



The Alberta
Teachers' Association

2018 Annual Report



On the cover: *The Garden*, a sculpture located at the Alberta Legislature, was dedicated in the fall of 2018 and commemorated the Alberta Teachers' Association's 100th anniversary. The sculpture itself depicts seven student faces looking outward and incorporates handwritten phrases of a poem titled *The Garden*. Taken together, the faces form a tree. Symbolically, it speaks to the vital relationships between teachers, students and their communities.

Richard Tosczak, sculptor; Jacob Dutton, artist;
Rollie Pemberton, poet

Photo by Yuet Chan




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Teachers' Association

2018 Annual Report



MISSION STATEMENT

The Alberta Teachers' Association, as the professional organization of teachers, promotes and advances public education, safeguards standards of professional practice and serves as the advocate for its members.





OBJECTS

As set out in the *Teaching Profession Act*, the objectives of the Alberta Teachers' Association are as follows:

- 1** to advance and promote the cause of education in Alberta;
- 2** to improve the teaching profession
 - a. by promoting and supporting recruitment and selection practices that ensure capable candidates for teacher education,
 - b. by promoting and supporting adequate programs of preservice preparation, internship and certification,
 - c. by promoting the establishment of working conditions that will make possible the best level of professional service,
 - d. by organizing and supporting groups that tend to improve the knowledge and skill of teachers,
 - e. by meetings, publications, research and other activities designed to maintain and improve the competence of teachers,
 - f. by advising, assisting, protecting and disciplining members in the discharge of their professional duties and relationships, and
 - g. by assessing the professional competence of its members by means of a professional practice review process provided for under the bylaws of the association;
- 3** to arouse and increase public interest in the importance of education and public knowledge of the aims of education, financial support for education, and other education matters;
- 4** to co-operate with other organizations and bodies in Canada and elsewhere having the same or like aims and objects.

Table of Contents

Message from the President	6
Message from the Executive Secretary	7
Provincial Executive Council	8
Membership	10
Operating Expenditures by Program Area	11
Association Committee Members	12
Awards	16

Government

Governance	18
Annual Representative Assembly	18
Summer Conference	19
Local Presidents' Meetings	21
Professional Conduct	22
Professional Practice Review	23
Legislation	23
Public Assurance	24
Representation to the Government of Alberta and Other Political Bodies	24
Liaison with Alberta Organizations	25
Liaison with Canadian Educational Organizations	25
Canadian Teachers' Federation	25
International Cooperation	26
Support for Special Projects and Initiatives	26
International Education Exchange Programs	27

External Communications	28
Advocacy, Communications and Public Education	29
Political Engagement	30
Strategic Planning Initiatives	31
Research	31
Library Services	33
Field Service	34

Member Services

Local Associations	36
School Representative Program	36
Member Assistance	36
Staff Relations Service	38
Healthy Interactions Program	38
Teacher Growth, Supervision and Evaluation	39
Legal Issues for System Administrators	39
Field Service	40

Professional Development

Professional Practice Standards	42
Curriculum	42
Inclusive Education	42
Diversity, Equity and Human Rights	43

Teacher Education and Certification | 43

Teacher Qualifications | 44

University Liaison | 45

Induction | 45

Program for Beginning Teachers | 45

Mentorship Program | 46

Program for School Leaders | 46

Educational Leadership Academy | 47

Leadership Essentials for School Leaders Conference | 47

Specialist Councils | 48

Teachers' Conventions | 49

Professional Development Facilitators | 51

Association Instructors | 51

Association Administrator Instructors | 52

2Learn.ca | 52

Walking Together: Education for Reconciliation Professional Learning Project | 52

Agile Schools Network | 53

Special Projects | 53

Field Service | 54

Teacher Welfare

Central Table Bargaining | 56

Local Collective Bargaining | 56

Grievances | 56

Appeals to Alberta School Employee Benefit Plan and Other Insurance Matters | 58

Teacher Welfare Education Program | 59

Teacher Welfare Liaisons | 60

Pensions and Retirement | 61

Retirement Consultants | 61

Field Service | 62

Operations

Human Resources | 64

Document Production and Distribution | 64

Publications | 65

Information and Technology Services | 66

Records Management | 67

Archives | 67

Regulation Compliance/Privacy and CASL (Canadian Anti-spam Legislation) | 68

Building | 68

Funds and Expenditures | 68

Financial Statements

Auditor's Report | 70

Financial Statements | 71



Message from the President

Celebrate our past, advocate for our future.

In 2018, we celebrated 100 years as the unified voice of the teaching profession in Alberta. Our celebrations culminated on the best World Teachers' Day ever, with the dedication of The Garden, a sculpture commemorating the centenary that was installed at the legislature grounds as a gift to the people of Alberta. This sculpture captures the relationship between Alberta's people and public education.

Public education, (which refers to public, separate and francophone schools in our province), serves students from all backgrounds, enabling them to discover and develop their potential so that they can contribute to their communities—local to global—in meaningful ways. Teachers play a pivotal role in public education by supporting students' discovery and development of their gifts and talents. In 2018, the Alberta Teachers' Association affirmed the importance of providing a great school for all through its Face of Education and Pledge for Public Education campaigns, which foreground the diverse needs of Alberta's student population.

Public education is about serving student needs, and teachers whose professional and personal well-being is protected best serve the needs of our students.

Advocacy efforts for the economic well-being of teachers continued in 2018 through representation to the government to resolve the defined benefit (pension) cap issue—for which a resolution was implemented—and through central table and local bargaining. Further, an ad hoc committee, the Committee on Understanding Aggression(s) in Alberta Schools and School Communities, was constituted to better understand teachers' working conditions and any potential effects on teachers' overall personal and professional well-being.

The strength of Alberta's public education system relies on the agility and professionalism of its certificated teachers, from classroom teachers to school leaders to system leaders. We are a unified profession that, even after 100 years, will continue to respond to the changing contexts to ensure that public education in our province remains steadfast.

I want to acknowledge the work of my colleagues on Council for their tireless efforts representing the teachers of this province. The Association is truly the voice of the profession, celebrating our past and advocating for our future.

A handwritten signature in black ink, appearing to read 'Greg Jeffery'.

Greg Jeffery
President



Message from the Executive Secretary

As the Alberta Teachers' Association concludes the 2018 calendar year, it is facing a period of continuing uncertainty.

Contributing to this uncertainty are the economic and fiscal challenges confronting the province, brought into focus by the prospect of a hotly contested provincial election in 2019. While the outcome of this election is uncertain, it will profoundly affect the lives of teachers and future direction of public education. At the same time, the Association is managing continuing implementation of new professional practice standards, ongoing curriculum development and continued bargaining. While all of this is going on, teachers continue their efforts to address student needs in overcrowded and increasingly complex classrooms.

As you read this annual report, you will see evidence of the Association preparing itself to respond to longstanding as well as emerging challenges, based on a strategy consisting of hardening, communication, engagement and action.

The first of these, hardening, involves reviewing the Association's operations to identify opportunities to improve our effectiveness and efficiency. Communication entails determining what the Association's key messages are and how best to reach critical audiences within the profession and beyond. Engagement involves reaching out to and mobilizing our membership. Finally, there is action. The strength of this Association derives from the commitment of each individual member, and you will see evidence of initiatives intended to mobilize the power of the membership.

This report also documents the core work of Association to meet its objects, providing responsive service to members and upholding the public interest in education—none of which would be possible without the continuing commitment of our elected leadership and staff.

As 2018 ends and we look forward to 2019, I am reminded of the lessons we have learned over the past 100 years. Foremost among these is that teachers in Alberta have always encountered challenges and threats and have always persevered and ultimately prospered. The monument on the grounds of the legislature, featured on the cover of this annual report, recalls this proud history and reflects the strength of our commitment—past, present and future—to students, who are the living face of public education.

A handwritten signature in black ink, reading "Dennis Theobald". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dennis Theobald
Executive Secretary

Provincial Executive Council

Table Officers



Greg A Jeffery
President



Jenny L Regal
Vice-President



Jason C Schilling
Vice-President



H Mark Ramsankar
Past President



Dennis E Theobald
Executive Secretary

District Representatives

Calgary City



Heide Doppmeier



Kathy A Hoehn



Kent W Kinsman

Calgary Public Teachers Local No 38,
Calgary Separate School Local No 55

Central East



**Elaine M
Willette-Larsen**

Aspen View Local No 7,
Battle River Local No 32,
Greater St Paul Local No 25,
Lakeland Catholic Separate
Local No 30, Northern
Lights Local No 15, Park
Plains East Local No 31

Calgary District



G Michelle Glavine

Canadian Rockies Local
No 59, Christ the Redeemer
Local No 29, Foothills Local
No 16, Rocky View Local
No 35

Edmonton McMurray



Nancy L Ball

Edmonton Catholic Teachers Local No 54,
Edmonton Public Teachers Local No 37,
Fort McMurray Local No 48



Darrin A Bauer



**Markiana J
Cyncar-Hryschuk**

Edmonton District



Paul A Froese

Elk Island Local No 28,
Elk Island Catholic Teachers
Local No 21, Greater
St Albert Catholic Local
No 23, St Albert Public
Teachers Local No 73,
Sturgeon Local No 27

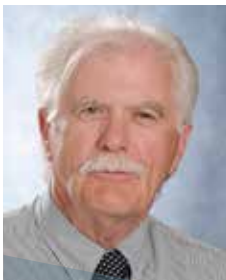
North West



Peter F MacKay

Fort Vermilion Local No 77,
Grande Prairie and District
Catholic Teachers Local
No 42, Greater Peace Local
No 13, High Prairie Local
No 62, Northern Spirit Local
No 6, Northland Local
No 69, Trumpeter Local
No 26

Central



Jere M Geiger

Greater Black Gold Teachers'
Local No 8, St Thomas
Aquinas Teachers' Local
No 45, Timberline Local
No 9, Unité locale
francophone No 24,
Wetaskiwin Local No 18

Central North



Robert Twerdoclib

Evergreen Local No 11,
Evergreen Catholic Local
No 44, Northern Gateway
Local No 43, Parkland
Teachers' Local No 10,
Pembina Hills Local
No 22, Woodland Rivers
Local No 40

Central South



Don M Brookwell

Chinook's Edge Local
No 17, Clearview Teachers
Local No 33, Red Deer
Catholic Local No 80,
Red Deer City Local No 60,
Wolf Creek Local No 3

South East



Heather D McCaig

Grasslands Local No 34,
Medicine Hat Local
No 1, Medicine Hat Catholic
Teachers Local No 39,
Praeliland Local No 36,
Prairie Rose Local No 2,
Three Drums of Wheat
Local No 20

South West



Katherine D Pritchard

Holy Spirit Catholic Local
No 5, Horizon Local No 4,
Lethbridge Public School
Local No 41, Livingstone
Range Local No 14,
Palliser Local No 19,
Westwind Local No 12

Membership

2018
50,364
total membership

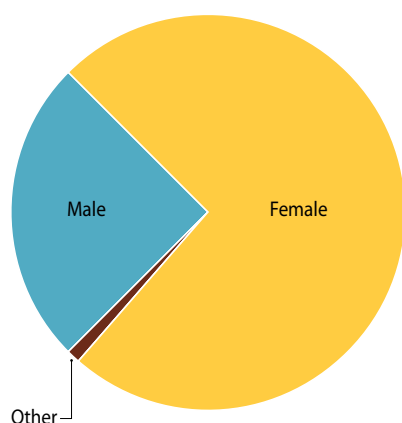


Figure 1. Membership by gender

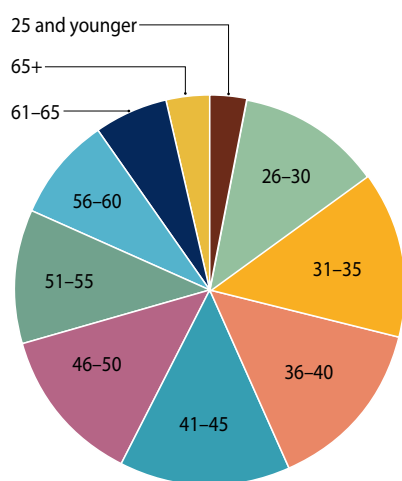


Figure 2. Membership by age

In 2018, the total membership of the Association was more than 50,000. The *Teaching Profession Act* gives certain central office teachers the right to elect active membership, associate membership or nonmembership in the Association. At year-end, 70 per cent of the central office teachers eligible to elect membership were active members, 11 per cent were associate members and 19 per cent were nonmembers.

Detailed membership statistics are provided in the table and graphs below.

Table 1. Membership by Type

	2016	2017	2018
Student	2,354	2,555	2,090
Associate	593	534	510
Active: Leave of Absence	2,117	2,140	2,309
Substitute	6,394	6,100	6,240
Part-Time	4,010	4,041	3,954
Full-Time	33,470	34,446	35,261
TOTALS	48,938	49,816	50,364

