

#MyClassSizeIs

Tell your classroom story to your MLA.
See editorial on page 2.

ATA NEWS

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Project Overseas

Teachers share life-changing travel experiences. | See pages 8-10.

ATA CALGARY
BYELECTION DISTRICT

Candidates

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Write a letter for public education



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

I grew up in a lower middle-class neighbourhood in northeast Edmonton. My father was a public sector plumber and my mom suspended her nursing career to stay home and raise the children. I was the youngest of five kids.

We didn't have a ton of money, but we lived a decent, modest life.

When I was seven, my parents divorced. My mother moved into a low-end rental in Edmonton's Beverly neighbourhood with two of my siblings, while my brother and I stayed to live with Dad. My other brother left home at 16.

The next few years came with struggles. My mother, battling depression, went on social assistance. My dad had the costs of one household while also paying support for the second household.

I am incredibly proud of my mom, though. She worked hard to get back up on her own feet. She went back to school and ultimately returned to nursing. Within a couple of years she moved out

of that apartment and eventually bought a place of her own.

This is around the time Ralph Klein became premier. My parents were both public sector workers, and their workplaces became more stressful as layoffs intensified the work while anxiety about further job losses rose.

My father nearly led his union local on strike as management pushed for a 33 per cent wage rollback. Both parents survived successive rounds of layoffs, but they could hold on only so long. Mom was eventually laid off and dad was pushed into early retirement.

As an adolescent growing up through this, I came to understand clearly that education would be fundamentally important for me. Working hard at school, going to university and getting a good education represented a pathway out of poverty.

But I knew our struggles were not unique. I saw many families around me with the same or worse challenges. Education represented hope for them and for society generally. I decided education would not just be my goal, but it would also be my purpose. And by 2000, I was a teacher with my own classroom.

The challenges affecting my parents' work were also affecting teachers. Class sizes were large, students weren't getting the supports they needed, and teachers

were being asked to do more for less. By my second year of teaching, teachers had had enough.

It was 2001/02, and I saw teachers and the Alberta Teachers' Association taking a principled stand to protect and promote public education. I knew then that I had to join the fight.

And we won that fight. It wasn't easy — nearly two-thirds of members walked off

than they were in 2002. Eighty per cent of K–3 classrooms exceed recommended guidelines, and that's not accounting for increased complexity. Too many students go without the specialized supports and services they require for success.

The road ahead looks rough for education funding. I worry about more cuts to supports and services that students and teachers rely on.

We need to speak out. I am asking you to join me, the Association and your colleagues in the fight for public education. We cannot allow the turmoil of the 1990s to be repeated.

The first step is the #MyClassSizeIs letter writing campaign that we launched this fall. Your ATA school representative has received a pad of letter templates that we are asking you to use to send a quick note to your MLA. Tell the story of your classroom, share your letter on social media and return it to your school rep so we can send it to your MLA.

By coming together and engaging all of our colleagues, we can ensure that public education remains a priority and that it continues to live up to the promise that it offers for all Albertans. ■

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

“ We need to speak out ... we cannot allow the turmoil of the 1990s to be repeated. ”

the job — but we won a fair arbitration for salary and a commission on learning that brought about recommendations on class size and learning conditions.

Unfortunately, colleagues, it feels like we are headed back to that dark place. Already, our class sizes are now larger

Strike action isn't an option ... yet



Q & A

Dennis Theobald
ATA Executive Secretary

Question: Like a lot of teachers, I am very frustrated by the delay in our arbitration and the suggestion in the Mackinnon Report that the government should limit or even cut teacher salaries. My friends and I are fed up and want to “work to rule” and perhaps take other labour actions to make our point. Will the Alberta Teachers' Association support us?

Answer: While I appreciate your frustration, what you are suggesting is illegal and could have very serious consequences for you, your friends and the Association.

In Alberta, a strike is defined as “a cessation of work, a refusal to work, or a refusal to continue to work, by two or more employees for the purpose of compelling their employer to agree to terms or conditions of employment.” This definition includes any departure from normal work practice, such as “work to rule,” as well as more traditional strike action.

A labour union can take legal strike action only if a number of conditions

are met, the most fundamental being that the collective agreement between the union and the employer must have expired and that the parties must have entered into bargaining. Currently, an agreement is in place on central matters between the Alberta Teachers' Association and the Teachers' Employer Bargaining Association (TEBA) until Aug. 31, 2020. This means that any strike action regarding salary or any other matter within the scope of the central agreement would be unlawful, and none of the protections provided for striking workers under labour law would have effect.

“ The right to strike is a powerful tool ... and is very much an instrument of last resort. ”

If you were to decide unilaterally not to perform your regular duties as a teacher and employee, you could be held by your board to be in breach of your employment contract and would

be subject to disciplinary measures up to and including dismissal with cause. While the Association, in fulfillment of its duty of fair representation, would do its best to defend a teacher in this circumstance, our options would be very limited and the prospects for the teacher would not be good.

Several teachers taking action in concert could also be deemed to be engaging in an illegal strike. Not only would these teachers run the risk of being subject to sanctions or dismissal individually, the Association, as the teachers' union, would be expected by the Labour Relations Board to take immediate steps to bring the action to a stop. Failure to do so would likely result in the Association being penalized. In the case of widespread illegal action, there is precedent for the courts to impose fines in the hundreds of thousands or millions of dollars in addition to other administrative sanctions on the union involved.

The right to strike is a powerful tool available to unions and is very much an instrument of last resort. While the Association is proceeding to arbitration determined to achieve the best possible outcome for the current agreement, we are under no illusion that the next round of collective bargaining for the period beginning September 2020 will be easy or without conflict. It may be the case that, at some point, the members of the Association will decide that the only

avenue open to them is to take strike action. In such an event, the Association would ensure that members are fully informed before proceeding intentionally, democratically and legally.

In the meantime, Association bargaining units are busy. They are undertaking local bargaining within the context of the current 2018–20 collective agreement and preparing for the round ahead. As an individual teacher, you can help by engaging in the Association's advocacy efforts to raise government and public awareness of issues affecting teaching and learning conditions, and by actively participating in local meetings and activities around bargaining. Currently we are encouraging teachers to write a letter to their MLA through the #MyClassSizeIs campaign. You can keep on top of provincial developments by reading the ATA News and updates posted to the members-only section of the provincial website at www.teachers.ab.ca (to access secure areas of the site you will have to ensure you have updated your member profile).

Finally, it is not too early to begin to plan for an interruption in income that would result should strike action be necessary. ■

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



The Alberta Teachers' Association

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YOUR VIEWS

FACEBOOK FEEDBACK

Teachers make a real difference

The following was posted on the ATA's Facebook page in recognition of World Teachers' Day.

Darren Fleischhacker looked out for me when I was in high school. I was dealing with a mental illness and struggling to find my place in the world. He gave me a safe place to explore who I was, try new things, express myself in new ways and make my own decisions. He pulled me aside for heart-to-hearts when he thought I needed them and made sure that no matter what I was doing, I was safe. He was more than a teacher. He was my friend.

Eric Rahn taught me longer than any other school teacher. He watched me grow up and gave me guidance along the way. We had joint interests outside of the classroom, and he used them to ensure I felt welcome in his class. He went out of his way to help me with projects outside of the classroom and outside of the school, and expected nothing in return. He is the only teacher to ever make me laugh so hard I cried while in class. I don't know a single student of his with a bad thing to say about him, and countless say he has touched their lives. He is an amazing man, and when he retires, it will impact the entire community like very few teachers before him.

Audra Lotoski pushed me to be my best in areas I didn't even know I was good at. She challenged me to think

in new ways about new problems and made me rethink my previous opinions, not to break them down, but to force me to make them stronger. She expected excellence, but always ensured I had ample tools to achieve it. She took time out of her day to review personal projects and give me feedback, when she wasn't even my teacher at the time. She encouraged me to chase great things and made me believe I could achieve them. As I said before, in high school, I was dealing with mental illness and didn't have a lot of self-confidence, but Mrs. Lotoski made me feel like I could actually accomplish something.

Lastly, Barbara-Ann Goodwin saw something in me that no one else, including me, saw. She saw talents and strengths I didn't think I had, then forced me to act on them. She wouldn't ask or consult me first because she knew I'd talk myself out of it. She just did things that compelled me to acknowledge that I had value and talent because she knew I'd rise to the occasion. One of my greatest accomplishments came as a direct result of her, and I will never forget it. She's retired now, and we've lost touch, but I hope she is doing well and knows how much she impacted my life.

