professional Development > Indigenous Education and Walking Together.

APPLYING FOUNDATIONAL KNOWLEDGE ABOUT FIRST NATIONS, MÉTIS AND INUIT

Braiding Indigenous Stories Through Our History: Collective Memories of Forced Assimilation

Participants will explore historical implications of forced assimilation in Canada through storytelling. Perspectives of First Nations, Métis, Inuit and the Crown are woven throughout this participatory workshop, providing a deeper understanding of the impacts of policies and legislation, and are contrasted with examples of resiliency. Participants will gain a better understanding of historical and contemporary realities of First Nations, Métis and Inuit and learn about initiatives that contribute to reconciliation.

Full Circle: Social Implications of Indigenous Realities

This workshop will examine core causes of intergenerational trauma; challenge common myths and misconceptions; and explore activities to foster effective relationships with First Nations, Métis and Inuit students, families and community. Participants will explore assimilation strategies that have contributed to many current realities of Indigenous students, families and community. They will gain an increased understanding of physical, mental, social and spiritual impacts and strength-based initiatives to contribute to the advancement of the reconciliation process.
**ACKNOWLEDGING LAND AND PEOPLE**

**LANGUAGES SPOKEN BY FIRST NATIONS**
- Cree
- Dene
- Cree/Saulteaux
- Stoney/Nakoda/Sioux
- Blackfoot

**TREATY 4**
- Treaty 4
- Treaty 6
- Treaty 7
- Treaty 8
- Treaty 10

**Métis Settlements**
- Regional Zones Métis Nation of Alberta (MNA) Association

**CITIES AND TOWNS**

* Although the Stoney Nakoda Nation (Wesley) land is in Treaty 6 territory, it is a signatory of Treaty 7 and part of the Stoney Nation.

** Note: This map shows the approximate locations of the First Nations and the approximate area of treaty land as there is no consensus between rights holders and stakeholders about exact treaty boundaries.

Adapted from Alberta Intergovernmental and Aboriginal Affairs
**Indigenous Alberta—the Footsteps of Our Ancestors**

This workshop will introduce participants to the rich Indigenous cultural and linguistic diversity of Alberta. Topics will include terminology related to identity, recognition of territory, significant ancestral landscapes related to locations of celebrations and traditions that come to life through song and dance. Participants will explore common myths and misconceptions and engage in a brief historical timeline.

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**Indigenous Content in the New *Teaching Quality Standard*: Moving from Inspiring to Requiring**

The new *Teaching Quality Standard* requires all teachers to demonstrate foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. Where should you start? In this session, participants will be introduced to short, interactive activities designed to enhance their understanding of reconciliation, resources specifically produced to build their competence and confidence, and ideas about the many paths they can pursue on their future professional Indigenous education learning journey.

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**Indigenous Education Resources—Where Do I Start?**

This session will support educators in using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit. They will learn about culturally responsive resources to increase their capacity in foundational knowledge about First Nations, Métis and Inuit. In addition, they will leave with tools to consider for critically reviewing First Nations, Métis and Inuit resources for classroom and professional use.

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**Indigenous Ways of Knowing**

This workshop introduces some basic First Nations, Métis and Inuit world views, cultural beliefs and values. It is neither a comprehensive nor an exhaustive exploration of Indigenous ways of knowing but, rather, a series of focused conversation starters for groups of educators engaged in reconciliation. World views and ways of knowing are like stones thrown into the water from which other circles grow. Participants will gain an understanding and appreciation of First Nations, Métis and Inuit peoples by learning about diverse, traditional and contemporary experiences unique to them.
Our Shared History, Our Shared Future: A Brief Introduction to Treaties

This introductory workshop will explore historical and contemporary information and resources relating to numbered treaties in Alberta. Educators will build their understanding of the acknowledgement of land and people, as well as our shared responsibilities to the land and each other. Participants will engage in dialogue and reflect on their professional learning to build capacity in treaty education.

The Blanket Exercise

The Blanket Exercise is a participatory workshop in which educators will experience over 500 years of history by taking on the roles of Indigenous peoples in Canada. Standing on blankets that represent the land, they will walk through time and explore the impacts of colonization, treaty making and modern legislation. The Blanket Exercise concludes with a facilitated debriefing in which participants discuss the experience as a group. By engaging participants on an emotional and intellectual level, this workshop is a powerful tool for increasing empathy and understanding. Versions are available for Treaty 6, Treaty 7 and Treaty 8.