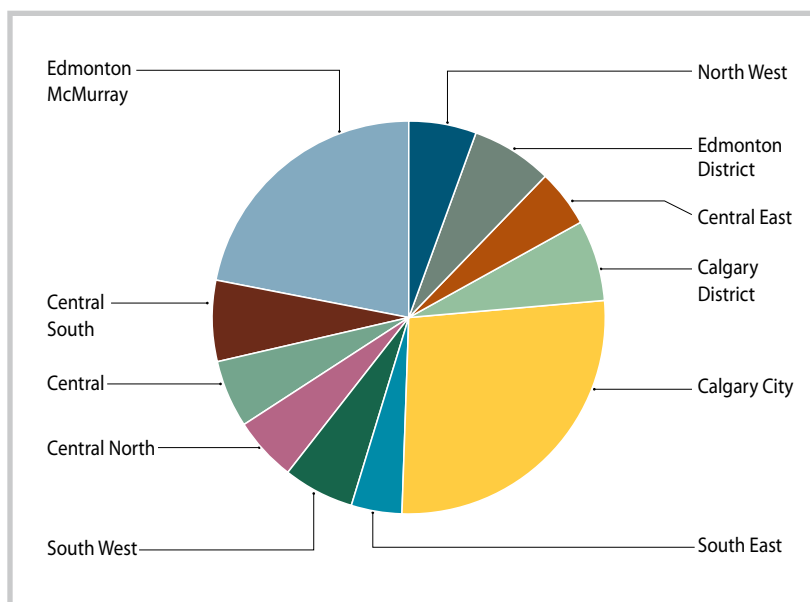


Figure 3. Membership by geographic district

Operating Expenditures by Program Area

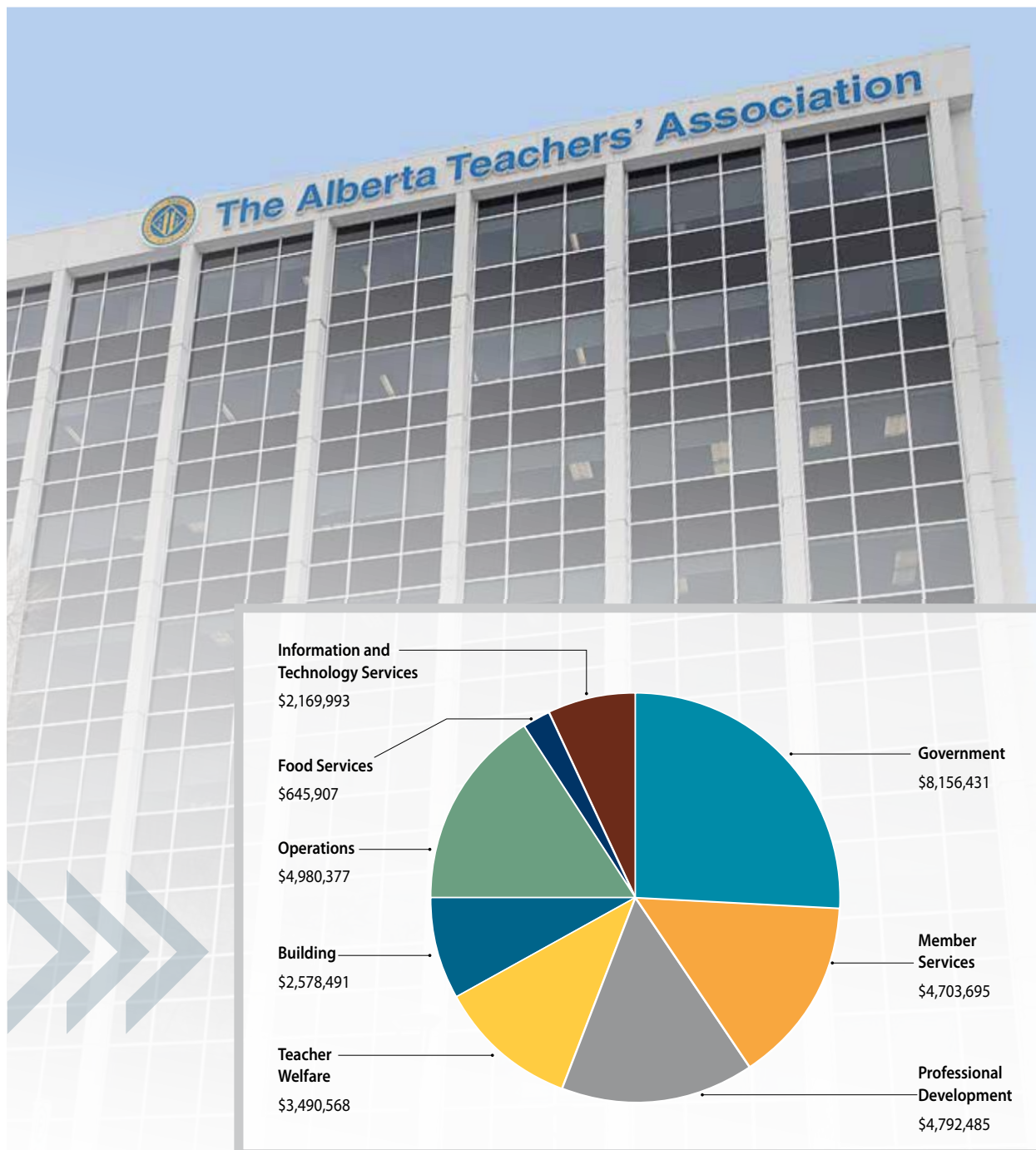


Figure 4. Operating expenditures by program area.

Note: Non-Departmental and Non-Rebatable expenses not included in figures shown.

Association Committee Members

Standing Committees

Central Table Bargaining Committee

Jason Schilling (chair)
Darrin A Bauer
Peter F MacKay
Heather D McCaig
Jenny Regal
Joni A Turville
Sandra L Johnston (secretary)
Debbie McAvoy (administrative secretary)

Communications, Advocacy and Public Education Committee

Markiana J Cyncar-Hryschuk (chair)
Andrea L Berg
Don Brookwell
Julie N Calliou
Savi Houldin
Kent W Kinsman
John C Nedd
Shane J Nizinkevich
Jonathan H Teghtmeyer
Shelley L Magnusson (secretary)
Jen Janzen (administrative secretary)

CTF Committee

Greg Jeffery (chair)
Darrin A Bauer
Don Brookwell
Markiana J Cyncar-Hryschuk
Jere Geiger
Michelle Glavine
Katherine D Pritchard
Mark Ramsankar
Jenny Regal
Jason Schilling
Dennis E Theobald
Robert J Twerdoclib
Elaine M Willette-Larsen
Andrea L Berg (secretary)
Jessica C Grayson (administrative secretary)

Curriculum Committee

Elaine M Willette-Larsen (chair)
Lori M Bell (observer, Alberta Education)
Kevin Bergeron
Kent den Heyer
Ken Der
Heide Doppmeier
Manny Ferreirinha (observer, College of Alberta School Superintendents)
Annie Garneau
Julie A Gummesen
Dan Karas (observer, Alberta Education)
Nancy J Luyckfassel
Peter F MacKay
Philip A McRae
John R Scammell
Kristy E Smith
Lynne V Wiltse
Joni A Turville (secretary)
Cheryl L O'Brien (administrative secretary)

Diversity, Equity and Human Rights Committee

Heather D McCaig (chair)
Jamie Anderson
Amelia A Bird
Richard Butt (University of Lethbridge, Faculty of Education)
Shannon R Dube
Rabih A El-Masri
Kathy Hoehn
Tim Jeffares (Alberta Education)
Anna Kirova (University of Alberta, Faculty of Education)
Joshua T LaFleur
Robert T Mazzotta
Lara S Ripkens
Andrea L Berg (secretary)
Tracey McFeeters (administrative secretary)

Finance Committee

Jason Schilling (chair)
Markiana J Cyncar-Hryschuk
Paul A Froese
Jere Geiger
Michelle Glavine
Mark Ramsankar
Dennis E Theobald

Janice Sledz (secretary)
Caroline Inacio (administrative secretary)

Pension Committee

Robert J Twerdoclib (chair)
Natasha Berry
Ray Buziak
Greg Carabine
Sandra L Johnston
Russell R Keating
Katherine D Pritchard
Chris Gibbon (secretary)
TBA (ARTA Pension Committee chair)
TBA (ATRF Board representative)
Sue Beyer (administrative secretary)

Political Engagement Committee

Heide Doppmeier (chair)
Robert J Twerdoclib (acting chair)
Sara A Collins
Markiana J Cyncar-Hryschuk
Jere Geiger
Shelley L Magnusson
Stephen Merredew
Jessica L Sachs-Cardinal
James M Slattery
Wade B Westworth
Jonathan H Teghtmeyer (secretary)
Kim L Clement (administrative secretary)

Resolutions Committee

Jenny Regal (chair)
Don Brookwell
Katherine D Pritchard
Elaine M Willette-Larsen
Joni A Turville (secretary)
Shelley A Svidal (administrative secretary)

School Administrator Issues and Concerns Committee

Nancy L Ball (chair)
José da Costa (observer, University of Alberta, Faculty of Education)
Shelly L Hamelin
Jeff Johnson
Ronna H Mosher (observer, Werklund School of Education)

Robyn K Ord-Boisvert (observer, Alberta Education)
 Murray P Outtrim
 Dick Richards
 Fitz Sherman
 Mark A Sylvestre (CSL president)
 Dwain Tymchyshyn
 Adriana S Wild
 Elaine M Willette-Larsen (PEC)
 Norman W Yanitski (observer, College of Alberta School Superintendents)
 Konni deGoeij (secretary)
 Lindsay J Yakimyshyn (administrative secretary)

Strategic Planning Group

Paul A Froese (chair)
 Nancy L Ball
 Lisa M Everitt
 Craig M Findlay
 Eve Godin
 Greg Jeffery
 Jonathan P Sharek
 Dennis E Theobald
 Philip A McRae (secretary)
 Shelley A Svidal (administrative secretary)

Substitute Teachers Committee

Kent W Kinsman (chair)
 Cynthia D Beasley
 Sam C Cheng
 Craig P DeJong
 Chantal S Malette
 Steven J Navratil
 Judy M Smallwood
 Keith W Hadden (secretary)
 Melody Osterhout (administrative secretary)

Table Officers Committee

Greg Jeffery (chair)
 Mark Ramsankar
 Jenny Regal
 Jason Schilling
 Dennis E Theobald
 Brian J Andrais (secretary)
 Audrey Dutka (administrative secretary)

Teacher Education and Certification Committee

Jere Geiger (chair)
 Arief Ebrahim
 Alysha D Grosky
 Christine K McCuaig
 Cassandra Bollinger (Mount Royal University)

Robin M Bright (University of Lethbridge, Faculty of Education)
 Amy M Burns (Werklund School of Education)
 Martine Cavanagh (University of Alberta, Campus Saint-Jean)
 Lloyd Den Boer (The King's University)
 Bill Dunn (University of Alberta, Faculty of Education)
 Susan M Knechtel
 Heather M Provencher (Ambrose University)
 Edgar T Schmidt (Concordia University of Edmonton)
 Carmen M Somers (Alberta Education)
 Nancy L Ball
 Monique A Gravel
 Mark D Swanson (secretary)
 Cynthia Yacey (CAFEC chair)
 Rania Eshak (CSJAFEC chair)
 Shane Little (EAFEC chair)
 Daphne Sander (LAFEC chair)
 TBA (University of Alberta student)
 TBA (St Mary's University)
 TBA (University of Calgary student)
 TBA (Advanced Education)
 Tracey McFeeters (administrative secretary)

Teacher Welfare Services Committee

Darrin A Bauer (chair)
 Evelyn S Chan
 Michael F Doll
 Michelle Glavine
 Murray Lalonde
 Scott J Onuczko
 David J Ripkens
 Hal Soby
 Monique S Wilson
 Sandra L Johnston (secretary)
 Debbie McAvoy (administrative secretary)

Well-Being of Children and Youth Committee

Kathy Hoehn (chair)
 Elliott C Bessey
 Don Brookwell
 Mary Frances Fitzgerald
 Kim Reck
 Dave Matson (secretary)
 Audrey Dutka (administrative secretary)

Professional Conduct and Practice

Professional Conduct Appeal Committee

Brenton J Baum (chair)
 Trevor J Smith (vice-chair)
 Eric E Frederick
 Cassandra J Jager
 Vance Coulas (public member)
 Ruth E Kuik (alternate)
 Chris McCullough (alternate)
 Leslie A Kaun (administrative secretary)

Professional Conduct Committee

Sharalynn Anderson
 Lori S Arksey
 Melissa J Bruins
 Stephani E Clements
 Craig P DeJong
 Alysha D Grosky
 Bart Heine
 Jonathan A Hemphill
 Dan Jackson
 Rick Kremp
 Murray Lalonde
 Carmen A Larsen
 Brenna A Liddell
 Wendy M Maltais
 Richard W McAdie
 Don McLaughlin
 Nelson D Moulton
 Brenda L Parker
 Heather J Quinn
 Diane M Sellars-Myshchysyn
 Fitz Sherman
 Lori A Szmul
 Brice J Unland
 Sheila L Fraser (alternate)
 Murray P Outtrim (alternate)
 Wade B Westworth (alternate)
 Abisola Adesanya (public member)
 Ismat Bandali (public member)
 Barrie Chivers (public member)
 Leslie A Kaun (administrative secretary)

Professional Conduct Complainant Appeal Committee

Wayne M Prokopiw (chair)
 Valerie A Ling (vice-chair)
 Todd A Eistetter (alternate)
 Nicole A French-Gillies (alternate)

Jillian Williamson (public member)
Leslie A Kaun (administrative secretary)

Professional Practice Appeal Committee

Maureen H Ference
Greg Carabine
Noreen C Holt
Allison E McCaffrey
Kristy E Smith
TBA (public member)
Leslie A Kaun (administrative secretary)

Professional Practice Complainant Appeal Committee

Darryl K Christensen
Steven P Kaplan
Daryl M Chichak
Chris Taylor
William S White
Leslie A Kaun (administrative secretary)

Professional Practice Review Committee

Corey R Haley
Murray J Marran
Kelly Thomas
Norm Dargis
Chantal S Malette
Kelly W Aleman
Sherry K Constantin
David E Cracknell
Andrew D Finlay
Tabatha Hart
Sara N Lambert
Christine Pastega
Kevin C Pizzey
Vanda L Ruflin
William Farr
Naeem Ladhani
Sheri Young
Leslie A Kaun (administrative secretary)

Ad Hoc

Committee on ATA 100th Anniversary Planning

Greg Jeffery (chair)
Andrea L Berg
Jere Geiger
Margaret Shane
Dennis E Theobald (secretary)
Jessica Grayson (administrative secretary)

Committee on Convention Review

Elaine M Willette-Larsen (chair)
Andrea L Craigie
Timothy C Johnson
Allison E McCaffrey
Mark D Swanson
David D Teasdale
Robert J Twerdoclib
Dan Grassick (secretary)
Tracey McFeeters (administrative secretary)

Committee on First Nations, Métis and Inuit Education

Lloyd G Bloomfield (chair)
Rhonda L Eidem
Deborah K Lloyd
Peter F MacKay
Melissa Purcell
Christopher F Scout
Patrick W Loyer (secretary)
Jessica Grayson (administrative secretary)

Committee on the Renovation and Expansion of Barnett House

Paul A Froese (chair)
Darrin A Bauer
Marvin Bushie
Kathy Hoehn
Jason Schilling
Janice Sledz
Dennis E Theobald (secretary)
Jeffrey Loke (administrative secretary)

Committee on Understanding Aggression(s) in Alberta Schools and School Communities

Greg Jeffery (chair)
Jennifer A Allen
Nancy L Ball
Don Brookwell

Lisa M Everitt
Anne-Marie E Huizing
Diane M Sellars-Myshchysyn
Carmen D Steinburg
Kevin S Wood
Robert T Mazzotta (secretary)
Shelley A Svidal (administrative secretary)

Governance Review Steering Committee

Mark Ramsankar (chair)
Kent W Kinsman
Jenny Regal
Dennis E Theobald
Robert J Twerdoclib
Elaine M Willette-Larsen
Lindsay J Yakimyshyn (administrative secretary)

Other ATA-Supported Bodies

Advisory Committee on Teacher Education

Dennis E Theobald (chair)
Monique A Gravel (secretary)
Tracey McFeeters (administrative secretary)

Alberta Advisory Committee for Educational Studies

Lori M Cooper
Philip A McRae
Jessica Grayson (program administrator)

ATA Educational Trust, Board of Trustees

Don McLaughlin (chair)
Maxine M Anderson (Alberta Retired Teachers' Association)
Raiven Hansen-Downs (parent)
Nancy J Luyckfassel
Rae Molzan
Nicole M Mooney
Missy Steeves
Jessica Grayson (Trust administrator)

Cooperative Committee on Research in Teacher Education

Jere Geiger (chair)
Karen Andrews (Alberta Education)
Thelma Gunn (University of Lethbridge, Faculty of Education)
Carla Peck (University of Alberta, Faculty of Education)
Martine Pellerin (University of Alberta, Campus Saint-Jean)
Sylvie Roy (Werklund School of Education)
Philip A McRae (secretary)
TBA (Advanced Education)
TBA (College of Alberta School Superintendents)
Lindsay J Yakimyshyn (administrative secretary)

Membership Eligibility Board

Greg Jeffery (chair)
Ian P Baxter

Susan E Coveyduck
Michael F Doll
Doug Gleddie
Nancy C Grigg
Darren Lund
Nancy J Luyckfassel (secretary)

Membership Eligibility Committee

Nancy J Luyckfassel (chair)
Chris Mattatall (University of Lethbridge, Faculty of Education)
Moni Riez
Susan M Knechtel (secretary)

Returning Officers

Todd A Eistetter
Robert T Mazzotta

Teacher Qualifications Committee

Sean D Brown (chair)
James E Brandon (Werklund School of Education)
Bill Dunn (University of Alberta, Faculty of Education)
Nicole A French-Gillies
Chris Mattatall (University of Lethbridge, Faculty of Education)
John A Pearce
Carmen M Somers (Alberta Education)
Susan M Knechtel (secretary)
Lesley A Smith (administrative secretary)

Teacher Salary Qualifications Board

Greg Jeffery (chair)
Wendy Boje (Alberta Education)
Dianne J Dodsworth (Werklund School of Education)
Maryanne Doherty (University of Alberta, Faculty of Education)
Craig Loewen (University of Lethbridge, Faculty of Education)
Mark Ramsankar
Lorraine M Stewart (Alberta School Boards Association)
Tash Taylor (Alberta School Boards Association)
Michael E Walter (Alberta Education)
Dennis E Theobald (secretary)
Sudeep Dua (administrative secretary)

Awards

Fellowships and Scholarships

Honorary Membership

The Association's highest award, this category of membership is reserved for members of the Association or other persons who have given meritorious service to the teaching profession or to the advancement of education.