Cade Bengert

English and drama, Pigeon Lake Regional School, Falun

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

FOR THE RECORD

“We're committed to deliver more efficiently, remove redundancies and deliver based on 21st-century delivery models.”

– Finance Minister Travis Toews speaking about education funding in the Alberta legislature on Oct. 9.



Public education under attack across Canada



VIEWPOINTS

Cassandra Hallett
Canadian Teachers' Federation

In the early 1990s, when I was preparing to become a teacher, I had many conversations about education and democracy, with professors as well as the teachers who supervised me on practicum. We underscored, not debated, the responsibilities of the state to ensure quality public education for all. We examined case studies and almost took for granted that publicly funded public education was part of the fabric of this nation. We were to be the stewards of equality. We would invite, expect and support critical thinking, while nurturing knowledge and skills, and fostering inclusion and respect for all. Although guiding students to graduation was an important objective, our real aim was to help develop citizens who would continue contributing to communities, this country and the world.

Now, over 25 years later, colleagues at the Canadian Teachers' Federation (CTF) and I discuss the inextricable link between education and democracy with a new imperative. We also have these conversations with federal, provincial and territorial government leaders and, more often than not, there is unanimous acceptance of the fundamental role education plays in shaping and sustaining democracies. Frequently, assertions like the following are made by high-level government officials:

- Education is the backbone of a strong democracy.
- Education is a common good.

- Quality education is fundamental to who we are as a people.

Taken at face value, such statements suggest an unwavering commitment to publicly funded public education and an understanding of the vital link between education and democracy. Yet, from coast to coast to coast, the CTF is seeing an increasing erosion of publicly funded public education disguised in the false rhetoric of educational personalization, building resiliency and more, which is really code for the privatization of our public education systems.

If parents, citizens who cast ballots and pay taxes, become scared that the public system will fail their children, more of those who can afford private options will abandon the public system, not just by withdrawing their children but also, in many cases, by ceasing to support education as a public good. If that occurs, if we dismantle quality inclusive public education in this country, we are, in fact, striding towards dismantling our democracy.

If that sounds like hyperbole, please think again. In recent months alone, governments across this country have attacked publicly funded public education and eroded democracy in multiple ways.

In New Brunswick, as well as elsewhere, classroom size and composition have been issues, and the New Brunswick Teachers' Association has been vocal about having proper supports and funding for effective inclusion. In a story by the CBC in March 2019, one of the options offered to “ease the inclusion strain” was to open more private schools and offer subsidized tuition for students — effectively taking away money from the public system to solve the system's problem.

In Saskatchewan, an increasing number of teachers are paying to subsidize classrooms with supplies (this is echoed in other areas in the country as well).

The funding structure in Manitoba is changing, with a 10-year plan to phase out local tax-based funding and using other bases to fund public education.

Most recently, in Alberta, the word “public” has been taken out of publicly funded public education; school boards have pre-emptively cut funding to be prepared for government changes; and the cap on charter schools is being increased significantly.

In Ontario, students are bracing for a reduction in the number of teachers and courses (at the secondary level), significantly increased class sizes, and mandatory e-learning (for grades 9–12) for large numbers of students and, as of yet, no confirmation that the courses will be taught by qualified teachers.

Viewed individually, the above structural changes to education systems are undeniably problematic. Considered collectively, they are cause for alarm as they point to a pattern of governments underfunding public systems to the point of creating a crisis such that private, noninclusive and undemocratic “solutions” emerge. If you stop for a minute and really imagine a Canada 15 or 20 years hence, where quality inclusive publicly funded public education has ceased to be the norm, the images are those of a failed democracy.

We must put aside partisan politics, individual gain and corporate profit to write a future of Canada that we would be proud to read, a history in which our publicly funded public education systems are of the very best quality and the most inclusive in the world. If we do that, our democracy is safer and the lives of future generations much better. If we do not, too much will be lost. Rather than giving into fear, now is a time to fight for what we believe in. ■

Cassie Hallett is secretary general of the Canadian Teachers' Federation.



It’s the most wonderful time of the year

Early in the fall, the leaves and weather begin to change, and ATA locals start to organize their annual new teacher induction ceremonies. Having been on Provincial Executive Council for 10 years, I have attended many new teacher inductions and have enjoyed every one. Teachers new to the profession bring an energy and excitement that I saw first-hand when we would get new staff at my school — fresh sets of eyes and new perspectives.

Induction ceremonies hosted by the locals across the province are as unique as the teachers being introduced. I am not sure if you recall your induction, but I vividly recall mine. Picture it if you will: the Vulcan Legion on a cool, crisp fall evening. There were many jokes and stories, along with a strong sense of collegiality. Members of the ATA local and several colleagues from my school attended it, all welcoming me to teaching and my professional organization, the ATA.

Though at the time we joked about the line, “may this ceremony be a highlight of your career,” in hindsight, it truly was. I was grateful to be welcomed

into an association that advocates daily on my behalf and for the learning of my students.

So even though you may be swamped with marking, up to your eyeballs in planning and battling that dreaded first-year teacher’s cold (don’t worry, you’ll get the flu soon), I would strongly encourage all our new teachers to attend their induction ceremony. It truly is a special night.

I would also encourage the teachers who may or may not know a new teacher to attend the induction ceremony hosted by their local as well. Not only is it great to see and hear about our new teachers, but you can connect with other colleagues you may not have seen in a while. The evening is also a way to renew your own pledge to the Alberta Teachers’ Association. As we face many challenges now and in the future, the Association thrives on the involvement of its members, and that includes you. Induction season truly is the most wonderful time of the year. ■

I welcome your comments — contact me at jason.schilling@ata.ab.ca.

New resource helps internationally educated teachers

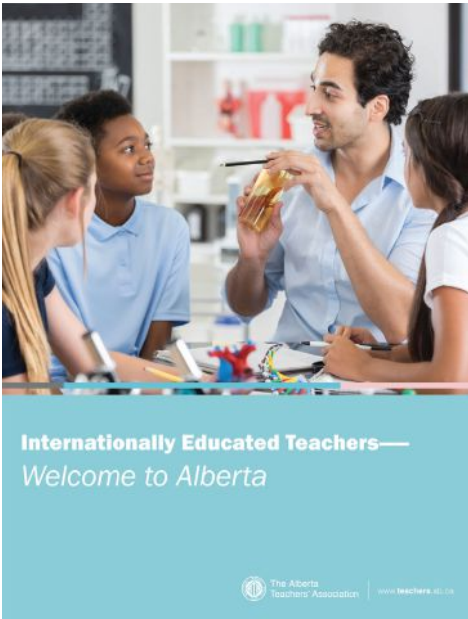
Jen Janzen
ATA News Staff

“I’m a teacher in [insert country name] and I would like to teach in Alberta. Can you help me?” It’s a question the Alberta Teachers’ Association gets asked often, both via social media and phone calls to the Member Services program area.

Internationally educated teachers have usually been referred to the Alberta government for answers to this question, but a new Association publication aims to help overseas teachers find answers faster.

Internationally Educated Teachers: Welcome to Alberta goes through the various requirements to teach in Alberta, from interim to permanent certification to how to apply for a job. There is also a copy of the Code of Professional Conduct, information on university courses that could help fill in education gaps, and how the Teacher Qualifications Service can assess a teacher’s education for placement on the salary grid once they land a job.

“There are many advantages to hiring internationally educated teachers,” the guide says in its first chapter, explaining that many hold multiple degrees and come with many years of experience. In some cases they can share first-hand knowledge of immigrant or refugee experience with students; they can fulfill specific teaching context needs (like language-based



A new ATA resource is aimed at making it easier for internationally educated teachers to transition to teaching in Alberta.

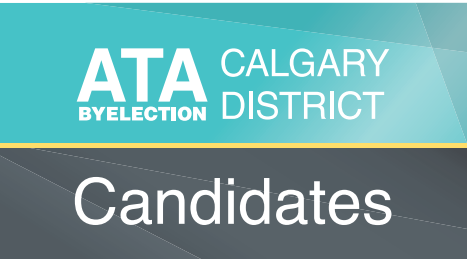
programs); and they help create a diverse school community.

“Every country, and in Canada, every province, has different education and work experience requirements for teachers,” said Andrea Berg, an Association staff officer who worked on the publication.

“I’m so excited that we have this resource to offer teachers. I’m sure it will make the transition easier for those who are coming from other countries.”