The History and Legacy of Residential Schools

This workshop examines the history, impacts and legacy of residential schools, including the effects of intergenerational trauma. Tools, resources and strategies that contribute to the development of mutually respectful relations between Indigenous and non-Indigenous Canadians will be explored. Participants will leave honouring the Truth and Reconciliation Commission’s calls to action and make a professional and personal commitment to action.

Histoire et séquelles du régime de pensionnats

Cet atelier examine l’histoire, les répercussions et les séquelles du régime de pensionnats, y compris les effets des traumatismes intergénérationnels. Les enseignants y obtiendront des outils, ressources, et stratégies pouvant contribuer au développement de relations fondées sur le respect mutuel entre Canadiens autochtones et non-autochtones. À la fin de l’atelier, les participants seront prêts à honorer les appels à l’action de la Commission de vérité et réconciliation en plus d’être déterminés à agir, tant sur le plan professionnel que personnel.
Specialist Councils

The Association’s 21 specialist councils were created to foster the professional development of teachers interested in common curriculum or specialty areas. By organizing annual conferences, producing publications, maintaining websites, and offering regional workshops and seminars, specialist councils provide members with opportunities to share ideas and gather new information.

21 specialist councils
- Alberta School Learning Commons Council
- Career and Technology Education Council
- Conseil français
- Council for Inclusive Education
- Council for School Leadership
- Council of School Counsellors
- Early Childhood Education Council
- Educational Technology Council
- English as a Second Language Council
- English Language Arts Council
- Fine Arts Council
- First Nations, Métis and Inuit Education Council
- Global, Environmental and Outdoor Education Council
- Health and Physical Education Council
- Mathematics Council
- Middle Years Council
- Outreach Education Council
- Religious and Moral Education Council
- Science Council
- Second Languages and Intercultural Council
- Social Studies Council

16 reasons to join a specialist council
- Support in all stages of practice
- Venues for exchanging teaching tips
- Subject-based support and learning
- Opportunities to influence the development of curricula, assessments and resources
- Insight into the newest teaching approaches
- Research and practical strategies to support your practice
- High-quality periodicals and other publications
- Professional development by teachers for teachers
- Local and regional events
- Access to research grants and professional learning bursaries
- Support for school-based collaboration
- Leadership-skill development
- Current information on education issues
- Opportunities to network with peers
- Web resources and informal mentors
- Affiliation with national and international teacher groups

Active membership in the ATA includes one no-cost membership in a specialist council of your choice.

To choose your membership, log in at www.teachers.ab.ca and click on the Specialist Council Membership link under Your ATA Tools.
ATA SPECIALIST COUNCIL CONFERENCE GRANTS ($500)

Each year, the ATA Educational Trust awards a number of grants to help defray the costs associated with attending an ATA specialist council conference. Eligible expenses include registration, accommodations, fuel and food. Only expenses not covered by other grants will be considered for compensation. The application deadline is September 30, 2019.

To qualify for a grant, applicants must

• register or plan to register for an ATA specialist council conference,
• take full advantage of other sources of funding available,
• not be a conference organizer,
• not have received a Trust bursary or grant in the past three years, and
• have completed and submitted to the ATA Educational Trust by September 30 a grant application form (only one form will be accepted from any applicant).

In October, the names of all eligible applicants are entered into a draw, and a set number of names are selected at random. The September 30 deadline is strictly applied. Faxed or e-mailed applications will not be accepted.

Successful candidates will receive a claim form in October. Once they have attended the conference, they will need to submit the form along with original receipts for the expenses incurred.

For more information visit www.teachers.ab.ca > My ATA > Programs and Services > Grants, Awards and Scholarships > ATA Educational Trust.
Mentorship

The purpose of a mentorship program is to help beginning teachers become acculturated to the profession and grow professionally. The Association can offer staff support to assist locals and school jurisdictions in organizing mentorship programs for beginning teachers.

One of the most effective mentorship strategies is to pair beginning teachers with experienced teachers in their subject, grade or school. Using such strategies as collegial support, reflective practice and collaborative learning, the program provides proteges and mentors with opportunities for professional growth and development. Evaluation of the program shows that both proteges and mentors are convinced that the mentorship experience, as part of a comprehensive induction program, improves their teaching practice and student learning.

The Association offers an annual $2,000 grant for up to three years to locals to assist with the mentorship steering committee and other related costs. This committee is required to have representation from the local, the school jurisdiction and the provincial Association.