Carol D Henderson

Public Education Award

The Public Education Award is occasionally offered to an individual or group not involved in teaching or education that has given outstanding support to public education in Alberta.

Canadian Mental Health Association, Alberta Division

Educational Research Award

Laurent Cammarata (University of Alberta, Campus Saint-Jean)

Local Public Relations Awards

Edmonton Catholic Teachers Local No 54

Local Political Engagement Award

Westwind Local No 12

Diversity, Equity and Human Rights Award

Pembina Hills Local No 22

Doctoral Fellowships

Jonathan Mauro
Barbara O'Connor

Nadene M Thomas Graduate Research Bursary

Ania Ossowska

John Mazurek Memorial–Morgex Insurance Scholarship

Not awarded

University of Alberta Milton Ezra Lazerte Gold Medal

Sara Bigam

University of Alberta Campus Saint-Jean Marie-Louise Brugeyroux Gold Medal in Education

Marilou Gariepy

University of Calgary Clarence Sansom Gold Medal in Education

Carson Reveen

University of Lethbridge William Aberhart Gold Medal in Education

Michele Loman

GOVERNMENT

GOVERNMENT

The work of the Government program area involves the coordination and supervision of all aspects of Association activity. A major function is the advocacy of Association policy to the provincial government and its departments, school trustees, and organizations with educational interests.

Governance

The business of the Association is transacted by an executive committee, known as the Provincial Executive Council, which is composed of five table officers and 15 district representatives. Council oversees the implementation of policy, formulates interim policy, interprets the application of policy, and guides staff and committees in areas in which there is no policy. Council establishes guidelines for the general operation of the Association and directs the process that staff follow in developing and implementing programs. In addition to considering program reports, recommendations from committees and reports from representatives and staff, Council deals with issues and concerns directed to it by staff and members. Council is responsible for receiving, reviewing and, if necessary, appealing decisions of the Professional Conduct Committee. Developing the annual budget and proposed program prognoses and considering resolutions for the Annual Representative Assembly occupy a significant amount of Council's time.

The president is the official spokesperson and chief representative of the Association and is chair of the Council and of other designated committees. The president, two vice-presidents, the past president and the executive secretary form the Table Officers Committee. This committee acts on matters referred to it by Council, takes action in response to emergent issues or when time is of the essence, and deals with administrative matters delegated to it by Council. Administrative matters included authorizing representations and delegations and ratifying, on behalf of Council, local fees and the constitutions of specialist councils, convention associations and locals. The committee oversees Summer Conference, the Local Presidents' Meetings, and the annual June and September planning meetings. It reviews new and revised legislation and regulations dealing with education in Alberta.

Table officers represent the Association in formal meetings with the government and other organizations. Table officers are also responsible for ensuring appropriate Association representation on government committees, recommending to Council the terms of reference for and membership on Association committees and task forces, and arranging opportunities to discuss issues relating to public education with representatives of major political parties and interest groups. The table officers also constitute the Steering Committee for the Annual Representative Assembly.

Annual Representative Assembly

The Annual Representative Assembly is the major legislative event in the Association calendar. Each local is represented according to population (with a minimum of two delegates). The Assembly is responsible for establishing the Association's policy, budget and fees.

The 101st Annual Representative Assembly was held in Calgary on 2018 05 18–21. The Assembly was attended by 421 delegates from 55 locals, two representatives from the Alberta Retired Teachers' Association Special Local No 1, one student local observer, four specialist council observers, members of Provincial Executive Council, staff and invited guests.

The Assembly dealt with 289 resolutions, approving 263 and defeating 15. Seven resolutions were declared as "action taken," and one resolution was referred for study and report. Two resolutions on which Council had taken action were not moved, and one resolution was not voted on.

In addition to debating resolutions, delegates received the *Annual Report of the Association* (which included the auditor's report and financial statements for 2016/17), and heard reports from President G A Jeffery and Executive Secretary D E Theobald.

Summer Conference

Summer Conference, the premier training event for Association members, was first held in 1949 in Banff. The 2018 iteration of Summer Conference, held in August at the Banff Centre for Arts and Creativity, was attended by 381 delegates. J A Turville served as director of the conference.

Fourteen programs, including a pilot Strategic Leadership Seminar, were offered at Summer Conference.

Local Association Programs

- The Initiatives in Leadership Course is designed for members interested in learning about leadership opportunities in their professional Association and developing skills in communication, decision making, goal setting, planning, problem solving and team building. P A McRae served as director.
- The Introduction to Teacher Welfare Course is designed to introduce teachers to the collective bargaining process. Participants received an introduction to the services provided by the Teacher Welfare program area, types and styles of negotiation, and the duty of fair representation and accounts. Participants also took part in a bargaining simulation exercise. S D Brown served as director.
- The Local Political Engagement Officers' Seminar offers local political engagement officers leadership development to enhance political awareness, plan political engagement activities and develop skills for advocacy. J H Teghtmeyer served as director of the seminar.
- The Local Presidents' Seminar allows local presidents to review issues facing the Association, meet with members of Council, share information about local initiatives and examine the local president's role. R T Mazzotta served as director.
- Local Program Course is designed for school representatives and those new to the local executive. Sessions focused on roles and responsibilities, the skills needed to be an effective leader within a local association, and the skills necessary to maintain professional responsibilities while handling member concerns and acting as a teacher representative. A M Gillis and D J Matson served as directors.
- The Professional Development Course supports local professional development (PD) committee chairs in planning, implementing and evaluating local PD programs. Participants reviewed the Association's policy and position paper on PD; discussed the importance of advocating for PD at the school jurisdiction and local levels; built connections between school-based PD, conventions and specialist councils; explored the use of recent Association research documents in planning, leading and evaluating PD; examined strategic planning models for PD committees; and considered such topics as professional growth planning, digital reporting and the curriculum redesign process. M A Gravel and N J Luyckfassel served as directors.
- The Teacher Welfare Course is designed for teachers who are members of a local Teacher Welfare Committee and who have previously bargained with a board. Sessions explored a refined model of negotiation theory, analysis of data, preparation of collective agreement language and costing to foster the bargaining skills necessary to conduct negotiations on behalf of teachers. F H Kreiner served as director.

Convention Association and Specialist Council Programs

- The Convention Seminar provided new members of convention association executive committees and boards with the opportunity to discuss the history, purpose and outcomes of teachers' conventions; share program planning and communication strategies; and deepen understanding of Association requirements regarding conventions. D R Grassick served as director.

52 ««

of the 55 local
associations were
represented at
the 2018 Summer
Conference
local association
programs.

- The Professional Development Facilitators Seminar was held in conjunction with the Professional Development Course. PD facilitators reviewed the handbook and procedures on their role, collaborated on promotional material that highlights the services that the facilitators provide, and developed strategies to support PD leaders in their local context. M D Swanson served as director.
- The Specialist Council Presidents and Conference Directors Seminars are designed to develop specialist council presidents' and conference directors' leadership and organizational skills. The seminars consisted of joint sessions, including breakout sessions for the two groups and sessions held in conjunction with other courses and seminars. Addressed in these sessions were such topics as peerleadership, meeting etiquette, use of technology in event administration, strategic planning, financial planning and the implications of privacy legislation for councils. G R Schreiber and J B Johnson served as directors.

Association Corps Programs

- The Retirement Consultants' Seminar reviewed consultant roles and responsibilities, and included presentations on benefits after retirement, pension promises, registered retirement savings plans and retirement financial plans. The Alberta Teachers' Retirement Fund presented on pension matters and steps to retirement. C M Gibbon served as director.

Table 2. Participation in Local Association Programs at Summer Conference

Course	Number of Local Participants	Number of Locals Represented
<i>Local Association Programs</i>		
Initiatives in Leadership Course	36	30
Introduction to Teacher Welfare Course	39	26
Local Political Engagement Officers' Seminar	29	27
Local Presidents' Seminar	47	47
Local Program Course	39	28
Professional Development Course	36	30
Teacher Welfare Course	66	39

Table 3. Participation in Other Programs and Seminars at Summer Conference

Course	Number of Participants (not including PEC)
<i>Convention Association and Specialist Council Programs</i>	
Convention Seminar	18
Professional Development Facilitators Seminar	7
Specialist Council Presidents and Conference Directors Seminars	15
<i>Association Corps Programs</i>	
Retirement Consultants' Seminar	7
Teacher Welfare Liaisons' Seminar	5
<i>Invitational Seminars</i>	
Strategic Leadership Seminar	16
Education Decision Makers' Seminar	15

- The Teacher Welfare Liaisons' Seminar offered presentations on arbitration and duty of fair representation, collective agreement construction, and discipline and the Code of Professional Conduct. Consultants also participated in a book study on the history of the Association and had the opportunity to participate in joint bargaining simulations. L M Everitt served as director.

Invitational Seminars

- The Strategic Leadership Seminar, an invitational seminar that was piloted in 2018, provided an opportunity to engage in strategic thinking in particular relation to the global influences impacting public education. The seminar also aimed to build leadership capacity and, thereby, contribute to strategic planning within locals and subgroups. J-C Couture served as director.
- The Education Decision Makers' Seminar allowed participants to attend the opening session of Summer Conference, hear Association staff present on a variety of topics, and discuss matters of interest in a Questions and Answers session with the Association's executive secretary and president. Attendees were six members of the legislative assembly, three trustees, three public advocates, one reporter and one blogger. J H Tegtmeyer served as director.

In addition to the programs and seminars, the following activities were held at Summer Conference in 2018:

- Sessions on building leadership capacity included a discussion panel featuring L Booi and R Cobb on engaging critical thinking and considering future actions.
- The Women's Leadership Breakfast was attended by 265 participants. Keynote speaker S Magnusson presented on leadership challenges and opportunities facing women in education, and how gender plays a role in organizational and personal advancement.
- A bargaining meeting provided an update from the Central Table Bargaining Committee on preparation for central table bargaining and bargaining goals.

Local Presidents' Meetings

In 2018, meetings of local presidents were convened on three occasions.

Participants from 54 of the Association's 55 local associations and one participant from the Alberta Retired Teachers' Association (ARTA) Special Local No 1 attended the meeting that was held 2018 02 09–10 in Edmonton. The meeting included a provincial update; a general session, which featured a bargaining update and question period; presentations from Alberta Party leadership candidates R Fraser, K Levis and S Mandel; a round-table discussion; an information session that focused on the Task Force on the School Representation Education Program and Summer Conference; and a presentation of the proposed budget for 2018/19. The meeting also allowed local presidents to meet with their district representatives based on their geographic districts. Following the conclusion of the meeting's agenda, local presidents of the Catholic locals had an opportunity to meet.

Participants from 52 of the 55 local associations attended the meeting of local presidents held on 2018 05 18 in Calgary, in advance of the 101st Annual Representative Assembly. The meeting allowed for review of new resolutions from Provincial Executive Council, as well as the opportunity to discuss such matters as other resolutions, local issues and concerns, the classroom improvement fund, and the banquet in celebration of the Association's centenary.

Fifty-four of the 55 local associations, as well as ARTA Special Local No 1, were represented at the meeting of local presidents held on 2018 10 26–27 in Edmonton. The meeting included an address from the president; a provincial update; a general session,

which featured information on election readiness and the Face of Education and Pledge for Public Education campaigns; the local presidents' political readiness action plans; a round-table discussion; and an information session on Association policy review. The meeting also allowed local presidents to attend an issues session of their choice and to meet with their district representatives based on their geographic districts.

»»145

new requests for investigations of possible unprofessional conduct were received in 2018 (95 in 2017).

Professional Conduct

One hundred forty-five new requests for investigations of possible unprofessional conduct were received in 2018 (95 in 2017). Seventy investigations were completed, 11 were cancelled when the complainants withdrew the request, and one was discontinued when investigation revealed a lack of jurisdiction. Sufficient evidence to warrant hearings was found in 17 cases. An additional 16 cases were deemed suitable for handling by means of the Invitation process. One hundred twenty-six investigations were under way at year-end.

Thirteen hearings were conducted in 2018 by separate hearing committees of three to five persons drawn from the Professional Conduct Committee. Thirteen members were found guilty on 43 counts of unprofessional conduct. Table 4 shows the nature of the offences, and Table 5 summarizes the penalties imposed. Six Invitations were held in 2018, all of which resolved the matter to the satisfaction of the Association. Eleven Invitation cases were pending resolution at year-end.

Either a member who has been the subject of an investigation or Provincial Executive Council may appeal the outcome of a hearing to the Professional Conduct Appeal Committee, a group composed of four Association members and one public member. One appeal was received in late 2017 and another in 2018. Both appeals were heard in 2018.

A complainant dissatisfied with a decision that no hearing is warranted may appeal that decision to the Complainant Appeal Committee (made up of two Association members and one public member), which may order a hearing. In 2018, three appeals were received and six were heard. In each case that was heard, the committee concurred that a hearing of the Professional Conduct Committee was not warranted.

A training session for members involved in the administration of professional discipline was held in October. A L Berg, L M Everitt, C M Gibbon, S Magnusson, C W Schoffer and J H Tegtmeyer served as secretaries to the hearing and appeal committees, and L A Kaun and S Dua were recorders. Legal counsel was provided by J T Casey, QC, K Haymond and A Akgungor of Field LLP, and by R W Rand, QC, of Rand Kiss Turner LLP.

Table 4. Unprofessional Conduct Convictions in 2018

Nature of Offence	Frequency*
Conduct Judged Unprofessional	
—in relation to students	21
—in relation to school authorities	1
—in relation to colleagues	4
—in relation to the profession	14
Conviction on an Indictable Offence	2
Conviction on Other Criminal Charges	1
* Some cases involved multiple charges. Thirteen members were found guilty of unprofessional conduct.	

Table 5. Unprofessional Conduct Penalties Imposed in 2018

Type of Penalty	Frequency*
Reprimand (Oral)	1
Reprimand (Written)	3
Severe Reprimand (Written)	5
Fine	5
Suspension of Certificate	2
Cancellation of Certificate	3
Suspension from the Association	2
Expulsion from the Association	3
* Some cases involved multiple charges, multiple penalties or both. Thirteen members were penalized for unprofessional conduct.	