To access the publication, go www.teachers.ab.ca > The Teaching Profession > Becoming a Teacher. ■

Race is on in Calgary District byelection



Nominations for the 2019 Calgary District byelection closed Oct. 3. Running for the position of district representative are two candidates: Kerri-Ann Brauner and Karen Nakaska. The successful candidate will represent their colleagues employed by Canadian Rockies Public Schools, Christ the Redeemer Public Schools, Foothills School Division and Rocky View Schools.

Visit www.teachers.ab.ca or follow us on Facebook and Twitter for more information.

**Voting opens
Oct. 21 at 8 a.m.
and runs to
Oct. 24 at 5 p.m.**



Kerri-Ann Brauner

As teachers, we are in a time of uncertainty and hardship. We are getting paid less and less each year as the cost of living rises and our income stays stagnant. We are being asked to do more and more work without time being provided and, as a result, kids are getting tired,



Karen Nakaska

As a proud Alberta teacher and a passionate supporter of public education, I am honoured to stand as a candidate for the position of district representative in Calgary District.

Throughout my career, I have taught students at a variety of grade levels, working in

and overworked teachers are doing the very best they can to support growth in education. Teachers are a force. We will persevere through anything for the children we teach. It is time we are recognized as the society makers, culture changers and professionals that we are. My fight for this starts now.

I have been a teacher for 19 years in many types of schools, including very rural schools, urban schools, reserve schools and Métis settlements. I have taught behaviour programs and everything from Grade 2 health to high school CALM and English 10-1. Currently I am a teacher in a middle school in High River teaching grades 6 and 8, along

traditional and alternative schools, gaining extensive experience in both rural and urban settings. I have held a number of leadership roles within my school division and while working with Alberta Education. I have also served my ATA local in various leadership capacities and held similar positions in service groups within the communities in which I have lived. My widely varying experiences have contributed to a unique perspective from which I view our province and our profession.

Over the course of a three-decade career, I have watched the workloads and stressors on my colleagues increase

with running our school cheer team and a figure skating club in Calgary. In the midst of all of this, I also started my master’s in education through the University of Calgary’s online program. You know what they say, if you want something done, give it to a busy person. I do everything I do with full fervour and vigour, and I am really looking forward to this new challenge.

I am currently the TW chair for my district, and I jumped into that role with both feet. I have learned a lot over the last little while, and I will keep learning. I look forward to serving you on this journey we face and serving you well as your representative.

continuously. Alberta’s teachers truly are the heartbeat of education, and they deserve strong and effective district representation. Advocating for those teachers and their working conditions is, undoubtedly, advocating for our students and their learning conditions. With the many challenges currently facing teachers, it is vital that we remain united and optimistic in promoting the cause of public education in Alberta, as that public education is necessary for a just and equitable society. In the years ahead, I will work tirelessly to champion our students, our teachers and our profession. ■

Funding review among top priorities for education minister

Q&A with Adriana LaGrange

Kim Clement
ATA News Staff

Adriana LaGrange sat down with the ATA News for a frank discussion of her assessment of education in Alberta and her plans for the portfolio going forward.

Could you briefly describe your educational background and your career prior to 2019, when you were elected to office?

I'm trained as a rehabilitative practitioner working with the mentally and physically challenged, and I worked in the field on and off while I was raising my seven children. My husband and I also own and operate the family farm. I was also a trustee with Red Deer Catholic School Division for 11 years, and for the last of those three years I was president of the Alberta Catholic School Trustees Association and also vice-president of the Canadian Catholic School Trustees Association.

What do you see as the big priorities and the big challenges in Alberta education over the next few years?

The priorities are being able to deliver the absolute best education possible for each and every student, given that there's great diversity in our students' needs and a growing population in K-12.

What do you think is working well in the public education system and where do you see room for improvements?

We have a long, proud history of 170 years of education in Alberta, with the ATA being in existence for over 100 years. So the structure, the foundation is very, very solid. We have a long history of education excellence that I'll be striving to improve. We're world renowned and people see us as a leader in education and innovation.

But I think there's always room to get better, given that we have a changing demographic with a large number

of English language learners that we need to engage with and provide services for. There's also the curriculum development part that we can get moving in the right direction. It does need a critical update — I've been able to take the pause off and I'm excited to bring that forward, and to develop the plan on how all of the subsequent pieces will roll out.

We have the K-4 [curriculum] currently, but we need to continue the good work that the 350 plus teachers from the curriculum working group have been doing to develop the middle and high school programming. Once I hear back from my curriculum advisory panel, if there's any enhancements to be made in the K-4, we'll be looking at that as well. We've also got the ministerial order in learning that I'm looking forward to having an update provided to me that I can then take out for engagement to the general public.

There's the funding review that I've currently engaged my department in, to ensure that the funding that we do have is meeting the needs of our system and

if it's not, maybe we can redirect funding to meet those needs.

With a budget to be tabled in one month, what can teachers expect to see in terms of priorities for funding education?

This government has committed to prioritizing education and we as a government really value education as an investment in our future and in our young people, as they are the future of Alberta. We're going to continue to fund education and to build schools and the necessary infrastructure that's needed to meet the needs of our students.

Class size and supports for inclusion are among the top concerns for teachers. How do you plan to address these issues?

I'm just getting a report on the class size audit. We've spent \$3.3 billion over the last decade and have marginally moved the needle, if at all in some areas. And I do understand the aspect of classroom composition being an influencing factor as well. Beyond that, I do believe in having a funding review



SUPPLIED
Education Minister Adriana LaGrange says she is committed to funding education but is also interested in exploring funding can be better targeted.

and looking at the possibilities of the way that we target our funding. We're engaging all of our partners in that conversation on how the funding is being rolled out and is it meeting the needs. And if it isn't meeting the needs, how can we redirect that funding so that we can meet the needs. Are there possibilities for wraparound services? So having conversations with other ministries as well.

Also, can we look at early intervention strategies that may be more effective if we front-end funding to the early years? But those are all conversations and possibilities that I'm hoping I will hear more of when we have the report back from the funding review group.

Is there anything else you would like to share with teachers and other readers of the ATA News?

I've been able to travel the province and I've been so pleased by how positive everything has been. I've been able to engage with school boards and parents and teachers and ATA local executive members. I'm very appreciative of the tremendous and positive work going on in education right across this province. I believe in having all the partners work together for the common good of improving student learning, and helping some of our most vulnerable succeed in life. I want to thank each and every teacher, administrator and other staff that sets children at the heart of everything that they do. I wish everyone the absolute best school year possible. ■

“We have a long history of education excellence that I'll be striving to improve. We're world renowned and people see us as a leader in education and innovation.”

Local bargaining stalled pending provincial budget

Mark Milne
ATA News Staff



Sandra Johnston,
Teacher Welfare
co-ordinator

Teachers have been left in limbo as the lack of a provincial budget stalls local bargaining.

That's the view of Sandra Johnston, co-ordinator of the ATA's Teacher Welfare program area when asked about the progress of local bargaining. The lack of a provincial budget has left many school boards reluctant to come to the table without secured funding for the upcoming year.

“It's a difficult position to be in for

school boards without surpluses,” Johnston said.

“A lot of these school boards run pretty close to the last penny. Asking them to sit down and bargain with us when they don't know exactly how much money they're getting is a pretty difficult task.”

While the Association has opened for local bargaining in all 61 bargaining units, Johnston said only about one-third of the bargaining units are actively in negotiations. The rest are preparing initial proposals and scheduling meeting dates with school boards.

One down

On the positive side, five bargaining units have successfully reached memorandums of agreement and one has ratified.

Westwind School Division reached its agreement at the end of June. Members

voted in favour of the package at the end of August and the board followed suit Sept. 5.

Bargaining units in Wild Rose, Wolf Creek, Holy Family Catholic and Peace River currently have agreements in place with ratification votes scheduled for the upcoming weeks.

Work-life balance a priority

Improvements to work-life balance seem to be emerging as a strong trend for those at the table. Strides are being made to improve access to professional development funding and add wellness spending accounts to existing health spending accounts.

Johnston pointed out that changes affecting smaller but significant employee groups are also under discussion.

“We're looking at improvements for substitute teachers, school leaders and part-time teachers,” she said.

ATA Teacher Welfare is also working to assemble a strong case for the upcoming salary arbitration in mid-November. Once the arbitration is decided, it will complete the central table settlement, which makes up the core of all local bargaining agreements currently being negotiated.