For further information contact Monique Gravel at 780-447-9449 or 1-800-232-7208 (toll free in Alberta) or by e-mail at monique.gravel@ata.ab.ca.
Teachers’ Conventions

Under the *Teaching Profession Act*, the Association is responsible for advancing and promoting the cause of education in Alberta and enhancing the teaching profession. A primary way in which the Association fulfills this obligation is by organizing annual conventions for teachers. The Association has established nine convention associations across the province, each of which is governed by a constitution and a board made up of teachers selected by the participating locals.

The nine convention associations

- Calgary City
- Central Alberta
- Endless Skies
- Greater Edmonton
- Mighty Peace
- North Central
- Palliser District
- South Western Alberta
- Southeastern Alberta

Teachers have a professional and legal obligation to attend the convention to which they are assigned by their local. The mission for teachers’ conventions is to support professionalism and enhance student learning by addressing teachers’ professional needs, supporting professional collaboration, advancing effective teaching practices, and motivating reflective practice by exploring research and emerging issues.

Convention details are available on the Association website at [www.teachers.ab.ca > My ATA > Professional Development > Teachers’ Conventions](http://www.teachers.ab.ca).
Teacher Professional Growth Plans

Teachers have a professional responsibility to keep abreast of new developments in education and to continue to develop their professional practice.

In Alberta, every teacher employed by a school system must develop and implement an annual plan for professional growth that outlines the professional development activities the teacher intends to undertake in that year. The requirements for an annual teacher professional growth plan (TPGP) are outlined in the Teacher Growth, Supervision and Evaluation Policy of Alberta Education.

To access TPGP resources, visit the Association website at www.teachers.ab.ca (My ATA > Professional Growth Plans).

For more information about teacher professional growth, supervision and evaluation, contact Mark Swanson at 780-447-9475 (in Edmonton) or 1-800-232-7208 (elsewhere in Alberta).

Teacher Qualifications Service

The Teacher Qualifications Service (TQS), established in 1966, is the agency in Alberta responsible for evaluating a teacher’s years of education for salary purposes.

Evaluations completed by TQS are released in a statement of qualifications. Statements of qualifications are accepted by all public, separate and francophone school boards in the province, as well as some private boards, for the purpose of determining the placement of teachers on salary scales.

The principles governing evaluations are established and reviewed annually by a body known as the Teacher Salary Qualifications Board (TSQB). New principles take effect July 1 of the year they receive approval. The principles can be found on the Association website, www.teachers.ab.ca, together with the application form and procedures for obtaining an evaluation of educational qualifications for salary purposes.

Procedures for obtaining an evaluation of teacher education for salary purposes are as follows:

1. Complete an application form and submit it to the ATA Teacher Qualifications Service with the appropriate fee and official supporting documents. The application form can be downloaded from the Association website.


Note: TQS applications cannot be processed until all supporting documentation has been received. Applications are processed in the order of the date all documentation is received. Incomplete applications or missing documentation will delay processing.
The Alberta Teachers’ Association

SERVICES FOR SCHOOL ADMINISTRATORS

Services for School Administrators

ATA AGILE SCHOOLS NETWORK

The ATA Agile Schools Network is a collaborative initiative designed to boost the quality and equity of Alberta’s education system and increase our ability to create a learning ecosystem wherein all students can demonstrate their capabilities at a level that reflects their potential. Through this initiative, networked teams of teachers and school leaders will come together in a design hub to create and contextualize targeted teaching practices and enhance outcomes for their students.

The ambition of the Agile Schools Network is to support teachers and school leaders in a process of continual self-improvement and disciplined innovation that will noticeably boost the quality of teaching and learning outcomes across all schools through a variety of new pedagogies, including the learning sprints process. This program is designed for leaders and teachers from schools and districts who want to be engaged in the ATA Agile Schools Network and to deepen and sustain their work.

The ATA Agile Schools Network is designed to

- equip leaders to implement new pedagogies for learning, including learning sprints, in their school context;
- guide leaders to identify the focus for teacher learning, based on evidence of where students are facing key challenges;
- enable team leaders to plan and run effective learning sprints;
- introduce leading research on effective professional learning, teacher expertise and behaviour change and show how to apply it to school improvement work; and
- provide a deeper knowledge to help teams better target learners and outcomes based on data,
- analyze why students aren’t making progress,
- design evidence-informed approaches to support student engagement and progress, and
- assess the impact of their practice improvements.

For further information, contact Jeff Johnson at 780-447-9473 or 1-800-232-7208 (toll free in Alberta) or by e-mail at jeff.johnson@ata.ab.ca.