Professional Practice Review

The Association assumed responsibility for the practice review process in September 2009. In 2018, no requests for a hearing were received. An orientation session for members of the three committees was held in October.

The Professional Practice Review Committee (PPRC) consists of at least seven Association appointees and three members of the public. Each time the executive secretary or the Complainant Appeal Committee directs that a hearing be held into the professional competence of a teacher, five members of the PPRC are selected to constitute a hearing committee. The second committee, the Professional Practice Complainant Appeal Committee (PPCAC), consists of between two and four Association appointees and one member of the public. The purpose of the PPCAC is to hear appeals from complainants in the event that a superintendent, after investigating the competence of a teacher, concludes that a hearing before the PPRC is unwarranted. The third committee, the Professional Practice Appeal Committee (PPAC), consists of between three and five Association appointees and one public member. The purpose of the PPAC is to hear appeals concerning a finding or order of a hearing committee. Appeals may be initiated by the investigated teacher, the superintendent or Provincial Executive Council.

Legislation

The following bills with implications for the Association or for public education were passed by the Legislative Assembly of Alberta in 2018.

Bill 16—*Election Finances and Contributions Disclosure Statutes Amendment Act, 2018*

Sponsored by Minister Responsible for Democratic Renewal C Gray, Bill 16, *Election Finances and Contributions Disclosure Statutes Amendment Act, 2018*, guarantees a level playing field by ensuring that associated parties cannot circumvent the statutory spending limit for election expenses. The act also increases transparency by enhancing reporting requirements.

Bill 23—*An Act to Renew Local Democracy in Alberta*

Introduced by Municipal Affairs Minister S Anderson, Bill 23, *An Act to Renew Local Democracy in Alberta*, updates and changes the existing act that governs elections for municipalities, school boards, Métis Settlements and irrigation districts. It gives responsibility to the Alberta election commissioner to investigate, prosecute and enforce rules related to campaign finance and third-party advertising. General administration of local elections would be left to each jurisdiction.

Also in 2018, Order in Council (OC 331/2018) was adopted, making the *Teachers' Pension Plans and Legislative Provisions (2018) Amendment Regulation*. The regulation overturned a 23-year-old regulation that restricted the total amount of annual pension that could be paid out, which affected teachers retiring with a five-year average salary greater than approximately \$103,000. Teachers earning this amount or higher ended up paying for a pension benefit they were not receiving. The Association had advocated for this amendment for many years and, after the Association and the Alberta Teachers' Retirement Fund (ATRF) had engaged in many discussions with three ministers of education over seven years, Minister of Education D Eggen implemented a resolution to the issue. On a go-forward basis effective 2019 01 01, the ATRF will adjust the pension amount of the approximately 900 impacted retired members to the level it would have been without the reduction, including cost of living allowance (COLA) calculated from their pension commencement up to the present. This revised pension amount, including COLA, will be paid going forward.

Public Assurance

In part, public assurance in the education system is established through trust in the teaching profession, and the ability of schools and classrooms to respond to the increasing complexity and diversity of the student population. In 2018, the Association advocated for the development of a robust public assurance framework to replace old accountability structures through its representation on Alberta Education's System Excellence Advisory Committee (SEAC) and Assurance Review Working Group.

System Excellence Advisory Committee

The SEAC, chaired by the deputy minister of education, is a forum to provide strategic advice to the deputy minister regarding K-12 system improvement initiatives identified by Alberta Education and future directions for providing public assurance in the K-12 education system.

The SEAC further approved the following two strategic considerations in relation to the development of a new model of public assurance for the Alberta education system: (1) explore with education partners the development of a systemwide plan focused on enhancing assessment capacity at all levels of the education system and (2) consult with the education partners who have primary assurance responsibility in education about the creation of an advisory council (committee) on public assurance, chaired by Alberta Education and aligned to the SEAC.

The Association is one of many key stakeholder groups from Alberta represented on the SEAC, as the committee represents a collaborative effort to ensure the quality of Alberta's education system.

Assurance Review Working Group

The Association also participated in the Assurance Review Working Group, established by Alberta Education to provide support to the SEAC. In 2018, the group worked to develop key considerations and advice for the deputy minister of education related to assurance in Alberta's K-12 education system.

At its meetings across the fall and winter of 2018, the group completed a draft Framework for Public Assurance in K-12 Education as a foundation for public assurance in Alberta's education system. In addition, the group supported a plan for continuing ministry dialogue with key assurance providers to share more broadly the draft framework and to gain insight into key matters connected to enhancing public assurance in Alberta.

The assurance working group consisted of over 17 representatives of education stakeholders, including the Association.

Representation to the Government of Alberta and Other Political Bodies

The Association advocated on behalf of teachers and addressed issues of interest to the teaching profession with government officials, including the minister of education. Matters addressed in 2018 include class size; aggression in the classroom; the rollout of the Leadership Quality Standard; the Association's role governing the profession; the implementation of the new K-4 curriculum; the defined benefit (pension) cap; the public education monument, which recognizes the 100th anniversary of the Association; bargaining and related matters; and the unification of the profession, including superintendents, under the Association.

Liaison with Alberta Organizations

Table officers are responsible for maintaining contact with other Alberta organizations. They fulfill this obligation by meeting with representatives of these organizations, attending their annual meetings, writing to them about specific issues and meeting with them informally as occasions arise. These organizations include the Alberta School Boards Association, the Public School Boards' Association of Alberta, the Alberta Catholic School Trustees' Association, the College of Alberta School Superintendents, the Alberta School Councils' Association, the Alberta Federation of Labour, the Alberta Union of Provincial Employees and United Nurses of Alberta.

In addition, the Association was represented on several provincial bodies, including Alberta Education committees, the Education Society, the Alberta Assessment Consortium, the Aspen Foundation for Labour Education, Friends of Medicare, the Job Safety Skills Society, the Parkland Institute, Public Interest Alberta, and the Society for Safe and Caring Schools and Communities.

Liaison with Canadian Educational Organizations

The Association maintains contact with educational organizations outside of Alberta by sending representatives to their annual conferences, subscribing to their publications and maintaining informal contacts with their leaders. In 2018, Association representatives attended the Western Staff Development conference; the Canadian Association for the Practical Study of Law in Education conference; the Canadian Educational Press Association conference; the Canadian Association of Principals conference; the Canadian Education Sector Pension conference; and the Canadian Teachers' Federation forum, Women's Symposium and National Staff Meeting.

Canadian Teachers' Federation

The Association is a member organization of the Canadian Teachers' Federation (CTF).

In 2018, the Association was represented nationally on one CTF committee: E M Willette-Larsen was appointed to the Advisory Committee on the Status of Women.

The Association hosted the 98th Annual General Meeting (AGM) of the CTF. H M Ramsankar, CTF president and Association past president, welcomed delegates to the AGM, held 2018 07 11–13 in Edmonton. At the AGM, the Ontario Secondary School Teachers' Federation returned as a CTF member organization and, for the first time in CTF's 98-year history, a teacher-leader from the Prince Edward Island Teachers' Federation was acclaimed president-designate. In addition, delegates engaged in discussions and attended a variety of concurrent sessions on the theme "Safe and Caring Schools"; set a budget for the coming year; contributed to the Strategic Goals Input Session; named an unopposed president-designate, four vice-presidents and a CTF candidate to the Education International Executive Board; affirmed a slate of officers for the coming year; and recognized the CTF 2018 award recipients, who had made great contributions to education in Canada. G R Thomas, former executive secretary of the Association, received a Special Recognition Award, and Wilson Bearhead, an Elder for Elk Island Public Schools Regional Division No 14, received the Indigenous Elder Award.

International Cooperation

The Association contributes to international cooperation primarily by participating in programs operated by the Canadian Teachers' Federation (CTF). CTF's Project Overseas is the largest component of the Association's International Cooperation Program. In 2018, approximately 64 per cent of the Association's International Cooperation funds were earmarked for CTF initiatives, while 36 per cent of funds were allotted to Alberta-based international cooperation initiatives, as well as to the organization of a debrief day for outgoing participants.

The Association sent 10 teachers overseas under the 2018 Project Overseas banner. Along with 44 other Canadians, these teachers worked on 12 teams in 9 host countries. Under the direction of project coordinator J Rosvold, four Alberta teachers also participated in the ATA Masulita, Uganda Professional Development Project. Due to the devastation caused by Hurricane Maria, the ATA International Cooperation Dominica Project, under the direction of M Hollingsworth, was put on hold for 2018. Work was under way to continue the project in 2019. Finally, four Alberta teachers participated in the new pilot program to support education needs in Nicaragua, for which the Association worked in cooperation with Change for Children.

The Association also contributes financial and personnel support to overseas teacher organizations. In 2018, the Association, in collaboration with the CTF, supported the following:

- The Canadian Organization for Development through Education (CODE)
- Palliser Local No 19, in its technology enhancement program in the Commonwealth of Dominica
- CoDevelopment Canada
- Tools for Schools, Africa Foundation
- The Lantern Fund, a professional development initiative of Canadian Women for Women in Afghanistan (CW4WA)

The seventh ATA International Cooperation Debrief Day was held in December. The Association's international officer, A L Berg, with the assistance of Alberta Council for Global Cooperation program director L Ettarh, facilitated the event. The event was attended by 14 teachers, all of whom had participated in an Association-funded overseas activity the previous summer. Participants shared their experiences with colleagues, provided feedback on all phases of their experience and participated in a workshop about integrating international experiences into their Alberta classrooms.

The Association also engages in boundary-crossing collaborative inquiry through its international partnerships. In 2018, the Association commenced three-year international research partnerships with Finland (FINAL) and Iceland (ALICE). The Alberta partner schools for FINAL and ALICE travelled to Helsinki, Finland, and Reykjavik, Iceland, respectively, to engage in multiple school visits and collaborative action research planning. Work is also under way on continuing an international research partnership with New Zealand. These international research partnerships aim to build the capacity for the Association's efforts to advocate for schools and lead educational change and development with teachers, school leaders and students developing new networks of learning.

Support for Special Projects and Initiatives

The Association periodically receives requests to fund or support special projects initiated by other organizations. Such requests are placed before the Table Officers Committee, which, in turn, recommends appropriate action to Provincial Executive Council.

In 2018, the Association

- provided financial contributions to the Alberta Division of the Canadian Mental Health Association, Canada Without Poverty, Friends of Medicare, MediaSmarts and the Parkland Institute;
- provided in-kind support to the Alberta Assessment Consortium, Alberta SOGI 1 2 3, the Center on Media and Child Health board (Boston Children's Hospital, Harvard Medical School and School of Public Health), and the Society for Safe and Caring Schools and Communities; and
- provided financial and in-kind support to the Alberta Advisory Committee for Educational Studies, the Aspen Foundation for Labour Education, CIVIX, Public Interest Alberta and the United Way.

Further, the Association is a community partner in Parkland Institute's project funded by the Social Sciences and Humanities Research Council of Canada entitled Mapping the Power of the Carbon-Extractive Corporate Resource Sector, which undertook

- a systematic mapping of how the carbon-extractive industry is organized;
- analysis of the sector's influence on public debates and policy making;
- case studies of contentious "flashpoints," including the expansion or development of new mines, pipelines or export facilities; and
- development of an open-source, publicly accessible corporate database and training program for citizens and civil society groups.

International Education Exchange Programs

In 2018, the Association continued to operate the International Education Exchange Programs, which consisted of reciprocal student exchange (short- and long-term) and teacher exchange (short- and long-term), until June. On 2018 07 01, International Education Services at Alberta Education assumed operations of the Student Exchange Program. Under contract with Alberta Education, the Association maintained operations of the Educator Exchange Programs (EEP), which consist of reciprocal teacher exchanges (short- and long-term).

In 2018/19, 24 teachers participated in year-long exchanges with different regions in Australia. Participation in short-term exchanges has increased significantly, with 47 exchanges with Germany, Iceland, South Korea and Spain (see Figure 5).

In addition, EEP introduced new short-term exchange programs with Australia, Iceland and South Korea. The new Australian short-term teacher pairing focuses on

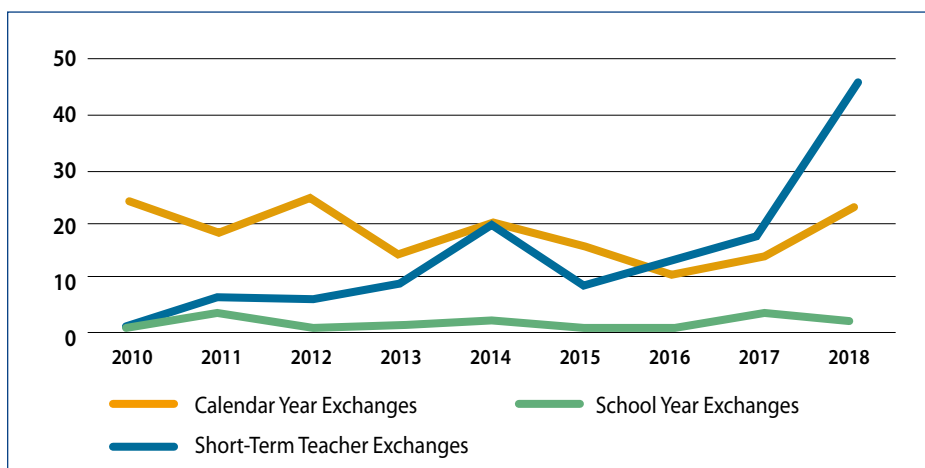


Figure 5. Educator exchange programs placements, 2010–18

second languages and pastoral care in Darwin and Grande Prairie. Also introduced in 2018 was a 10-day administrator exchange with Iceland; principals from Beaverlodge, Valleyview and Calgary matched with Icelandic school leaders to investigate such topics as rural and remote education, immigration, and inclusion. In addition, the two-week exchange with South Korea in the 2018/19 school year matched teachers who specialize in inclusive education to share best practices.

External Communications

The Association employs a variety of media, including print publications, the website and social media, to speak to members and to the public. Cross-platform communication ensures that Alberta teachers can easily access information from their Association, no matter how they prefer to access it.

ATA Magazine

In 2018, the Association published four theme issues of the *ATA Magazine*: “Wellness,” “Public Education at a Crossroads,” “Standards Without Standardization” and “I Believe in Public Education.” The average circulation per issue in 2018 was approximately 37,100 copies. The Association continued a contract, established in 2000, with Handsides Publishing of Edmonton, to handle advertising for the magazine. Revenue from the sale of advertisements helps offset the cost of designing, printing and distributing the magazine. In 2018, the Association also engaged a consultant and initiated a process to redesign the magazine, with the intent of publishing a redesigned magazine in 2019.

ATA News

The *ATA News* is available to all members and distributed primarily through schools. It is the journal of record of the Association. Seventeen regular issues of the *ATA News* were published in 2018, with an average circulation of 42,500 copies per issue. Production and distribution costs were \$243,011, offset by advertising revenue of \$106,091, resulting in a net cost of \$136,920, or approximately \$0.17 per distributed copy. Each year, the paper also provides an estimated \$35,000 worth of complimentary advertising for initiatives sponsored by the Association and its community partners.