Johnston hopes to see all units with ratified collective agreements before the end of the school year. She'd like to see them wrapped up before list bargaining begins in spring 2020, which will kick off negotiations for the next collective agreement.

For updates on the progress of bargaining in your area, check with your local Teacher Welfare Committee. “Those are the folks with all the knowledge about what's going on,” Johnston said. “They receive weekly updates on all of the units and have the most up-to-date information on bargaining.” ■



The B's Supporting Youth Foundation enables students to assemble more than 300 nutritious lunches each week for delivery to various Edmonton schools.

Lunch program helps hundreds of students

SUCCESS STORIES

Hamda Ahmed, Mehak Arif and Shandra Leskiw
Special to the ATA News

A program that began with a few teachers wanting to provide lunch at school is now a full-fledged charity that feeds hundreds of Edmonton students. The B's Supporting Youth Foundation (BSYF) provides nutritious lunches to more than 300 students in various schools within the Edmonton public and Catholic systems. "Not only does BSYF feed children, but it also provides a sense of community and generosity in our student volunteers who help with our program," said foundation president James Stuart, a teacher at Queen Elizabeth High School. Every Tuesday morning during the school year, student volunteers from different schools are bused to the Millhurst Community League where they are guided through the process of making balanced lunches, which include whole grain bread, fruit and granola bars, fresh meat and cheese. Once the lunches are made and packed, students help deliver them to multiple schools. "Our program is improving the lives of many students across Edmonton, while allowing other students to make a difference in their community," Stuart said. Created by Stuart in 2013, the foundation is entirely non-profit and run by a team of volunteers that includes teachers and students. The lunch program operates thanks to donations from a variety of individuals and organizations, including the Alberta Teachers' Association. Edmonton Public Teachers' Local No. 37 provided \$11,000 this year through its charitable trust. "The program is a hands-on way for kids to expand their world view and exercise their empathy muscles," Stuart said.

Hamda Ahmed, Mehak Arif and Shandra Leskiw are former students at J. Percy Page High School and former members of the B's Supporting Youth Foundation.

CALL FOR SUBMISSIONS

Success Stories is an ongoing feature that enables teachers to share their successes with their colleagues. To submit an idea or an article about a new program or approach that you've instituted, please contact managing editor Cory Hare at cory.hare@ata.ab.ca.



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Council supports gender identity conference

PEC POINTS

Audrey Dutka
ATA News Staff

Highlights of the Provincial Executive Council meeting held Aug. 12, 2019, in Banff.

1. Named three members of Council to a staff selection committee for the position of Executive Staff Officer, Professional Development, with the position commencing at a mutually agreeable date.
2. Extended a contract position for a media relations officer for a period of up to six months, with services to be provided between Sept. 1, 2019 and April 30, 2020.
3. Disbanded the Steering Committee on Governance Review with thanks and authorized the Table Officers Committee to manage the consideration of the Governance Review Report, and any further action relating to the governance review.
4. Named Council and field members to the Women in Leadership Committee and named field members to the Pension Committee.

Highlights of the Provincial Executive Council meeting held Sept. 19–20, 2019, at Barnett House in Edmonton.

1. Authorized disbursement of the 2019/20 budget for international co-operation for 12 international goals, including Project Overseas, ATA Dominica IT Project Summer Institute and Canadian Women for Women in Afghanistan.
2. Approved a \$2,000 donation to MediaSmarts to help sponsor Media Literacy Week, taking place October 7–11, 2019.
3. Approved a \$1,000 contribution and in-kind support for the 6th Annual Alberta Gender Identity and Sexual Orientation Alliance Conference hosted by the University of Alberta Institute for Sexual Minority Studies and Services.
4. Received the report of a hearing committee, which found a teacher guilty on four charges of unprofessional conduct. Charges one and two were for making inappropriate comments to students, of a nonsexual nature, thereby failing to treat students with dignity and respect and be considerate of their circumstances and failing to maintain the honour and dignity of the profession. Charges three and four were for forcibly restraining a student against a wall, which was inappropriate for the situation, thereby failing to treat the student with dignity and respect and be considerate of their circumstances and failing to maintain the honour and dignity of the profession.

The hearing committee imposed the penalties of a single letter of severe reprimand for all four charges, a declaration of ineligibility for membership in the Association for a period of three months and a recommendation to the minister of education to suspend the teacher's teaching certificate for a period of three months.

5. Received the report of a hearing committee, which found a teacher guilty on two charges of unprofessional conduct. The committee found that the teacher acted contrary to the acceptable teacher-pupil relationship and failed to maintain the honour and dignity of the profession by accompanying a student while in Europe and paying for the student's flight, lodging, food and activities for the trip. A joint submission on penalty was provided recommending penalties of a letter of reprimand and a \$3,000 fine for charge one and a letter of severe reprimand and a \$3,000 fine for charge two.

6. Received the report of a hearing committee, which found a teacher guilty on two charges of unprofessional conduct. The committee found that the teacher failed to act in a manner which maintains the honour and dignity of the profession by yelling profane language, and/or making obscene hand gestures at other coaches and/or officials and/or parents, and failed to treat pupils with dignity and respect and/or be considerate of their circumstances by demonstrating poor sportsmanship to young athletes. The hearing committee imposed penalties of a letter of reprimand to encompass both charges and a fine of \$300.

7. Approved that Council be given the opportunity for professional development training regarding gender bias, racial bias and reconciliation.

8. Approved, for submission to the 2020 Annual Representative Assembly, a resolution to amend policy by substitution to read, "the Government of Alberta should operate a central repository of online teaching and learning resources to support curriculum implementation and instruction."

9. Approved an overexpenditure of up to \$10,000 to provide for the translation of policy into French.

10. Approved the frame of reference for the Rocky View Schools Teacher Welfare Committee.

11. Established the Committee on Council Election Processes, approved its membership and frame of reference and elected Council members to serve on the committee.

12. Elected Council members to the Central Table Bargaining Committee.

Association administrative guidelines provide for the attendance of observers at selected portions of Council meetings. Association members who are interested in observing selected portions of Council meetings at their own expense are advised to contact their district representative.

Beginning Teachers' Conference

The Beginning Teachers' Conference drew 457 attendees from northern Alberta to Edmonton from Sept. 26 to 28 and 304 attendees from southern Alberta to Calgary from Oct. 3 to 5.

Open to teachers in their first two years of classroom teaching, the conference provided sessions on a variety of topics, including lesson planning, assessment and management.



YUET CHAN

U of A prof awarded for research of reading difficulties

Laura Harris
ATA News Staff



University of Alberta professor George Georgiou is the recipient of the ATA's 2019 Educational Research Award.

The Alberta Teachers' Association has selected University of Alberta professor George Georgiou as the recipient of its 2019 ATA Educational Research Award.

Georgiou's award-winning submission was a three-year, dual-site quantitative study conducted in Alberta and Quebec called "Response to Intervention: Schools Where All Children Learn to Read." It followed a group of students in each province from Grade 1 to Grade 3 (2015–2018) to evaluate the basic assumptions of the Response to Intervention (RtI) model in literacy intervention. It also involved training teachers in best practices and the use of standardized tools for reading assessment.

"This line of research is extremely important for two reasons," said Georgiou, who is also director of the university's

JP Das Centre on Developmental and Learning Disabilities. "One, it enhances our teachers' capacity by exposing them to instructional approaches that are supported by scientific evidence, and two, it prevents reading difficulties from becoming a lifelong threat to children's well-being."

The Alberta site in the study followed 290 students from 11 different schools (all Edmonton Public schools) for the project. Teacher participants were trained in evidence-based practices for teaching reading and provided a database of daily lessons. Students were tested three times each year in October, January and April. The students scoring below the 30th percentile were given intensive, evidence-based intervention by U of A graduate students trained as reading interventionists.

The interventions were done with small groups of three or four students and had different focuses at each grade level. Three 30-minute sessions took place each week over a span of 10 to 12 weeks. Students who continued to struggle in Grade 3 were provided intervention on a one-on-one basis.

At the conclusion of the study only four students who received intervention remained at-risk readers, i.e., a mere 1.4 per cent of the original cohort of 290 students.

Remarkable results

Nellie Carlson School was brand new when its four Grade 2 classes joined the other 10 schools for the second and third years of the study. Three of the four classes had average reading scores that were below the acceptable standard.

"Those same students, followed two years later, are doing really well ... they're well above the norm," said Nellie Carlson School principal Henry Madsen.