For further information, contact Jeff Johnson at 780-447-9473 or 1-800-232-7208 (toll free in Alberta) or by e-mail at jeff.johnson@ata.ab.ca.
EDUCATIONAL LEADERSHIP ACADEMY (ELA)

Each Educational Leadership Academy experience is crafted to offer a significant professional learning experience to principals, assistant principals, central office personnel, consultants and teachers aspiring to school leadership. The focus of the academy changes each year but is always grounded in informing the practice of school leaders and building their capacity to lead innovative change for students in Alberta. For further information, contact Jeff Johnson at 780-447-9473 or jeff.johnson@ata.ab.ca, or Mardi Veinot at 780-447-9470 or mardi.veinot@ata.ab.ca.

INDIVIDUAL CONSULTATION (MEMBER SERVICES)

Executive staff members are assigned to assist administrator members in various areas. Member Services staff will provide advice and assistance to administrators on general concerns and specific questions about procedure and practice in areas such as discipline, transfers and terminations and will assist administrators and staff in resolving internal disputes.

Administrators, in addition to being entitled to assistance with difficulties related to their own employment, may obtain advice with respect to their role in personnel or legal matters involving their staff members. For example, administrators often seek advice on the supervision and evaluation of a staff member if there is the potential for problems.

Note: Due to concerns about confidentiality and full understanding, Association staff will not respond by e-mail to requests for advice about individual situations. Such requests should be made in writing, by phone or in person to Member Services at Barnett House.
iTUNES U

The Alberta Teachers on iTunes U site allows principals, assistant principals and aspiring school leaders to explore a wide range of resources, courses and multitouch digital books directly tied to their roles. These resources connect directly to Alberta’s professional practice competencies for school leaders and have been created by Alberta school leaders who are sharing their leadership stories and knowledge with colleagues in their own school districts and with school leaders throughout Alberta, across Canada and around the world. This includes a wide variety of short video resources by school leaders that speak to school leadership in the teaching profession.

LEADERSHIP ESSENTIALS FOR SCHOOL LEADERS CONFERENCE

The Leadership Essentials for School Leaders conference forms a key component of the Association’s program of services for school- and district-based leaders as a comprehensive orientation to school leadership in the Alberta context. The goals of the conference are to provide ongoing knowledge and skill development to beginning administrators; to continue to assist new administrators; to provide awareness around roles, responsibilities, and professional and legal obligations; and to promote ATA services and supports to new principals and assistant principals. A grant-in-aid is available to offset costs for participants. School leaders in the first five years of their appointment or who are new to the province are eligible to attend.

For further information, contact Jeff Johnson at 780-447-9473 or jeff.johnson@ata.ab.ca, or Mardi Veinot at 780-447-9470 or mardi.veinot@ata.ab.ca.

LEADERSHIP UPDATE

The Leadership Update newsletter is sent about six times a year to all principals in school mailings and is posted on the Association website. The update provides school administrators with information from the ATA on current issues and initiatives.

TEACHER GROWTH, SUPERVISION AND EVALUATION

The Teacher Growth, Supervision and Evaluation workshop for school administrators is designed to develop skills in and an understanding of supervision and evaluation under the new provincial policy and regulations (two days, offered by Member Services, ms@ata.ab.ca).
PD for Substitute Teachers

Substitute Teachers’ Conference
Each year, the Association organizes a conference for substitute teachers. The conference is held in Edmonton and Calgary on alternate years. For further information, contact the Association’s Southern Alberta Regional Office (SARO) at 403-265-2672 or 1-800-332-1280 (toll free in Alberta).

Teachers’ Conventions
Active substitute teachers can attend their local teachers’ convention. Procedures for obtaining convention identifiers and registration vary by convention association. Contact your convention association to confirm this information at www.teachers.ab.ca > My ATA > Professional Development > Teachers’ Conventions.

PD Resources

LIBRARY

The Association maintains a professional library that contains an extensive collection of books, e-books, maker technology, articles, DVDs and streaming video available to all Association members. Our collections include materials in French and English.

Members can reserve items directly from the online catalogue on the library’s website, http://library.teachers.ab.ca. Access to three full-text databases is available by logging in and making a selection from the Other Resources box at the bottom left-hand side of the page.

Requested materials are sent by mail (return postage prepaid). Materials are loaned for one month, and renewals may be arranged by telephone or e-mail, provided that the item has not been requested by another patron. The library also provides research services for members.

To request materials or research services, contact the library in person, by phone (780-447-9400 or 1-800-232-7208) or by e-mail (library@ata.ab.ca). Library hours are Monday to Friday 0800–1700 (September through June) and 0830–1630 (July and August).
PROFESSIONAL DEVELOPMENT PUBLICATIONS

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, administrators and parents.

View these publications on the Association’s website at www.teachers.ab.ca.