Beginning in the 2018/19 school year, the number of issues of the *ATA News* was reduced from 19 issues to 15 issues per school year.

The Learning Team

In 2018, four issues of *The Learning Team* were published, with an average circulation of 25,500 copies per issue. The newsletter, which is distributed to Alberta’s school councils, aims to strengthen the relationship between parents and teachers as they work together for children’s education.

Association Website

The website is the Association’s primary tool for communicating and engaging with its internal and external stakeholders. In 2018, the website received 756,509 visits (1,014,421 in 2017), with an average of 5,822 page views per day (7,710 in 2017). In June, the Association launched its redesigned website, which features new templates and stylesheets, as well as a new front page and navigation structure.

Social Media

The Association has an active presence on Twitter, Facebook, YouTube, Flickr, LinkedIn and Pinterest. In 2018, the Association also launched an Instagram account. These social media sites are used to reinforce Association campaigns (both ongoing and short-term), to engage communities of interest and to drive traffic to the Association’s

website. In 2018, the Association's Twitter feed had 23,300 followers, and its tweets generated 2.4 million impressions. The Association's Facebook page had 10,032 likes, and its posts generated 3.2 million impressions.

Advocacy, Communications and Public Education

Through its communications and advocacy work, the Association strives to heighten awareness of the benefits of public education. To meet this aim, the Association engaged in the following public relations, advertising and other communications initiatives in 2018.

Activities marking the 100th anniversary of the Association continued in 2018. Capping the anniversary was a special World Teachers' Day celebration, at which the sculpture commissioned for the Association's centenary and installed on the Alberta legislature grounds was dedicated to the people of Alberta. More than 100 people, including Minister of Education D Eggen, attended the dedication.

In fall 2018, the Association launched the Face of Education public relations campaign, which features a diverse selection of students to remind Albertans that public education exists to serve our children. The campaign also positions the Association as a



Capping the anniversary was a special World Teachers' Day celebration, at which the sculpture commissioned for the Association's centenary and installed on the Alberta legislature grounds was dedicated to the people of Alberta. <<<

strong advocate for public education by highlighting the needs of teachers and students in relation to optimal conditions of learning.

The Association also supported the Can We Talk? campaign, which communicates that teachers, in their unique roles, are often able to act as early interveners in students' mental health struggles. Can We Talk? is an ongoing promotion that includes advertising and public service announcements under the banner of the Healthy Minds, Bright Futures campaign. The Can We Talk? public service announcements were carried by Global Edmonton, Global Calgary and Global Lethbridge, as well as 630 CHED and QR77. Advertising across all five markets cost \$68,900, while Corus Entertainment provided \$252,417 in the actual value of advertisements.

In addition, the Association supported advocacy efforts for public education through its Community Relations Grants program, which provides funding to locals to undertake initiatives that profile public education, represent teachers as active and concerned community members, or show teachers and the Association as concerned about the mental health of children and youth. The Association also maintains a presence at teachers' conventions, and encourages every school in the province to identify an outstanding volunteer and present that person with a Public Education Volunteer of the Year award certificate and decal.

The Association's communications efforts also include the work of local communications officers (LCOs). In 2018, the Association supported LCOs in undertaking public relations activities by holding two LCOs' Meetings, including a joint meeting with local political engagement officers.

Political Engagement

The Association's political engagement program continued to focus on enhancing teachers' awareness of and active engagement with the political process, increasing MLAs' awareness of education and communicating teachers' concerns about matters affecting student learning. In 2018, the program's activities included provincial election readiness, a Political Engagement Seminar, meetings of and work undertaken by local political engagement officers (LPEOs), and advocacy at the local level.

In advance of an anticipated spring 2019 provincial general election, the Table Officers Committee was charged with oversight of all planning relating to the impending election and coordination of related Association activities across program areas and committees.

The Association's Political Engagement Committee was expanded for the purposes of developing and implementing a provincial election readiness plan. The plan, approved by Provincial Executive Council in fall 2018, aimed to raise the profile of public education as an issue in the 2019 Alberta general election and to position the interests of teachers favourably among all candidates. Activities proposed in the plan include supporting Student Vote, hosting a Political Engagement Seminar, launching an education and election website, undertaking election advertising, providing local elections grants, hiring campaign mobilizers and using existing communication channels to raise awareness of the election.

The Political Engagement Seminar, held in March, was attended by 100 participants. Agenda items included a keynote address by C Stasia (University of Alberta) on the topic of women and political engagement; a panel of provincial government ministers, including D Eggen (Education), M Schmidt (Advanced Education) and C Gray (Labour and Democratic Renewal); provincial updates; and a panel reserved for opposition politicians.

LPEOs' Meetings were held in May and November. The May meeting was attended by 45 local representatives. Agenda items included a provincial update, an environmental scan, a media panel discussion on recent political events and the upcoming provincial election, and group discussions. The media panel featured G Steward (Star Metro Calgary), T Vernon (Global Edmonton) and K Trynacity (CBC Edmonton). The November meeting, attended by more than 60 local representatives, was held as a joint meeting

with local communications officers. Agenda items included a panel discussion that featured H Mackenzie (Heather Mackenzie Consulting) and M Solberg (New West Public Affairs); an environmental scan; an overview of the 2019 provincial election readiness plan; a presentation on the Face of Education campaign; an idea sharing and planning session; and a presentation from S Armstrong, former Association vice-president, on local engagement in Provincial Executive Council elections.

LPEOs also met at Summer Conference for their biennial training seminar (see page 19). At year-end, the corps of local political engagement officers stood at 51 out of a possible 55 members.

In 2018, locals encouraged their members to contact government on issues such as class size, education funding and inclusion. Ten locals (33 in 2017) took advantage of the Political Engagement Grant provided to support such efforts.

In addition to these activities, routine monitoring of the legislature continued throughout the year. Regular connections were made and consultations were held with opposition education critics and caucus staff. Further, an invitational Education Decision Makers' Seminar was held at Summer Conference (see page 19).

Strategic Planning Initiatives

In 2018, the strategic planning activities of the Association included a pilot seminar on strategic leadership at Summer Conference (see page 19); the work of the Strategic Planning Group (SPG), which identifies, studies and advises Provincial Executive Council on emerging issues and opportunities of interest to the Association; a grant program and other support for local sessions on strategic planning activities; and public lectures.

The main channel through which the Association undertakes strategic planning is the SPG, a standing committee that engages in long-range planning, proposes policy where appropriate and undertakes research to develop strategic foresight. The group plans and participates in the annual June and September planning meetings attended by members of Council, executive staff and senior management. At each of its meetings, the group devotes considerable time to scanning articles and conference reports to identify trends that continue to shape public education in the coming years. In addition, the group oversees the administration of the Association's Member Opinion Survey (see page 33), with the survey results being used to help the Association and its subgroups undertake long-range planning.

The Association also administers a Strategic Planning Grant program that assists the Association's subgroups in holding retreats to examine their long-term goals and activities in light of the Association's strategic plan. In 2018, six specialist councils and seven locals were approved for matching grants of up to \$2,000. As requested and where possible, staff help facilitate subgroups' strategic planning activities.

Finally, the Association supports engagement with strategic foresight by organizing public lectures and other events that highlight the role public education plays in shaping the future of the province. In 2018, public lectures were held on curriculum and on the impact of technological distraction on children, youth and adults within an attention economy.

Research

Association research is coordinated in the Government program area, though staff from all program areas participate in Association research projects. Many of the projects are carried out with the assistance of university-based researchers and with the support of the Association's locals and other subgroups. During 2018, the following major research projects were completed or under way.

Curriculum

The Association conducted a survey of Alberta K–4 teachers to understand their readiness for the new K–4 program of studies and the extent to which they have essential conditions in place for the implementation of a new provincial curriculum, which was published as *Essential Conditions for K–4 Curriculum Implementation: Perspectives of 2,800+ Alberta K–4 Teachers*. The Association also supported the publication of *Next Acts: Educational Impasse, Events and a One-Legged Magpie—A Resource to Support Curriculum Inquiry and Educational Development*, which offers insights and challenges to examine current curriculum reform efforts both here in Alberta and globally.

Teachers in Their Early Years of Practice

Reflecting a commitment to support its newest members through professional development initiatives and continued research, the Association completed work on a study focused on beginning teachers in Alberta. The results of the survey and interviews were published as *“Who Will Help Me to Do Well?”: How to Best Support the Professional Growth of Alberta’s Newest Teachers*.

Digital Technologies in the Traditional and Non-traditional Classroom

The Association continued its longitudinal research into the value and impact of digital reporting and assessment tools with a fourth survey addressing the subject. The most recent iteration of the study was published as *Research Study of Digital Reporting, Assessment and Portfolio Tools: Results Summary*.

The Association also conducted a study that explored ways that increasingly complex student populations are being supported through a variety of online education initiatives that range from software programs to digital classroom platforms used in blended learning environments to fully online courses. The results are reported in *Online Learning Initiatives in Alberta*.

Education, Technology and Well-Being

The Association held a biennial colloquium entitled Growing Up Digital in Alberta: From Distraction to Addiction, which focused on the psychosocial and physiological impacts of technology on children and youth. The colloquium featured J Twenge (San Diego State University), V Steeves (University of Ottawa) and M Rich (Harvard University).

The Association entered Phase III of its partnership with Harvard Medical School, Harvard School of Public Health and the University of Alberta Faculty of Extension on a provincial technology, learning and health research project, The GUD Project—Growing Up Digital in Alberta. The Association launched this phase of the longitudinal study with a feasibility test for the measurement of momentary interactive media environment (MIME) use.

The Association also continued to collaborate with scholars, policy-makers, non-governmental organizations and youth on the eQuality Project, a seven-year research partnership project funded by the Social Sciences and Humanities Research Council of Canada to develop new knowledge about young people’s experiences of privacy and equality in networked spaces.

Forces Affecting Public Education

The Association held a research summit entitled Twin Peaks: What Might Be Public About a Public School Education in 2030? The research summit is part of the Association’s ongoing effort to collaborate with an international network of researchers, including those from teacher federations, to consider the leadership implications of the emerging and future forces that are reshaping public education. Published in 2018, *Twin Peaks—Exploring the Boundaries of Public Education* captures the proceedings of the research summit.

To support understanding of the nature, status and control of the teaching profession in Canadian provinces, and how each may be changing, an environmental scan was undertaken that focused on conceptual thinking, contextual settings and evolutionary trends in education. The resulting report is entitled *Control, Regulation and Scope of Practice in the Teaching Profession—Environmental Scan*.

To address topics of strategic importance to the teaching profession, the Association began producing research briefs. In 2018, research briefs were written on the following subjects: class size and composition, and the efficacy of full-day kindergarten.

In addition to carrying out studies on topics of current concern, the Association administers the Member Opinion Survey on an annual basis. This survey seeks feedback from a random sample of full- and part-time members on a range of topics. The responses help the Association to track trends and to adapt its programs and services to meet the needs of members more effectively. Among the topics broached in the 2018 survey were the Association's Walking Together: Education for Reconciliation Professional Learning Project, the safety of the school environment, political perspectives and the impact of emerging technologies. The survey was conducted in the spring, and the final report was completed in June.

The Association also produces publications and engages in other activities to ensure that the results of its research connect with as wide an audience as possible. Through *The Canadian Journal for Teacher Research*—a copublished journal launched in 2014 by the Association and the University of Alberta—the Association has continued to promote educational research. The Association also disseminates its research findings by presenting papers at provincial, national and international meetings and conferences, including the International Congress for School Effectiveness and Improvement (ICSEI) 2018 conference.

In addition to carrying out its own research, the Association also supports research activities undertaken by other organizations, including the Cooperative Committee on Research in Teacher Education and the Alberta Advisory Committee on Education Studies.

Library Services

In 2018, library staff launched a survey to gain insight into members' perceptions and use of the library. The survey results will inform the future direction of library services.

Library staff delivered presentations to support the development of the information fluency skills of members at the Student Local Conference, Beginning Teachers' Conferences in Edmonton and Calgary, University of Alberta Student Mini-Conference, Substitute Teachers' Conference and at the facilitators meeting of the Professional Development Area Conference. Library staff created library displays and spoke with members at Beginning Teachers' Conferences in Calgary and Edmonton, the Leadership Essentials for Administrators Conference, and the Teacher Welfare Area Conference.

In addition, library staff provided tours to groups of education students from Campus Saint-Jean, Concordia University of Edmonton and the University of Alberta, as well as to Association members and new Association staff. Further, job-shadowing opportunities were provided to graduate and undergraduate students from the University of Alberta.

The makerspace technology collection continued to be popular in 2018. Library staff delivered several presentations about this collection. The library also added new pieces of maker technology, with the new virtual reality headset from Oculus receiving the biggest response from members.

Statistics on library services are presented in Table 6.

In 2018, ATA library
staff responded to
»» 3,854
information and
research questions.

Table 6. Library Service Statistics

	2018
Circulation Services	
—physical materials loaned	5,142
—e-journals routed	5,052
—e-books loaned	57
Information and Research Questions	3,854
Online Reservations	3,305
Searches in Journal Databases	3,741
Searches in E-Book Database	762

Field Service

In 2018, staff in the Government program area offered workshops and assistance related to advocacy, communications, educational technology, local planning, media relations, mental health, political engagement, public relations, strategic planning, the effects of domestic violence and women in leadership. This assistance was conducted both over the phone and in person at local and school meetings. Staff also assisted Association subgroups in conducting research projects and implementing strategic plans.

MEMBER

MEMBER SERVICES

The Member Services program area is designed to assist teachers, both individually and collectively, with professional problems and organizational issues. Members can contact Member Services with confidence that confidentiality will be maintained and their interests will be protected.

Local Associations

The Member Services program area is responsible for assisting locals with their ongoing operations and provides advice, as requested, on such topics as local annual reports and changes to constitutions. During the year, the Table Officers Committee ratified amendments to 12 local constitutions, including 2 student local constitutions.

Seminars for local secretaries, treasurers and web managers were offered in 2018. The Local Secretaries' Seminar, with 13 local secretaries in attendance, focused on the *Local Secretaries' Handbook*, the duties of a local secretary, best practices, privacy issues and records services for locals. The Local Treasurers' Seminar, attended by 44 local treasurers, provided training related to such matters as the 2018/19 annual membership fee and local rebate calculation, the local rebate report, honoraria and reimbursements for Annual Representative Assembly delegates, president release time, the grant-in-aid formula for Summer Conference, tax implications of internal professional development funds, scholarships and bursaries, tips for setting up a professional development fund, budgeting assistance and surplus calculation, financial transparency, the collective agreement, pensionable earnings, expense claims for exceptional items, financial reports and the creation of finance policies. Training sessions for local web managers, attended by 15 participants, provided an overview of social media tools, as well as information concerning the *Personal Information Protection Act* and how it applies to subgroup websites. Lab time was provided to allow participants to revise, reorganize and optimize website content.

The Association also held the annual Student Local Conference, which was attended by 39 delegates from 12 of the 13 student locals. The conference included a networking session; presentations on communications and public relations, current and upcoming issues for the profession, and programs and services offered by the Professional Development program area; and a presentation on the Association's library. Specific sessions were held for student local secretaries and treasurers. Some delegates participated in a group discussion on collective agreement matters.