"What's really important to recognize is that they didn't improve on the same test they took two years ago, they improved on a norm-referenced scale, which says that they not only have gotten to be better readers, but they have gotten to be better readers based on the norm of the students they are being compared to across North America," Madsen elaborated. "In other words, the longer they stay with us, the better they do, and they are learning more than a year in a year's time. It's remarkable stuff."

Before Nellie Carlson, Madsen was principal at Eglerslie School, which was one of 10 Edmonton Public schools that participated in the pilot of Georgiou's own RtI program 10 years ago. Having seen Georgiou's program deliver positive results for both students and

teachers for more than a decade, Madsen is a firm believer in RtI.

"We need to have strong intervention at Division I and I think we've got to have every single kid in Grade 3 reading at grade level. Every teacher beyond that benefits," said Madsen.

In receiving the ATA Educational Research Award, Georgiou gave a lot of credit to the schools, principals and teachers he has worked with over the last 10 years. That number of schools has grown to 25, and he makes it clear he appreciates every single one of them and all they bring to what he calls "a beautiful partnership."

"You cannot really find this anywhere in the whole world," Georgiou marveled. "It doesn't happen anywhere else on the planet." ■



Worth a mention ...

- Also involved in the research project were Rauno Parrila, formerly of the U of A, currently at Macquarie University in Australia, and Robert Savage, formerly of McGill University, and now at University College of London.
- "Response to Intervention: Schools Where All Children Learn to Read" (Georgiou, Parrila and Savage 2018) is available online for download (bit.ly/Response_to_Intervention).
- Georgiou is now embarking on new partnerships with a number of Alberta school jurisdictions.
- The ATA Educational Research Award is valued at \$5,000 and 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. The deadline for applications for next year's award is May 15, 2020.

Gold medal winners announced

ATA News Staff

Each year, the Alberta Teachers' Association awards a gold medal to the student who attains the highest general proficiency in the final two years of a bachelor of education program at each of the four faculties of education.

These awards are administered by the student awards office affiliated with each institution and are generally awarded at convocation ceremonies in the spring.

Amber Baker
Clarence Sansom Gold Medal
University of Calgary



Amber Baker was born and raised in Calgary and is the mother of three children. She has a lifelong passion for learning and is an active volunteer in her community.

Her experience volunteering at her children's schools reinforced her long-term goal of pursuing a career in education. Amber received a bachelor of education with a concentration in elementary mathematics from the Werklund School of Education at the University of Calgary

in June 2019. She also holds a bachelor of arts in economics and a certificate in visual design with a specialization in art theory and practice from the University of Calgary.

Amber is thrilled to begin her teaching career with the Calgary Board of Education for the 2019–20 school year.

Hal Friesen
Milton Ezra LaZerte Gold Medal
University of Alberta



Hal Friesen holds a BSc in chemistry and physics (2008), an MSc in electrical engineering (2011) and a BEd with a general science major and a French minor (2019). In his career he's developed laser-based gas detectors and shot lasers for fusion energy research. He is currently conducting research on smart lighting. In his spare time, Friesen also writes science fiction and fantasy stories, one of which is a finalist for the Washington Science Fiction Association Small Press Award.

Amel Guezguez
Marie-Louise Grugeyroux Gold Medal
Campus Saint-Jean

Amel Guezguez was born in the French city of Nice but grew up in



Tunisia. At the age of 20, she returned to France to study at the Université Nice Sophia Antipolis, where she earned a PhD in science in June 2009.

Guezguez subsequently spent five years pursuing postdoctoral studies at the Université de Sherbrooke, in Quebec. She taught science to secondary students in France as well as to university students in Montreal. In 2017, a desire to reorient her career in a way that would allow her to continue teaching motivated her to undertake studies toward a bachelor of education in the After-Degree program at Campus Saint-Jean.

Amel Guezguez est née dans la ville française de Nice et a grandi en Tunisie. À l'âge de 20 ans, elle retourne en France pour poursuivre des études à l'Université Nice Sophia Antipolis, où elle obtient un doctorat en sciences en juin 2009.

Par la suite, Guezguez poursuit pendant cinq ans une formation postdoctorale à l'Université de Sherbrooke, au Québec. Elle a également l'occasion d'enseigner les sciences à des élèves du secondaire en France et à des étudiants universitaires à Montréal. En 2017, le désir de donner une nouvelle orientation à sa carrière tout en continuant d'enseigner la pousse à s'inscrire au

programme d'après-diplôme menant au baccalauréat en éducation offert par le Campus Saint-Jean.

Jacqueline Halase
William Aberhart Gold Medal
University of Lethbridge



Jacqueline Halase completed her combined bachelor of fine arts and bachelor of education degree in spring 2019 with a major in drama education. She excelled both academically and in her field experience placements. Halase's talent and dedication in directing and producing a highly successful school drama production, as well as her investment in developing relationships with her students, their parents and the staff at her school, left a deep and lasting impression on all with whom she worked. One of the teachers in her school stated, "It's easy to forget she's a new teacher! She has enabled us to grow as well by demonstrating and discussing new and creative teaching ideas that we can use in our own practice." Said another: "We have had parents and students approach our principal demanding that we hire this young woman right now." ■

Project Overseas delivers a

This past summer, 10 Alberta teachers participated in Project Overseas. Here is a sampling of first-person accounts of their experiences.



What is Project Overseas?

A joint endeavour by the Canadian Teachers' Federation (CTF) and its member organizations, Project Overseas provides professional assistance to fellow teachers in developing countries. The project takes place during the months of July and August. Started in 1962 with one program in Nigeria, Project Overseas has helped teacher organizations in more than 50 countries in Africa, Asia, the Caribbean and the South Pacific. Since its inception, more than 1,800 Canadian teachers have participated in the program. Currently, approximately 50 volunteers are sent each summer to about a dozen countries.

Application deadline approaching

The deadline to apply for Project Overseas this year is midnight on Nov. 1. More information is available on the ATA home page at www.teachers.ab.ca.

Mission is making a difference

Michelle Dickie

It is extremely difficult to briefly put into words the thousands of moments that made up my experience with Project Overseas in Uganda. Every morning, the road to our site was covered in fog. Through it, the hard-working people of the region would emerge: walking to school, transporting bananas, shepherding livestock, carrying water, starting their day. As we climbed higher and snaked our way through the hills, the lush landscape would reveal itself: fruit plantations, homes and sunlight. It was a beautiful way to start the day. The teachers that I worked with are professionals living and teaching in situations that most of us can't imagine.

Their daily challenges and successes are ones that I cannot begin to list and certainly put our issues into a new perspective. It was a true honour to work alongside them. The students who must walk for up to an hour with no shoes to get to school have a different road to travel than our students, but they are being met by teachers who care greatly about their success, and while we may come from very different backgrounds, this is where we were no different from each other. Together, we worked on the areas of literacy, numeracy, instructional leadership, life skills and physical education with the goals of inspiring, validating and improving current practices.

Michelle Dickie teaches at Varsity Acres School in Calgary.



Alberta teacher Michelle Dickie reviews a student's work during a school visit in Uganda.

Girls face barriers to education

Ellen Braaten

The experience was extremely valuable for me professionally and personally. I was inspired by the pedagogy, enthusiasm and resilience of my Sierra Leonean colleagues. These are teachers who often have upward of 75 students in a class, who are not predictably or sustainably paid and who do not have the opportunity for any professional development outside of this project, yet they were willing to embrace the experience and operate with skill and professionalism.

I was especially affected by our discussions regarding barriers to girls' education such as early marriage, teenage pregnancy and significant gender-based violence within educational settings. It was a great privilege to learn from these colleagues, to add my own contribution to the quality of education in the country and to build precious friendships. I am very grateful for the opportunity to participate in this project and would highly recommend Project Overseas to my Albertan colleagues.

Ellen Braaten teaches in Calgary.



The Teachers Action for Girls team in Sierra Leone.

a life-changing experience

Sierra Leone provides rewarding challenge

Lawrence Hunter

I am a seasoned Project Overseas participant and team leader. In 2016, I travelled to Ghana as a team member, in 2018 as team leader for Ghana-Nkabom, and this year to Sierra Leone as a team leader, which was another amazing opportunity.

Given Sierra Leone's recent turbulent history, I was uncertain what to expect, but I was quickly inspired by the Leonean teachers. They demonstrate perseverance, high morale and dedication to education in the face of poverty, overcrowded classrooms, severe underfunding and lack of teaching materials, many students working well below grade level, overall poor working conditions and limited salaries. They have faith in education as the solution to



Neighbourhood children greet Lawrence Hunter during his walk to work.

ultimately rebuilding and healing their country after years of civil conflict.