Recent publications include the following:

**A Guide for Teachers New to Hutterian Colony Schools**

With an increasing number of Hutterite colony schools in Alberta, there is growing awareness in government, postsecondary institutions and the Alberta Teachers’ Association of the unique professional development needs of Hutterite colony teachers. Currently, approximately 250 teachers work on 182 colonies in Alberta.

**GSAs and QSAs in Alberta Schools: A Guide for Teachers**

Drawing upon current legislation, educational policy and research, this guide describes how best to create and sustain gay–straight alliances (GSAs) or queer–straight alliances (QSAs) in Alberta schools.

**Alliances gais-hétéros et allosexuels-hétéros : Guide de l’enseignant**

Ce guide de l’enseignant, préparé par les Services en français de l’ATA pour le personnel des écoles francophones albertaines, est un condensé de GSAs and QSAs in Alberta Schools: A Guide for Teachers avec lequel il doit être utilisé. En effet, Alliances gais-hétéros et allosexuels-hétéros ne suffira pas à lui seul à répondre à toutes vos questions et à couvrir tous les sujets soulevés par l’établissement d’une alliance gais-hétéros dans votre école.
New to Working with Low German–Speaking Mennonite Students and Communities

The Low German Mennonites in Alberta schools are forming their identities and navigating two worlds simultaneously. Working with Low German Mennonite students and their families is exciting and rewarding. This resource provides information about the Low German Mennonites’ history, cultural and religious background, and strategies for working with these students in your classroom.

Ressources pour les enseignants ayant des élèves de l’Afrique centrale

Ce document a été créé par plusieurs enseignants et conseillers albertains afin d’assurer le succès d’enfants provenant de l’Afrique centrale en développant des relations positives ainsi qu’en facilitant la communication entre les élèves et parents venant de l’Afrique centrale avec les enseignants et les directions d’école de l’Alberta.

Teaching Pakistani Immigrant Students: Resources for Success

This document was developed with the assistance of a focus group of teachers, parents, students and community members to help classroom teachers and school administrators throughout Alberta better understand the culture and needs of Pakistani immigrant students when they first arrive in their schools.

PD RESOURCES
Get Involved

ASSOCIATION INSTRUCTORS

The Association instructor corps comprises 60 teachers and administrators from across the province who are trained to deliver workshops for school staff, system PD days and teachers’ conventions.

ASSOCIATION ADMINISTRATOR INSTRUCTORS

The Association administrator instructor corps comprises 20 principals and assistant/vice-principals from across the province who are trained to deliver workshops for system PD days and teachers’ conventions using materials prepared by the Association. The Association administrator instructor corps offers workshops for leaders and learning communities.

Association instructors have been chosen for the 2019/20 school year. In the event that replacements are needed throughout the term, they will be chosen from vetted applicants who have been approved by Provincial Executive Council. Teachers who want their application package kept on file for such a possibility should send a letter of application, a resumé that includes workshop experience and area of interest, and the names of three referees who have observed them facilitating a PD workshop for teachers to Nancy Luyckfassel at nancy.luyckfassel@ata.ab.ca.
PROFESSIONAL DEVELOPMENT CHAIRS

PD chairs, with the support of local PD committees, provide leadership, motivation and assistance in meeting the professional development needs of teachers at the local level.

Local PD committees should have a policy and frame of reference to guide the work of PD chairs. PD committees are organized into seven geographic regions (page 5), and each region has a PD executive staff member and one or two PD facilitators assigned to work with the local PD committees and PD chairs.

The Association has developed an ongoing program of knowledge and skill development to support PD chairs in their key leadership role. The training program begins with an intense four-day seminar held each year at Summer Conference in August. Additional training and support are provided to PD chairs at two Professional Development Area Conferences—the first is held in the fall, and the second, in the spring. PD chairs focus their efforts on planning and coordinating local professional development programs, with a special emphasis on school-based activities.

PROFESSIONAL DEVELOPMENT FACILITATORS

A corps of PD facilitators supports the work of locals in developing professional development programs in their locals and schools.

Direct assistance to local PD chairs across the province is provided in a wide variety of areas: developing needs assessments, refining district programs, planning and developing school-based programs, and coordinating district and PD committee activities. PD facilitators are assigned to each PD region to assist Association PD staff in liaising with local PD chairs. Requests for assistance for your district or school PD committee should be directed to the staff officer assigned to your region. Teachers interested in becoming a PD facilitator should send a letter of interest, a resumé detailing PD experience and references to Mark Swanson at mark.swanson@ata.ab.ca.