Staff from Member Services presented 30 preservice and other information sessions to a total of 2,210 education students at universities and colleges across the province. The sessions included information on the Association's services, liabilities and the Code of Professional Conduct.

School Representative Program

The school representative program aims to support key contacts in each local and to prepare members in the local who are serving as school representatives. In 2018, the Task Force on the School Representation Education Program developed a new program that was implemented in the 2018/19 school year. The program included a new resource called the *School Representative Toolkit*, which enables school representatives to familiarize themselves with their role and maximize their effectiveness. This resource was produced and distributed to locals in the fall of 2018 in print and digital formats.

Member Assistance

Member Services staff help teachers with problems arising from their professional practice and advise members on issues related to their employment status and professional relations. Statistics on the number of contacts that Member Services staff had with members in 2018 and the issues involved are reported in Table 7.

**Table 7. Summary of Member Services
Contact with Members**

Issue	2018	
	No	Percentage of Total
Criminal/Assault	94	1
Interpersonal relations	1,903	12
Employment information	2,142	14
Issues with parent/student	793	5
Employer action	1,779	12
Professional competence	652	4
Medical	998	7
Liability matters	246	2
Legal issues	370	2
Professional conduct	576	4
Other	526	3
SUBTOTALS	10,079	66
Additional attempts to communicate	5,172	33
No category assigned*	202	1
TOTALS	15,453	100

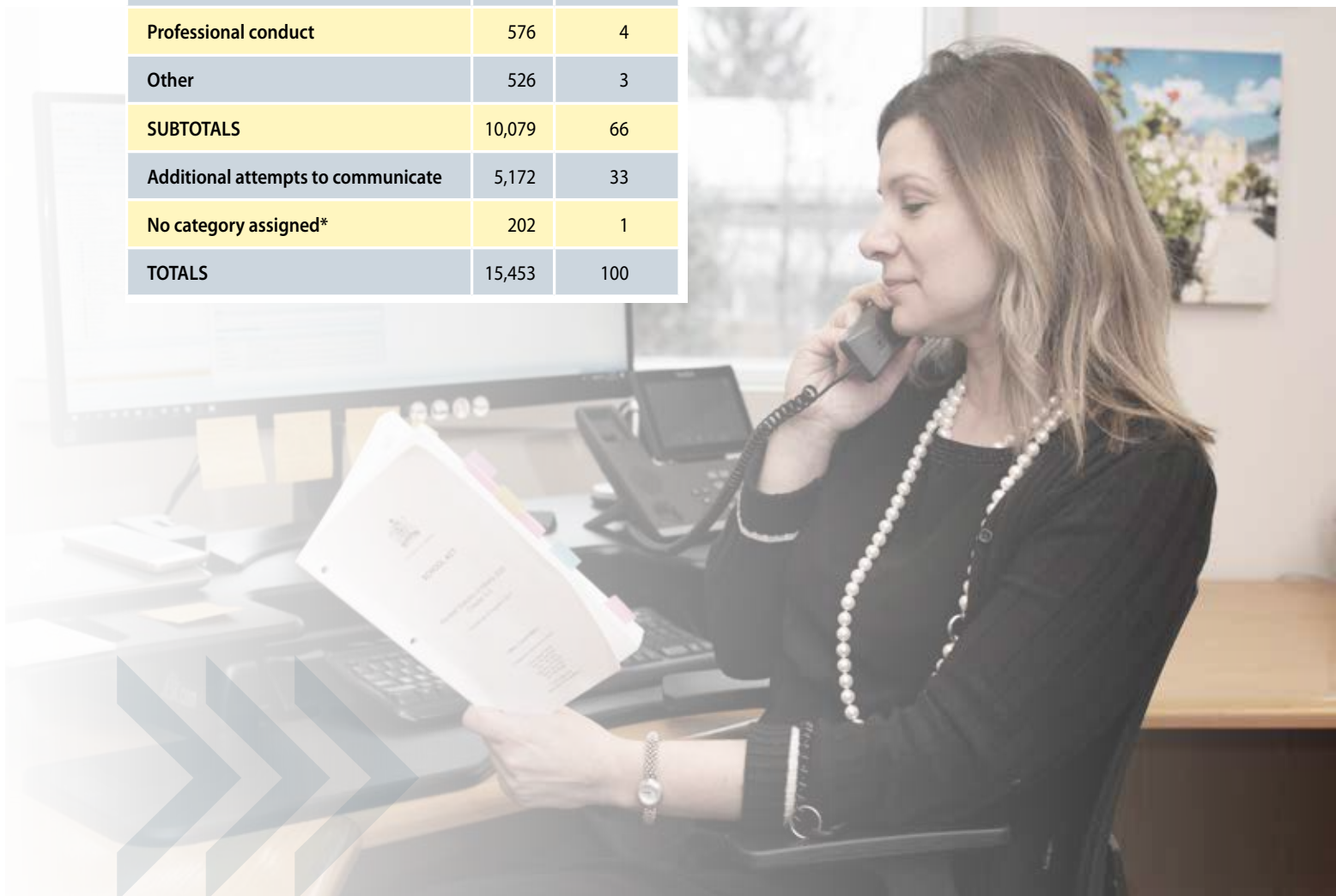
Member Services

contact with members

2016: 13,169

2017: 14,166

2018: 15,453 ««



Staff Relations Service

The Staff Relations Service (SRS) is a mediation/facilitation service that provides active members of the Association with a mechanism for resolving problems in staff relations that are negatively affecting the working environment and have not been successfully resolved through informal approaches. The program was initially designed to resolve such conflict by working with either the majority of or an entire school staff. However, a review of the program revealed that conflicts were usually confined to a smaller group within the staff. Over time, there have been fewer and fewer requests for the original program.

Following the 2016 Annual Representative Assembly, the program was revised and launched as a third party mediation service approved by the Association. The new SRS program uses a certified mediator to facilitate a conflict resolution process with up to six staff members in conflict at a school. In 2018, there were three requests for the SRS.

Healthy Interactions Program

Healthy Interactions—Resolving Interpersonal Conflict is a conflict-resolution program that the Association delivers in two formats. The first is a four-day workshop for active members who wish to become facilitators of the Healthy Interactions program.



Those who participate in this workshop earn a certificate that entitles them to teach the program at the school or district level. The Association provides resources and ongoing support to facilitators, including assistance in establishing a professional development plan for implementing a districtwide Healthy Interactions program. This workshop is available upon request.

The second format is a two-day workshop entitled Understanding Conflict, which is offered to active and associate members who are interested in improving their personal communication and conflict resolution skills. Focusing on the individual skill-building aspects of the program only, this two-day workshop is facilitated by Association staff and by Association Administrator Instructors. This workshop is generally offered at the request of a school division or school. Understanding Conflict is also available upon request in a more condensed version to help individual schools target specific areas of conflict resolution that can assist in creating healthy school communities.

In 2018, 43 members participated in the program.

Teacher Growth, Supervision and Evaluation

Alberta Education's Teacher Growth, Supervision and Evaluation (TGSE) Policy deals with accountability and continuous professional growth, and ensures that a teacher's professional practice is under ongoing supervision. The policy defines the process and the Teaching Quality Standard defines the competencies for professional practice. In 2018, a two-day workshop for administrators focused on the TGSE Policy was held five times in 2018, with 221 school administrators and district office administrators participating.

Revised to reflect the new Professional Practice Standards for the teaching profession, which come into effect September 2019, the workshop provided a review for the administrators of their critical role in the process and the duties they must perform as outlined in the *School Act* and provincial policy. The workshop also referred to current literature regarding TGSE, including a recent report by researchers from the universities of Calgary, Lethbridge and Alberta that will inform new provincial policy.

Legal Issues for System Administrators

Legal Issues for System Administrators (LISA) is a seminar intended for system administrators—though it is also relevant for school-based administrators—to explore a particular subject of study.

LISA 2018, attended by 77 participants, focused on administrative actions or strategies to combat issues related to aggression and violence in the workplace. With presentations by key experts, a panel discussion and facilitated focused conversations, LISA 2018 explored causes of aggression and violence and aimed to generate conversations on and increase knowledge of trends in violence (physical and cyberbullying); effects of violent media and social media on violence and aggression; mental health issues; the characteristics of iGen; implications of the possible repeal of Section 43 of the Criminal Code; the revised Occupational Health and Safety legislation, with a focus on psychological safety; and policy development on violence in the workplace.

The event aimed to improve educational environments by exploring administrative actions or strategies to combat issues related to aggression and violence in the workplace: the school.

Field Service

Throughout the year, Member Services staff made 119 presentations to teachers at professional development days, teachers' conventions and school staff meetings and, upon request, to university students and to student locals. These presentations addressed such topics as administrators and the law (including dealing with unsatisfactory teaching performance); the Code of Professional Conduct; confidentiality issues related to student records (including counselling records); issues for administrators; liabilities associated with the use of technology; teacher growth, supervision and evaluation; teachers' rights and responsibilities; the law and the teaching profession; the respective roles of teachers and teachers' assistants; the Association's work; dealing with difficult people; and ways to address parent concerns.

PROFESSIONAL

PROFESSIONAL DEVELOPMENT

DEVELOPMENT

The primary goal of the Professional Development program area is to establish and maintain high standards with respect not only to the practice of individual teachers but also to teaching as a profession.

Professional Practice Standards

In 2018, the Association provided support for the implementation of the new Professional Practice Standards for the teaching profession.

With respect to the Teaching Quality Standard (TQS) and Leadership Quality Standard (LQS), the Association offered learning opportunities at teachers' conventions, specialist council conferences and jurisdiction events to introduce teachers and school leaders to the two new standards. Two new workshops, 411 TQS and 411 LQS, were used for these purposes. Modified presentations of 411 TQS were delivered upon request to students in education faculties throughout the province. As well, under contract with Alberta Education, the Association led the design of inservice programs to facilitate grandfathering of school leaders into the new LQS. These programs will be delivered in 2019.

In addition, Association representatives served on the Alberta Education Leadership Standards Advisory Committee, which focused on the LQS and Superintendent Leadership Quality Standard.

Curriculum

The Association continued to stress the need for teachers to play a central role in all facets of curriculum development, field testing and implementation. In relation to this, the Association hosted a Curriculum Circle in May to solicit feedback on the draft K–4 program of studies, specifically on the design, development, architecture and programs related to each subject area. Further, the Association undertook a research study on teachers' readiness for the new K–4 program of studies (see page 32).

The Association also worked as a member of the Provincial Curriculum Management Committee, which contributed to the direction of curriculum redesign in relation to such matters as field testing, resource development and inservicing. In addition, the Association named representatives to other Alberta Education committees—Curriculum Working Groups (Arts Education, English Language Arts, Français, French Language Arts, Mathematics and Wellness Education), Implementation Working and Implementation Advisory Groups and Alberta Education Diploma Examination Advisory Committees (Social Studies, Science, English Language Arts, Mathematics, Français and French Language Arts).

Inclusive Education

The Association provided support and advocacy in relation to inclusive education in 2018. Activities included gathering evidence to support a longitudinal study on inclusive education in Alberta schools, using a mixed-method approach that included online submission tools and focus groups. This work stemmed from the work undertaken by the Blue Ribbon Panel on Inclusive Education in Alberta Schools.

As part of a grant project funded by Alberta Education, the Association developed resources and workshops to support the implementation of the Professional Practice Standards with specific regard to establishing inclusive learning environments.

Further, Association representatives served on the Alberta Education Advisory Committee on Building an Inclusive Education System, which met to share information, advocate and provide leadership for an inclusive education system, and provide advice to Alberta Education on inclusion.

Diversity, Equity and Human Rights

The Association's Diversity, Equity and Human Rights (DEHR) programming includes the development of strategies, resources and policy to support members in meeting the increasingly complex needs of their diverse school communities. Through both the provincial and local DEHR committees, the following are considered in relation to education: sexual orientation and gender identity, social justice, intercultural perspectives and gender equity.

To support local DEHR activities, Association staff assisted with the establishment and ongoing development of local DEHR committees, provided materials and support to local PRIDE events across the province, and supported the development of local teacher GSA/QSAs.

The Association developed and promoted resources to support diversity, including the *Respectful Schools Online Toolkit*, a French resource for teachers working with students from Central Africa and a resource to support sexual and gender minority members of the profession. Further, the following activities promoted an awareness of diversity, equity and human rights issues:

- Administered the DEHR grant program, which supports projects that are designed to establish inclusive learning communities
- Administered the DEHR Award Program to acknowledge successes of local DEHR committees;
- Hosted the sixth annual Diversity, Equity and Human Rights Development Conference
- Hosted a Women's Leadership Breakfast at Summer Conference (see page 19).

In addition, the Association collaborated with education partners, including the Associated Schools Project Network (ASPnet) and the Canadian UNESCO National Coordinating Committee. The Association also supported the annual GSA/QSA student conference hosted by the University of Alberta's Institute for Sexual and Gender Minority Studies and Services.

Teacher Education and Certification

The Association undertook the following activities with respect to teacher education and certification in 2018:

- Served on the selection committee for the Northern Student Teacher Bursary program
- Collaborated with Alberta Education on presentations to education students in the final phase of their program
- Expanded the program of delivery to preservice teacher education programs at various phases of the program
- Ensured that students in their final practicum at the time of teachers' convention and who are members of their student local or student members of the Association were provided with no-cost opportunities to attend

In 2018, the Association offered services to the universities of Alberta, Calgary, Lethbridge and Campus Saint-Jean, as well as to Ambrose University, Concordia University of Edmonton, Grande Prairie Regional College, Keyano College, Medicine Hat College, Mount Royal University, Red Deer College, St Mary's University and The King's University.

Teacher Qualifications

The Teacher Qualifications Service, the agency responsible for assessing teacher qualifications for salary purposes, has been operating since March 1967 under an agreement between Alberta Education, the Alberta School Boards Association and the Association. Comparative statistics on qualifications issued are shown in Table 8.

In 2018, the Teacher Qualifications Committee, to which a teacher can appeal if dissatisfied with an assessment, considered seven requests for reassessment.

The Teacher Salary Qualifications Board establishes the principles under which the Teacher Qualifications Service evaluates teacher preparation for salary purposes and hears appeals of the decisions of the committee. The principles adopted by the board are printed in the *Members' Handbook*, posted on the Association's website and published in pamphlet form. The board is made up of appointees from the Association, the Alberta School Boards Association, Alberta Education and each of the three faculties of education.

Table 8. Statements of Qualifications Issued

	2018
Based on in-province documents	1,885
Based on out-of-province documents	1,899
Duplicate	267
TOTALS	4,051
Fees received	\$283,360

University Liaison

One aspect of the Association's liaison with universities is representation on a variety of committees and boards. In 2018, staff represented the Association on each faculty of education council: Ambrose University, Campus Saint-Jean, Concordia University of Edmonton, Mount Royal University, St Mary's University, The King's University, the University of Alberta, the University of Calgary and the University of Lethbridge. In turn, universities named representatives to several Association standing committees.

Another aspect of the Association's liaison with universities is assisting instructors responsible for presenting information about the Association to university classes. Such assistance includes meeting with instructors at each university, making presentations to education classes and producing such publications as *Teaching in Alberta—A Teacher Education Learning Resource*. Topics covered in university presentations include ethics; certification and the Teaching Quality Standard; collective bargaining; diversity in the classroom; professionalism; public education; relationships with parents; social media, technology and professionalism; student assessment; teacher contracts; teacher governance; teacher growth, supervision and evaluation; teacher liability; teachers and the law; and the organization of the Association.