Along with three other Canadian teachers and Leonean co-tutors, I participated in a train-the-trainer program. In collaboration with our Leonean co-tutors, we provided peer coaching and team facilitation for workshops in literacy, numeracy, teacher action for girls and peace education for local teachers. This year, the CTF-SLTU efforts doubled from previous years, allowing us to provide workshops for two groups, each of 100 local teachers. The Canadian team focused on guiding and coaching local instructors as they facilitated the workshops.

I worked specifically in peace education. The primary goals were to strategically design classroom cultures that nurtured inclusiveness, acceptance of gender, reduction of violence and aggression, elimination of corporal punishments and the creation of systemic change across Sierra Leone. Engaging in social and educational reform was both challenging and rewarding for me, but as Augustine of Hippo once said, "Each of us had something to learn from the others and something to teach in return."

Though challenging, this was another extremely rewarding experience with Project Overseas.

Lawrence Hunter teaches at L.Y. Cairns School in Edmonton.

Journey ignites new passion

Lorie Masur

Leadership, mentorship, culture and adventure — these were some of my eye-opening and life-changing experiences with Project Overseas.

When I reflect on my month-long teaching assignment in Ghana, it is the people who stand out.

We were a team of eight Canadian teachers from across Canada. I was privileged to work, plan and learn with these impassioned people. From day one, we knew our team was strong. It was love at first sight, and we hit the ground running! Hard to believe that over a period of four weeks, these seven master teachers became my new besties and even my family!

Greeting our team once we arrived in Ghana was the Ghana National Teachers Association (GNAT). Ernest and Thomas from GNAT looked after us like we were royalty. Our driver, Eric, immersed us into the culture of Ghana with his music and his stories. In Accra, we planned and bonded with our co-teachers from Ghana.

We taught three professional development sessions that were each a week long. The first session in Takoradi lives in my memory as a rural, go-back-in-history-50-years session. The teachers we were teaching were kind and gentle, with stories and song and colour that spoke to me as an authentic African experience.

The other two sessions took place at Cape Coast College, a local high school of 3,000 with a monkey sanctuary on

site! As I shared my lessons, the teachers I was working with shared with me their kind spirit, generosity, colourful culture, and song and dance.

I came back to Canada, to my school and to my family full of appreciation and gratitude, full of a love for Africa, and full of a passion to teach others in a way that I did not have before I left on this adventure.

Lorie Masur teaches at Banting and Best Elementary School in Calgary.



Lorie Masur teaches with an aide provided by one of her colleagues from Ghana.



Karen Dion of Alberta (bottom, left) was part of a team of 10 Canadians who visited Uganda to work with leaders of the Ugandan National Teacher's Union and Ugandan co-tutors.

Thinking about applying? Go for it!

Karen Dion

Imagine teaching a class of more than 160 students in a small room with no electricity, only enough seats for 20, and walls that need to be smeared with cow dung weekly in order to keep the dust down. This is a reality for hundreds of teachers in Uganda. Some rural teachers don't even have a classroom, only a tree to sit under, while they teach a class of more than 100 pupils.

Despite this, the individuals I met while partaking in Project Overseas were enthusiastic, passionate and thirsty for every bit of advice we were able to give. Not only did they prove their resourcefulness and resiliency time and again, they also made us feel extremely welcome and actively engaged in the sessions we were presenting, even though some of our ideas were considered to be quite "out of the box."

Concepts such as engaging students through movement and games became a strong focus of our presentations, as did differentiated instruction and levelled learning. In return, I walked away with a new appreciation for the materials and support we receive as teachers

in Canada, along with a large number of new strategies and teaching ideas to try in my own classroom.

You cannot help but get swept up by the beautiful music, dancing and art that surround you while in Uganda. At the same time, you discover strengths that you never realized you had. Some highlights of the trip included navigating the busy markets of downtown Kampala, having college students ask me to present some of my ideas during a study break, interacting with the children at a local school, attending cultural performances that were radiant with energy, and being caught in a hail storm while boating on the Nile River.

Without a doubt, this trip was one of the most powerful experiences of my life. I would tell anyone considering applying to go for it. You will not believe how much you will learn and grow.

If you would like to see more pictures of Team Uganda Central and our adventures this summer, you can check out our twitter account @CTFUGanda2019.

Karen Dion teaches at Seven Persons School in Seven Persons (south of Medicine Hat).

Apprentissage actif au Burkina Faso

Marie-Eve Allaire

Le 8 juillet dernier, je m'envolais avec mon équipe pour le Burkina Faso. Dans le cadre du Projet outre-mer, nous allions travailler en partenariat avec les syndicats et les professeurs de l'endroit dans le but de donner des formations aux enseignants burkinabés. Nous allions parler entre autres d'inclusion, d'équité des genres et de pédagogie générale. Pour ma part, j'ai travaillé de pair avec les enseignants des SVT (sciences de la vie et de la terre) et d'histoire dans le but de leur fournir de nouvelles idées de jeux et d'activités pour réviser la matière. J'ai aussi donné un atelier sur la ligne du temps qui s'est terminé par une petite compétition pour inciter les participants à créer la ligne du temps la plus complète possible. Les enseignants burkinabés

n'ont pas l'habitude d'employer les jeux et les activités de manipulation. Il a fallu beaucoup d'adaptation pour les leur expliquer! L'approche pédagogique employée au Burkina Faso est fortement ancrée dans les méthodes traditionnelles : les enseignants parlent, les élèves notent tout et mémorisent. Cela pose des défis à plusieurs égards. Comme le nombre moyen d'élèves par classe peut se situer autour de cinquante (et même aller jusqu'à cent dans certaines régions, y compris au primaire), il est difficile de faire bouger les élèves. Malgré tout, il était évident que les enseignants burkinabés veulent ce qu'il y a de mieux pour leurs élèves et qu'ils souhaitaient vraiment apprendre de nouvelles stratégies!

Marie-Eve Allaire enseigne les 3e et 4e années à l'école Les Cyprès de Medicine Hat.

PROJECT OVERSEAS continued from page 9

Experience sparks imagination and creativity

Marianne Darlet

The topic I was asked to cover during my three weeks was numeracy. The first day I walked into my classroom, I saw accordion doors that separated classrooms. There was black paint on three of the doors, which were used as blackboards. There were no windows on one side; instead there was a wall that was latticed so that air could flow freely through the classroom. I introduced myself, and the morning passed quickly as I was inundated with questions about Canada by the 11 teachers attending my workshop.

For the next two weeks we worked together to find strategies and share experiences to improve numeracy on the island. These educators are so resourceful and effective with the little they have

in their classrooms that I was humbled by this experience. Imagination and creativity is what we have so much in common as teachers, and that is why Project Overseas is so successful.

The days flew by quickly as we discovered together new ways to teach math. The heat, humidity, birds who sat on the lattice and noise from the courtyard did not hinder the fun we shared while trying new methods of teaching on one another.

Should you want to help my new friends in Grenada, I opened a Facebook account called Grenada Teachers Numeracy Aid for elementary math resources. I know that they would be grateful for any resources posted on this site.

Marianne Darlet teaches at Ecole JH Picard in Edmonton.



Marianne Darlet with the Grenada teachers numeracy group.

Travel overseas brings joy and confirmation

Monique Wilson

The heat hits you as soon as you step off the plane. While it was hot in Ottawa (especially compared with Edmonton), it is HOT in St. Lucia ... hot and humid.

As someone involved in teacher welfare both at my school and at the ATA through my membership on the Teacher Welfare Services Committee, I was excited to share my love and knowledge of teacher welfare and collective bargaining over 10 days in Castries, with teachers from all over the island.

St. Lucia is a tiny island — the whole island is smaller than the city of Calgary — with approximately 2,000 teachers working there. Many of them made a significant drive of an hour or more one way to voluntarily attend the conference, even after four days of Carnival celebrations, which included parties that lasted all night!

Team St. Lucia comprised me and three other female teachers from across Canada. It was so great to spend time with these amazing teachers, both by video conference and at orientation in Ottawa, before departing for St. Lucia. Working with these teachers and with the staff in St. Lucia was a privilege and a joy, and it was so amazing to confirm the idea that regardless of environments, circumstances or size of education system, teachers all over the world

have the same triumphs, challenges, joys and heartbreaks.

I returned to Canada grateful for a strong teachers' association, happy to have made new friends both at home and overseas, and excited to take on a new school year!