Induction

In 2018, 45 locals held induction ceremonies. A total of 1,579 new members were welcomed into the profession (1,516 in 2017). Each new member received an induction package containing an induction certificate, a membership card and pertinent materials for beginning teachers. Of the new Association members, 40 received their induction materials in French.

Program for Beginning Teachers

The Association organized two conferences for beginning teachers. The conferences, which were held in the fall in Edmonton and Calgary, attracted 817 teachers. These conferences aim to

- orient beginning teachers to the teaching profession and to the role of the Association,
- ease beginning teachers' transition into the profession,
- provide beginning teachers with the skills and information they need to succeed in their first years,
- acquaint beginning teachers with the services the Association provides to teachers and
- help beginning teachers to develop a network of supportive colleagues.

The following conference sessions were offered: "Creating a Technology-Infused Classroom"; "Hacking the Code"; "Indigenous Alberta—The Footsteps of Our Ancestors"; "Indigenous Ways of Knowing"; "Staff Wellness—Don't Just Strive, Thrive!"; "Student Assessment and Evaluation"; "The Power of Play—Engaging Learners of All Ages"; "Thinking About Learning—Metacognition and Mindfulness" and "Trauma-Informed Practice—Safe, Supportive and Self-Regulated Classrooms." Several sessions were offered in French.

At the conferences, beginning teachers received the *Handbook for Teachers New to the Profession*. To accommodate teachers who were unable to attend the conference, this document was also made available on the Association's website.

1,579

new members
were welcomed
into the
profession in
2018.

Mentorship Program

The Association continued to provide a number of locals and jurisdictions with advice on how to establish mentorship programs for beginning teachers. The Association's primary role in this regard is to ensure that both mentors and protégés receive adequate preparation and support. Mentorship programs vary considerably among schools and school jurisdictions, reflecting such factors as fiscal restraints, availability of substitute coverage, availability of time for mentors and protégés to meet during the school day, travel due to geographical challenges, the number of experienced teachers able to serve as mentors and competing district-run mentoring program offerings that may not reflect the Association's mentoring program model.

In relation to mentorship programs for beginning teachers, Association staff tailor support to respond to local circumstances. In some cases, staff encourage locals and districts to implement mentoring partnerships, while in others they work within existing jurisdiction-led mentorship programs. The Association monitors and evaluates these programs on an ongoing basis.

As of September 2018, the Association established new partnerships with Greater St Albert Roman Catholic Separate School District No 734 and Greater St Albert Catholic Local No 23 as well as Black Gold Regional Division No 18 and Black Gold Teachers' Local No 8.

The Association also continued to maintain formal mentorship partnerships with the following districts and locals: Peace Wapiti School Division No 76 and Northern Spirit Local No 6; Grand Prairie Roman Catholic Separate School District No 28 and Grand Prairie and District Catholic Teachers Local No 42; and Buffalo Trail Public Schools Regional Division No 28 and Park Plains East Local No 31.

In addition, the Association has provided a continuum of mentoring assistance over the past year in Calgary Public Teachers Local No 38 and Calgary Separate School Local No 55.

Each formal partnership is monitored by a steering committee consisting of local representatives, district representatives and Association staff. The steering committees develop a frame of reference and guiding principles; coordinate activities for mentors, protégés, school leaders and district staff; and monitor and evaluate the program. Formal collaborative mentorship programs provide quality professional development and a support system that attracts new teachers to the profession and contributes to their retention.

To support beginning teachers working in francophone schools and in French immersion programs, the Association publishes its mentoring resources in French and bilingual staff work with individual locals/districts to offer the mentorship program.

Program for School Leaders

The purpose of this program is to develop materials for, and provide professional development to, school leaders on a variety of topics. With the new Professional Practice Standards coming into effect in September 2019, the Association began offering a variety of programs to support implementation of the three standards (see page 42). In particular, activities were undertaken to support school leaders in relation to the new Leadership Quality Standard (LQS).

In 2018, Association staff presented workshops and made presentations on administrator leadership development in 20 jurisdictions. Association staff also presented sessions on school leadership at various teachers' conventions and hosted a series of five full-day symposia for school leaders on the new Teaching Quality Standard and LQS. The sessions were open to every assistant principal, principal and central office leader in the

province. These symposia, which attracted over 760 delegates, were collaborative events that featured presentations from staff from the Association and from Alberta Education.

The Association also produced five issues of *Leadership Update*, a newsletter intended to provide administrators with information on some of the concerns they face and introduce them to services available from the Association. The newsletter is mailed to all school principals and posted on the Association's website.

Further, the Association supported the work of the Council for School Leadership in the development and implementation of the annual uLead Conference. In recent years, uLead has become an international event, attracting over 1,200 delegates annually from multiple countries, a range of teacher and leadership organizations and ministries of education around the world, while continuing to serve the needs of Alberta's school leaders for a high-quality professional learning experience.

Educational Leadership Academy

Fifty-four delegates attended the 2018 Educational Leadership Academy. Participants engaged in a week of professional learning focused on school leadership, with a particular focus on leading professional learning using technology and on leading inquiry for targeted teaching and learning. Delegates chose from two streams of learning within the Educational Leadership Academy: "Pedagogies for Learning in Today's World" and "Leading Learning Sprints."

The "Pedagogies for Learning in Today's World" stream was led by a team from the International Society for Technology in Education, including C Gagliolo, K Klynen and C Klynen. This team shared ideas with delegates on how to lead others in professional learning activities using technology. The "Leading Learning Sprints" stream was led by two Edmonton area school leaders, C Haley and T L Guimond, who had experience in leading the use of Learning Sprints within their own schools.

Leadership Essentials for School Leaders Conference

The 13th annual Leadership Essentials for School Leaders Conference (formerly the Leadership Essentials for Administrators Conference), held in Edmonton, was attended by 216 delegates. The delegates included new school leaders (principals, assistant principals or central office teachers) within the first five years of service in their roles or administrators new to the province of Alberta. In 2018, and for the first time, central office teachers were among the invitees to this annual professional learning event.

The conference aims to provide relevant and diverse sessions to support and enhance leadership practice. Keynote speakers for the conference were R Hare and A Davies, who presented on cultivating practical creativity and using assessment to lead learning, respectively. All delegates attended a plenary session that featured information about the Association, including Association programs and services for school leaders and the role of the Council for School Leadership. Over the two-day conference, participants chose from 40 diverse sessions, many of which were offered by Association staff and Association Administrator instructors. Further, the conference provided a valuable opportunity for participants to connect with Association staff and with colleagues from the field.

 In 2018, regular and student memberships in specialist councils totalled **20,389**. Specialist councils hosted **15** conferences with more than **3,975** attendees and **24** symposia, workshops and learning sessions.

Specialist Councils

In 2018, the Association had 21 active specialist councils serving the teachers of Alberta. In 2018, grants to these councils totalled \$869,435. Membership data for specialist councils are presented in Table 9.

Throughout the year, the councils hosted 15 conferences, with more than 3,975 teachers attending. These conferences offered targeted professional development to meet the needs of Alberta's diverse teaching population. In addition, councils hosted 24 symposia, workshops and learning sessions. These events spanned the geography of the province, working to support teachers in every region.

Beyond addressing teacher needs through in-person professional development sessions, specialist councils also sought to provide research-supported professional reading for their members. This was accomplished through the development of book lists, newsletters (31 were produced across the councils) and academic journals (11 were produced across the councils).

Specialist councils also worked to represent the needs and views of Alberta teachers. During 2018, specialist councils endorsed members to serve on Alberta Education curriculum working groups, advocated for the inclusion of several policies in the Association's policy bank, and established or maintained formal liaisons with representatives of postsecondary institutions and Alberta Education.

Table 9. Regular and Student Memberships in Specialist Councils

Council (Inaugural Year)	2018
Alberta School Learning Commons (1975) ^{1,7}	147
Career and Technology Education Council (1997) ^{2,8}	736
Council for Inclusive Education (1970) ³	1,960
Council for School Leadership (1961) ⁴	2,201
Council of School Counsellors (1961) ⁹	468
Early Childhood Education Council (1966)	2,671
Educational Technology Council (1982) ⁵	516
English as a Second Language Council (1992)	789
English Language Arts Council (1961)	1,422
Fine Arts Council (1963)	877
First Nations, Métis and Inuit Education Council (2008)	407
Global, Environmental & Outdoor Education Council (1976)	330
Health and Physical Education Council (1962)	1,704
Le Conseil français (1970)	634
Mathematics Council (1961)	1,338
Middle Years Council (2005)	576
Outreach Education Council (2002)	219
Religious and Moral Education Council (1974)	260
Science Council (1961)	1,501
Second Languages and Intercultural Council (1998) ⁶	739
Social Studies Council (1961)	894
TOTALS	20,389

From time to time, specialist councils form special interest groups to better address member needs. In 2018, the English as a Second Language Council formed a special interest group, Alberta Colony Educators, which held a conference in August.

The Association works to ensure executive teams from each specialist council are supported to provide the best possible service to the teachers of Alberta. In support of this, council presidents and conference directors received training at Summer Conference (see page 19). In November, follow-up training was provided to presidents, editors, secretaries and treasurers of the councils. Web managers were also provided with support throughout the year.

Teachers' Conventions

2018 Conventions

Ten teachers' conventions were held in 2018. The approximate attendance of each convention is shown in Table 10.

In addition to sessions that focused on curricular subjects, pedagogical topics and leadership strategies, convention programs focused on a number of common themes, including "Indigenous Education and Education for Reconciliation", "The Effective Use of Technology and Maker Spaces", "Promoting Inclusive Learning Environments", "Teacher and Student Wellness", and "The Importance of Play". Sessions and workshops were offered by local teachers and contracted speakers, Association staff, Association instructors and Walking Together consultants (see Table 11).

Table 10. 2018 Convention Attendance

Convention	Attendance ¹	
Calgary City	10,438	(from 2 locals)
Central Alberta	2,180	(from 5 locals ²)
Central East Alberta	978	(from 3 locals)
Greater Edmonton	8,751	(from 3 locals)
Mighty Peace	1,557	(from 3 locals)
North Central	6,745	(from 18 locals ²)
Northeast	1,443	(from 6 locals)
Palliser District	3,570	(from 9 locals ²)
South Western Alberta	1,922	(from 6 locals ²)
Southeastern Alberta	1,054	(from 4 locals)
TOTAL¹	38,638	

¹ The number of active members (employed full-time and part-time only) at the time each convention was held is approximate. This number does not include the number of substitute teachers, teachers on leave, associate members, student members or teachers from neighbouring provinces and territories who may have attended convention.

² Members in seven locals attend multiple conventions; therefore, the total number of locals will not equal 55.



Table 11. Association Sessions and Workshop Offerings at the 2018 Conventions

Presenters	Session Topics	Offerings
President G A Jeffery	The Association's 100th anniversary; learning from the past, inspiring the future	10
Government (Communications, Research, Operations) staff	Standardization, datafication and (de)personalization of learning; growing up digital (technology, learning and health); creating compassionate classrooms; personal information and privacy in the digital age; media consumption and voting participation of Alberta youth; teacher and administrator exchanges; women in leadership	16
Professional Development staff	Teaching in the 21st century; curriculum development update; what teachers and principals need to know about the new teaching quality standard; the principal's role in supporting Teacher Qualifications Service implementation; teachers' convention review	48
Member Services staff	Professional conduct; questions school principals ask Member Services	20
Teacher Welfare staff	The new bargaining process; instructional versus assignable time	20
Association instructors	Assessment; building mentoring relationships; classroom management; supporting inclusive schools and classrooms; technology-infused classrooms and maker space pedagogy; collaborative learning strategies; brain-based learning; promoting positive mental health; working with parents to support student success	56
Walking Together program consultants	Indigenous ways of knowing; Alberta's Indigenous history, culture and linguistic diversity; collective memories of forced assimilation; the legacy of residential schools	50
TOTAL		220

Teachers' Convention Associations

Throughout the year, the Association held a number of meetings for convention association executives to develop new ideas about meeting members' professional development needs through convention programs, share promising practices, and receive role-specific training to improve their individual and collective efficacy.

In 2018, the Central East Alberta Teachers' Convention Association (CEATCA) and the Northeast Teachers' Convention Association (NETCA) members unanimously voted to request that Provincial Executive Council amalgamate their convention associations, effective 2020. Based on the rationale provided by the convention boards and overwhelming support from local presidents and members, Council voted to amalgamate the CEATCA and NETCA membership into a new convention association, tentatively called the Northern Rivers Teachers' Convention Association (NRTCA), effective 2019 04 01. The NRTCA will hold its first convention in 2020.

Convention Review

Council established the Committee on Convention Review in 2017 to review all aspects of teachers' conventions, including vision, mandate, structure, governance, operation, financing and programming. The committee employed a design-thinking approach to ensure the review focused on identifying members' professional development needs.

After collecting quantitative and qualitative data through extensive consultation and research activities, the committee generated the following needs statements, each of which represent an actionable declaration that identifies a significant issue that members would like addressed:

- Teachers need access to high-quality, self-directed professional development activities on convention days.
- Teachers need professional development opportunities offered at conventions (and other Association events) to connect/align with their professional growth plan goals.
- Teachers need to come together (ie, convene) to share with and draw inspiration from their colleagues and to reaffirm the importance of their shared work.

- Teachers need to be confident that the fees they pay for convention membership result in the highest level of professional development programs and services possible.
- Teachers need convention boards to focus on meeting members' professional development needs.
- Teachers need the perception of annual conventions to mirror the importance they place on their work.
- Teachers need the economic and physical welfare realities of their participation at conventions to be recognized and addressed.

The committee developed and proposed 28 directions that, when taken collectively, map out a future for teachers' conventions that would enhance the quality of Association professional development programs and provide members with greater equity and autonomy over their professional growth. The committee's preliminary report is available on the Association's website.

Professional Development Facilitators

To foster effective regional professional development (PD) for Alberta teachers, the Association maintains a corps of PD facilitators. Among other activities, facilitators

- help PD staff deliver programs to school-based and local PD committees,
- provide service on a short-term basis to locals and local PD committees that require specific field service,
- help individual schools and school-based PD committees assess their needs and plan and evaluate programs,
- participate in Association task forces and other bodies that are established from time to time and
- report to PD staff on a regular basis.

Facilitators participated in the 2018 Professional Development Course at Summer Conference (see page 19), as well as training sessions held prior to Summer Conference and prior to the fall Professional Development Area Conference (PDAC) (see page 54).

Facilitators supported such events as the Curriculum Circle and the PDAC. In 2018, facilitators undertook formal assignments that included workshops, presentations and meetings in the province, in addition to ongoing, more informal work in support of individual PD chairs and locals.

Association Instructors

The Association Instructor corps, consisting of 53 teachers and administrators, delivers Association workshops at schools, locals, conventions and conferences. Seven members of the corps offer workshops in French and 10 specialize in presenting First Nations, Métis and Inuit workshops. Instructors attended a training session in the spring. Due to attrition, four new instructors were added to the corps in 2018.