Monique Wilson teaches at Aurora Charter School in Edmonton.



Monique Wilson conducts a collective bargaining session with a group of Lucian teachers.



Un paysage spectaculaire de l'île.

Intégration des technologies dans l'ombre du volcan

Shawn Arseneault

Mon équipe s'est déplacée dans les Caraïbes afin de participer au tout premier projet collaboratif entre la Fédération canadienne des enseignantes et des enseignants (FCE) et la Montserrat Union of Teachers (MUT). L'île de Montserrat est un territoire britannique d'outre-mer qui se situe au sud-ouest d'Antigua et au nord-ouest de la Guadeloupe. Le sud de l'île est désormais une zone d'exclusion désignée en raison des nombreuses éruptions du volcan de la Soufrière depuis 1997.

Pendant notre séjour, nous avons travaillé avec un groupe d'un peu plus de 50 enseignants, ce qui représente environ la moitié des enseignants de l'île. Les participants ont pu choisir parmi quatre différents ateliers. Nous avons offert des ateliers portant sur la numératie, la littératie, l'évaluation et l'intégration des technologies. Les participants ont assisté à deux de ces ateliers sur une période de deux semaines.

J'ai eu le plaisir de travailler avec un peu plus d'une vingtaine d'enseignants sur l'intégration des technologies dans la salle de classe. Il faut dire que la plupart des enseignants à Montserrat ont un tableau interactif dans leur salle de classe et que chacune des écoles a une salle d'ordinateurs. Par contre, les enseignants présents n'avaient jamais reçu de formation à ce sujet. L'objectif de l'atelier que j'ai animé était donc d'enseigner des stratégies concernant l'utilisation du tableau interactif et les technologies d'assistance ainsi que l'intégration des technologies dans les domaines des mathématiques, des arts langagiers et de l'évaluation. Les enseignants sont repartis avec une panoplie de différents outils qu'ils peuvent utiliser quotidiennement dans la salle de classe.

Ce fut une expérience incroyable auprès de gens tellement chaleureux. Jamais je ne l'oublierai!

Shawn Arseneault est consultant au développement des ressources à Alberta Education.

Participation highly recommended

Stephani Clements

The most rewarding professional development opportunities occur when we collaborate with colleagues and share best practices. Professional development opportunities such as the Canadian Teachers' Federation's Project Overseas enable Canadian teachers to volunteer and share their expertise while working with teachers in various partner countries.

During the month of July, I had the great pleasure of leading a team of Canadian teachers to St. Lucia to work together with local teachers in facilitating a 10-day workshop on various teaching strategies.

The participation of the 60 to 80 teachers from St. Lucia was voluntary, but these dedicated teachers chose to take the first few weeks of their summer vacation to attend workshops. Many of them travelled an hour or more each day, demonstrating a commitment to their students and their own professional growth. As with teachers the world over, they were concerned with reaching every student, working with finite resources and helping students achieve various goals.

While our focus was academic and professional (which made for busy planning and teaching days), there were several opportunities for cultural immersion. We were able to experience Carnival, visit the volcano and

sulphur springs, dine at a local fish fry (the catch of the day was tuna or conch, locally known as lambi) and climb part way up the famous Gros Piton mountain just to try amazing homemade ice cream (lime and avocado flavour)! St. Lucia is an amazing country!

I would highly recommend Project Overseas to any teacher, especially one who is team oriented, adventurous, highly motivated, adaptable and desires a positive professional learning experience. Participation in Project Overseas is a life-changer!

Stephani Clements teaches in Calgary.



Canadian and Lucian facilitators including Monique Wilson from Edmonton (second from left) and Stephani Clements of Calgary (third from left).



Volunteer for Project Overseas with CTF in the summer of 2020

The Canadian Teachers' Federation (CTF) needs Canadian English- and French-speaking teachers to volunteer their services in Africa, Asia and the Caribbean. Teams are formed in January, with inservice projects taking place in July and August.

For more information and to apply, visit www.teachers.ab.ca, under My ATA > Programs and Services > International Cooperation.

Application deadline: November 1, 2019.

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The ATA Educational Trust

The ATA Educational Trust is a charitable organization that has been supporting public education and providing grants to advance teaching practices in Alberta for over 30 years.

This year, the ATA Educational Trust will award over \$80,000 in grants. This includes **\$700 Dr B T Keeler Continuing Education Bursaries** for teachers wishing to advance their knowledge and teaching skills in a subject area through taking courses.

Application deadline: May 1, 2020

www.teachers.ab.ca > My ATA > Programs and Services > Grants, Awards and Scholarships > ATA Educational Trust

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The Alberta Teachers' Association

COMM-256-1 2019-09

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Applications are now being accepted

ATA-CHANGE FOR CHILDREN Teaching Tour

Guatemala | July

Spend two weeks in Guatemala assisting with the professional development of fellow teachers in the areas of language and communication, mathematics, and technology for learning.

Collaboration on action plans and incentive strategies to promote school attendance are other components of this teaching tour, with the overall goal being to enhance the quality of education offered to the marginalized Mayan Mam Indigenous population of Guatemala's western highlands.

Travel and living expenses are covered by the ATA.

Spanish language ability preferred.

To apply, visit teachers.ab.ca>For Members>Programs and Services>International Cooperation>Change for Children

For more information, email lorena@changeforchildren.org.

► Application Deadline: December 15



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CHANGES TO TEACHER SALARY QUALIFICATIONS PRINCIPLES

Deadline for no-cost re-evaluations: January 31, 2020

Please note the following changes to the Teacher Salary Qualifications Board Principles for the Evaluation of Years of Teacher Education for Salary Purposes effective July 1, 2019:

Subsections c) and d) of Principle 2.01, which deals with recognized institutions, have been amended to read


c) recognized by the Ministry of Education in the home country or is listed in the Association of Commonwealth Universities publications, or

d) recognized by the Ministry of Education in the home country or is listed in the International Association of Universities publications, or

If you have been previously denied credit under Principle 2.01.c) d), you may submit a TQS application for re-evaluation at no cost until January 31, 2020. Please make sure to indicate the reason for re-evaluation in section J. Review of the TQS Application Form. Applications for re-evaluation after January 31, 2020, will be accepted subject to the regular fee, as outlined in section F. Application Fee of the TQS Application Guide Book.

It is the responsibility of the teacher to ascertain if changes of principles and their application may affect the evaluation of qualifications for salary purposes.

For more information, please contact TQS at 1-800-232-7208.



The Alberta Teachers' Association

TW-145 2019 08



Become a Professional Development Facilitator!

PD facilitators are assigned to work with specific locals on a regional basis. They work with PD chairs and PD committees to provide professional development within the region and support the work of Professional Development staff officers.

The Alberta Teachers' Association is seeking outstanding classroom teachers representing all grade levels and subject areas from across the province, including francophone schools. The three-year appointments for these assignments will begin January 2020.

The application process has three parts:

1. Provide a letter of interest, including the following:
 - Areas of interest and expertise (for example, assessment, FNMI education, inclusive education, student engagement)
 - Experience in leading professional development
 - Reasons for applying
2. Download and complete the application form on the ATA website (see below for website information).
3. Provide a resumé outlining education, work experience, leadership experience, publications, presentations and volunteer experience.

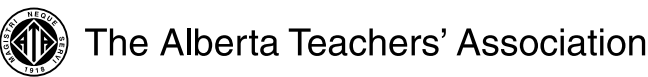
Successful candidates are expected to attend two training sessions per year, as well as the PD Course seminar at the ATA Summer Conference in August. The ATA covers release time and associated expenses to complete the work and provides an honorarium. Please do not apply if you are unable to attend all days of the conference or if you cannot commit to attending all training sessions.

As a courtesy, please advise your superintendent and principal that you will be applying. All applicants must be active or associate members of the ATA and hold an Alberta teaching certificate.

APPLICATION DEADLINE IS NOVEMBER 15, 2019.

Send your letter of interest, resumé and completed application form to Mardi Veinot, Administrative Officer, Professional Development, Alberta Teachers' Association, 11010 142 Street NW, Edmonton AB T5N 2R1, or e-mail them to mardi.veinot@ata.ab.ca.

For more information or to download an application form, visit www.teachers.ab.ca > My ATA > Engage with Us > Getting Involved as an Individual > Joining a Corps > Professional Development Facilitators.





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“What can you do to improve your watershed?”

Open to grade 7-12 students across Alberta. Please enter the contest closest to you.

Central AB Deadline (north of Airdrie):

March 17, 2020

For details contact:

Nathalie Stanley Olson, Program Coordinator at
780-672-0276 or **nathalie@battleriverwatershed.ca**

Southern AB Deadline (south of and including Airdrie):

March 13, 2020

For details contact:

Cody Field, Program Advisor at
403-826-7870 or **cody.field@calgary.ca**



This environmental competition consists of written proposals and a verbal competition.

Total cash prizes for each contest: \$6,000 for students and \$11,000 for participating schools/clubs.

CaringForOurWatersheds.com



Pension Question?

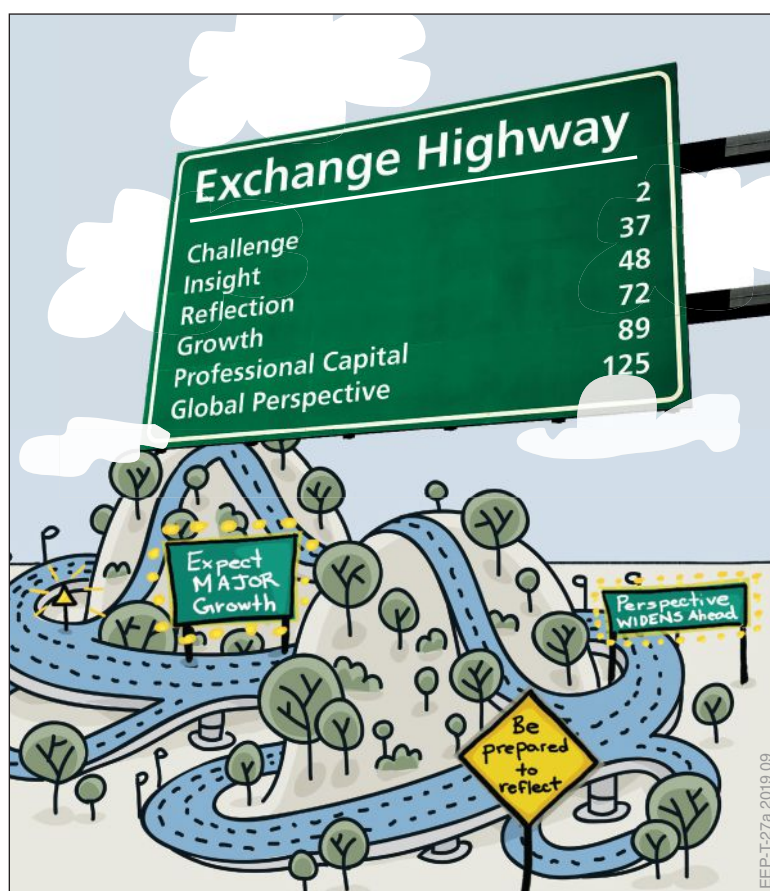
If you're a teacher in Alberta, ATRF has you—and your pension—covered.

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The Alberta Teachers' Association



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*-Grade 4 teacher,
Onoway, Alberta*

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The Alberta Advisory Committee for Educational Studies (AACES) invites applications for grants up to \$6000 to support descriptive or experimental studies in education.

Online applications and the guidelines for grant applications are available at:
www.teachers.ab.ca>Public Education>Education Research.

Deadline: October 15, 2019, 4:30 PM

MS-20 2019 09



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November 18–19, 2019
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 The Alberta Teachers' Association

 Council for School Leadership



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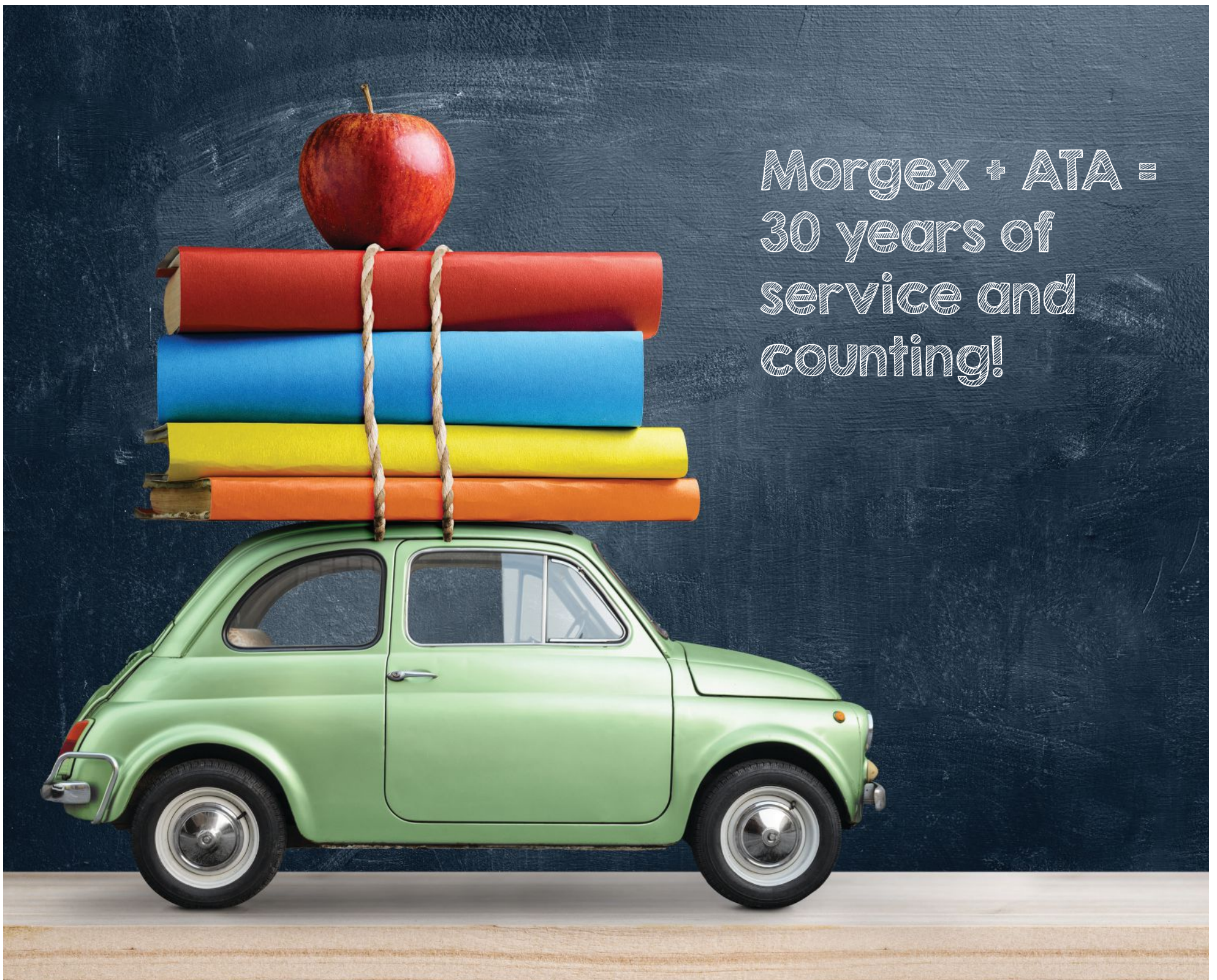
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TEACHER PARTICIPATION



Educators and students all over Alberta recognized Orange Shirt Day on Monday, Sept. 30 in remembrance of the experiences of former residential school students.

Residential school survivor Phyllis Webstad of Williams Lake, B.C. began the campaign. When she was six, Webstad had her special orange shirt taken away on her first day at residential school.

ORANGE SHIRT DAY

Staff at St. John Paul II school in Grande Prairie.

School spirit (bear)

In conjunction with Orange Shirt Day, Ecole St. Mary School in Whitecourt held a naming ceremony for its spirit bear, Windy. Provided by the FN Caring Society of Canada, the bear is part of a program that connects schools with their local Indigenous communities and fosters learning about Indigenous customs, traditions and culture.



Windy, the spirit bear, hosted by Ecole St. Mary School in Whitecourt, is held by Junior Elder Ken Galliot and liaison teachers Natillie Quaife (left) and Pam Fraser.



Various ATA locals around the province held events to recognize World Teachers' Day on Oct. 5.



Teachers from four locals (Red Deer City, Red Deer Catholic, Wolf Creek and Chinook's Edge) advocate for public education at the Red Deer Farmer's Market.



Members of Calgary Public Teachers Local No. 38 continued their World Teachers' Day tradition of giving away apples at Heritage Park.