During spring training, instructors were trained to deliver Working with Parents to Promote Student Success and Trauma Informed Practice—Safe, Supportive and Self-Regulated Classrooms. In addition, training was provided in August to those facilitating the Walking Together: Education for Reconciliation workshops.

The following workshops have been organized to correlate with the teaching competencies: Fostering Effective Relationships; Applying Foundational Knowledge about First Nations, Métis and Inuit; Engaging in Career-Long Learning; Establishing Inclusive Learning Environments; Demonstrating a Professional Body of Knowledge; and Leading

In 2018,
Association
instructors
delivered

520 
workshops to
11,420
participants.

a Learning Community. Workshops were promoted through posters distributed to all schools, the Association's website, brochures and social media.

In 2018, Association instructor corps presented 520 workshops to 11,420 participants at schools, local professional development days, teachers' conventions and specialist council conferences.

In 2018,
Association
administrator
instructors
delivered

»» 36
workshops to
1,045
participants.

Association Administrator Instructors

The Association administrator instructor corps, consisting of 15 school administrators, delivers Association workshops at schools and to groups of administrators. In 2018, the administrator instructor corps delivered 36 workshops to 1,045 participants on a variety of topics throughout Alberta, including at the Association's Leadership Essentials for School Leaders Conference and at teachers' conventions. Training meetings were held in May, July and November. Over the course of the year, the following new workshops were developed and instructors were trained in their delivery: When Students Get in Trouble—Alternatives to Consider, Instructional Leadership to Optimize Student Learning and Staff Development and Collaborating to Build Capacity and Expertise.

2Learn.ca

In 2018, content for both the English and French pages of 2Learn.ca was developed and updated. In addition, staff identified a new software platform that will improve usability for members, enhance integration with education and public libraries around the world, and increase the variety of multimedia content available. Throughout the fall, content was migrated from the 2Learn site to the new platform.

Walking Together: Education for Reconciliation Professional Learning Project

In June 2016, the Association was a signatory with the Government of Alberta, the National Centre for Truth and Reconciliation (NCTR), and other key stakeholders to a Joint Commitment to Action. The Joint Commitment to Action aims to advance reconciliation through education to connect all students, teachers and education stakeholders to First Nations, Métis and Inuit knowledge, cultures, experiences, perspectives and contributions. In addition, the draft revisions to the Teaching Quality Standard include a stand-alone competency related to First Nations, Métis and Inuit education. The Association's Walking Together: Education for Reconciliation Professional Learning Project supports reconciliation through education, as well as implementation of the Indigenous-focused competencies and indicators of the Professional Practice Standards.

In 2018, comprehensive and targeted resources and workshops to build understandings of teachers and school leaders regarding the Indigenous competency were developed as part of the Walking Together project. In particular, the following activities were undertaken:

- Developed three new workshops related to foundational knowledge of First Nations, Métis and Inuit on such topics as treaty education and how to critically review student and teacher resources
- Updated the land acknowledgements for Treaties 6, 7 and 8, and developed book-marks and posters to support teachers in acknowledging land and people across the province (available in English and French)

- Developed an Indigenous Advisory Circle and Treaty Advisory Group to support further development and implementation of professional learning resources and workshops
- Incorporated community and teacher feedback into Stepping Stones fact sheets (available in English and French), targeting specific foundational knowledge of First Nations, Métis and Inuit
- Hosted six Train-the-Trainer events across Alberta with 306 participants, sharing the workshops and resources with jurisdictional leads
- Provided days of service to each public, separate and francophone school jurisdiction, and band authority by facilitating professional learning opportunities, increasing awareness of available resources and increasing networks of support with local Elders, Knowledge Keepers, Cultural Advisors and other Indigenous experts

At year-end, a formal evaluation of the project was under way to identify successes, as well as areas for additional support.

Agile Schools Network

The Association's Agile Schools Network is a collaborative initiative that seeks to improve the quality and equity of Alberta's education system and increase teachers' and school leaders' ability to create a learning environment where all students can demonstrate their skills at a level that reflects their potential. Through this collaborative initiative, school teams will gain the evidence, skills and networks to lead disciplined innovation processes to ensure deeper learning for all students. Further, the network is fully scalable; it grows as teachers and school leaders learn the techniques involved in driving positive change in their schools and can then train the next cohort (or innovation hub) on the Learning Sprint process.

In 2018, the network continued to engage teachers from both urban and rural school districts from across the province, with meetings held in Calgary and in Edmonton. Fifty-four teachers participated in Foundations of Learning Sprints, a workshop that introduced the concept of Learning Sprints, and 85 district and school leaders participated in Leading Learning Sprints, a workshop designed to equip participants with the tools to lead this process in their own contexts. Staff members from the Saskatchewan Teachers' Federation and the Saskatoon Teachers' Association also participated in the network's activities, with the intention of creating a similar network in Saskatchewan.

Special Projects

Communities of Practice Inquiry Grant

Through its Communities of Practice Inquiry Grant, the Association awarded matching grants to seven locals in 2017/18, with grants ranging from \$506.25 to \$1,000.00 each. The grant program offers matching grants of up to \$2,000 each for groups of teachers to develop a community of practice that addresses an issue of professional relevance using an inquiry model. In fall 2018, two grant proposal requests were submitted and, at year-end, were under consideration. Teachers engaging in this work explore issues related to the following:

- Teacher leadership in curriculum
- Support for beginning teachers
- Support for teachers new to Alberta
- Communities of practice supporting inclusive education
- Communities of practice supporting Indigenous education
- Any other topic that can be addressed using an inquiry approach

Reflection on My Professional Practice Tool

In 2018, the Association continued its work on the Online Professional Growth Planning Service for teachers and school leaders, a pilot project funded by the Government of Alberta and developed by the Association. In particular, the Association created a digital resource for developing annual professional growth plans. The Reflection on My Professional Practice resource is a comprehensive digital tool to assist teachers and school leaders in reflecting on the knowledge, skills and attributes of their professional practice as related to the current and new Teaching Quality Standard and/or the Leadership Quality Standard. The interactive tool has two options for certificated staff:

- Using the tool based on the current TQS (1997) and the Alberta School Leadership Framework (2012)
- Using the tool based on the revised (new) Teaching Quality Standard (2018) and/or the Leadership Quality Standard (2018)

The tool reports personal results in bar graph summary format, providing a profile of strengths and considerations for growth plan goals. The new tool, available for use by teachers, and school and jurisdiction leaders, also lists suggested resources to support implementation of the competency indicators of the Professional Practice Standards.

Field Service

Demand for professional development (PD) workshops and presentations provided by staff remained high in 2018. Statistics on the workshops and presentations provided by PD staff are shown in Table 12. Workshops were also delivered by Association instructors, whose work is described on page 51, and Association administrator instructors, whose work is described in page 52.

Table 12. Field Service Delivered by Professional Development Staff

	2016	2017	2018
Workshops and presentations	198	216	230
Participants	13,942	12,687	16,772

The Association held two Professional Development Area Conferences (PDAC) in 2018. Delegates to the conferences included local PD chairs, local presidents, convention association presidents and program chairs, specialist council presidents, PD facilitators, and members of Provincial Executive Council. The spring PDAC, held in April, had 148 attendees. The conference included a provincial update, on-site breakout sessions, as well as off-site breakout sessions. The fall PDAC, held in November, had 147 attendees. The conference included a keynote presentation by P A McRae on teaching students in a digitally saturated milieu, a Playground Resource Fair featuring technology activities from the Association's library, a floor map outlining Indigenous history across Canada, and a display created by the Council on Inclusive Education. Delegates also received a provincial update and participated in on-site breakout sessions.

In addition, the Association continued to explore strategies for delivering PD online, offering the Online Professional Growth Planning Service and professional learning webinars. The Association also continued to pilot the Communities of Practice PD collaborative website, which is primarily intended to support PD leaders involved in locals, specialist councils and teachers' convention associations. The collaborative website also aims to deliver materials and information to members of the Association's two instructor corps.

TEACHER

TEACHER WELFARE

The Teacher Welfare program area provides services to assist teachers to attain those economic and working conditions that make possible the best level of professional service.

»» 56
out of 67
bargaining units
(including four
charter/private)
reached local
agreements by
the end of 2018.

Central Table Bargaining

Collective bargaining for teachers occurs within the framework established by the *Public Education Collective Bargaining Act* and takes place at a central table as well as between individual bargaining units and their respective employer school boards.

The Central Table Bargaining Committee (CTBC) represents teacher interests in meetings with the Teachers' Employer Bargaining Association (TEBA) to negotiate lists of central and local matters, review procedures for the conclusion of a central table agreement, direct communications to members related to central table matters and discussions, and oversee ratification of an agreement at the central table. The committee reports to and consults with Provincial Executive Council as required.

In winter 2018, the CTBC conducted an in-depth review of a bargaining needs survey completed by 11,257 members. The results showed three very clear bargaining priorities: class size, compensation and inclusion. In addition to the survey, committee members and staff conducted 15 meetings with 183 teachers who represented all grade levels; teachers with school-based and jurisdiction-based designations; and a range of rural, suburban and urban schools in separate and public jurisdictions. Also, a telephone town hall was held, with 4,400 teachers on the line during the call.

The CTBC met several times throughout 2018 to prepare for and commence bargaining with the TEBA. Early in the year, the 2018 List of Central and Local Matters was reached and, in early September, the matters bargaining initial proposals were exchanged. Matters bargaining continues.

Local Collective Bargaining

The Association is the bargaining agent for 67 bargaining units in the province: 41 public, 16 separate and 4 francophone, and 6 charter/private schools (Almadina School Society, Aurora Academic Charter School, Boyle Street Education Centre, Clear Water Academy, New Horizons Charter School and Valhalla School Foundation).

Following the achievement of the central agreement with the Government of Alberta in early 2017, representatives of the bargaining agents commenced local collective bargaining, which continued throughout 2018. Fifty-six bargaining units (including four charter/private) reached local agreements by the end of 2018. Ten school jurisdictions are currently in bargaining or mediation to achieve a local agreement. Table 13 provides a listing of dates when a local agreement was reached. Table 14 gives the average maximum and minimum salaries in effect as of 2018 08 31.

On an ongoing basis throughout the year, as well as in response to specific requests by members, staff analyzed clauses in effect in various collective agreements across the province and attended bargaining unit and Teacher Welfare Committee meetings to present workshops and assist units in developing their communication and bargaining plans. In addition, staff produced statistical reports comparing salaries, principals' allowances, substitute rates and group health benefit plan premium contributions.

Grievances

Following ratification of the central agreement, a new central grievance procedure took effect for individual school jurisdictions at the time of ratification of their local memorandum. This translated to Teacher Welfare filing grievances on behalf of teachers at one of two levels: local or central (depending on whether the collective agreement article in question was local or central). On occasion, grievances were filed at both levels.

Thirty-six grievances arising from alleged violations of collective agreements were initiated in 2018. Of these, 21 remained outstanding at year-end. Fifteen were resolved

Table 13. Local Collective Bargaining

Bargaining Unit	Agreement Reached	Bargaining Unit	Agreement Reached
Aspen View PSD 78	2017 10 14	High Prairie SD 48	2018 03 14
Battle River RD 31	2017 10 19	Holy Family CRD 37	2018 02 27
Black Gold RD 18	2017 10 11	Holy Spirit RCSR 4	2017 12 11
Boyle Street Education Centre (Charter)	2017 12 12	Lakeland RCSSD 150	2018 10 18
Buffalo Trail PSRD 28	2017 12 19	Lethbridge SD 51	2017 10 04
Calgary RCSSD 1	2018 01 10	Living Waters CRD 42	2017 12 19
Calgary SD 19	2018 02 09	Livingstone Range SD 68	2018 05 23
Chinook's Edge SD 73	2018 01 25	Medicine Hat CSRD 20	2018 03 08
Christ the Redeemer CSRD 3	2018 03 05	Medicine Hat SD 76	2018 05 31
Clearview SD 71	2018 09 12	New Horizons Charter School Society	2018 04 11
CS Nord-Ouest 1	2018 01 15	Northern Lights SD 69	2018 01 12
East Central Alberta CSSRD 16	2018 03 12	Northland SD 61	2017 06 15
Edmonton CSD 7	2018 06 11	Palliser RD 26	2018 03 08
Edmonton SD 7	2017 09 07	Parkland SD 70	2018 01 25
Elk Island CSRD 41	2018 01 16	Peace River SD 10	2017 11 22
Elk Island PSRD 14	2017 09 21	Peace Wapiti SD 76	2018 12 11
Evergreen CSRD 2	2018 12 13	Pembina Hills RD 7	2018 02 07
Foothills SD 38	2018 03 26	Prairie Land RD 25	2018 03 19
Fort McMurray PSD 2833	2017 12 22	Prairie Rose SD 8	2018 04 23
Fort McMurray RCSSD 32	2017 11 29	Red Deer PSD 104	2017 12 18
Fort Vermilion SD 52	2018 12 07	St Albert PSD 5565	2017 10 18
Golden Hills SD 75	2018 01 12	St Thomas Aquinas RCSR 38	2018 01 25
Grande Prairie PSD 2357	2017 12 05	Sturgeon SD 24	2018 06 20
Grande Prairie RCSSD 28	2018 06 22	Westwind SD 74	2018 03 02
Grande Yellowhead PSD 77	2017 11 28	Wild Rose SD 66	2018 01 25
Grasslands RD 6	2018 02 15	Wolf Creek SD 72	2017 10 24
Greater St Albert RCSSD 734	2018 04 11		

Table 14. Averages of Collective Agreements in Effect 2018 08 31

Years of Teacher Education	Minimum	Maximum
Four	59,781	94,255
Five	63,139	97,677
Six	66,870	101,442

»» 36 grievances arising from alleged violations of collective agreements were initiated in 2018.

at the local/central level, eight were in the early stages and twelve proceeded to arbitration, with one being settled early in the arbitration process. In addition, 53 grievances remained outstanding from previous years and were in various stages of arbitration or abeyance at year-end. A number of these were on hold pending the outcome of local negotiations that, at year-end, had not been completed for the 2016–18 round of bargaining. A summary of the status of grievances and arbitrations in progress at year-end is presented in Table 15.

The issue of teacher assignable and instructional time as per Article 11 in the Central Table Memorandum of Agreement between the Association and TEBA remained a notable issue in 2018. Five grievances (included in the above) remained outstanding on this topic.

In 2015 and 2016, the Association filed under collective agreements legislated by the *Assurance for Students Act*, alleging that school boards failed to correctly implement the ministerial order mandating a reduced workload for teachers. Some of the grievances also referenced the teacher time for professional development and collaboration provision of the Modified Framework Agreement appended to the act. Twelve of these grievances remained outstanding pending the outcome of arbitration and judicial review decisions.

Teacher Welfare also tracks issues that were resolved prior to grievances being filed. There were eight such issues in 2018.

Table 15. Status of Grievances and Arbitrations

	Grievances			Arbitrations			
	Ongoing	In Abeyance	Resolved at Local Level in 2018	Ongoing	Decision Received	Agreement Reached	In Abeyance
Previous Years	0	18		35	0	0	0
2018 Local	2	1	10	7	0	0	0
2018 Central	4	2	5	4	0	1	0

Appeals to Alberta School Employee Benefit Plan and Other Insurance Matters

The Association assists and advises members with various benefits issues, including extended disability benefits (EDB) with the Alberta School Employee Benefit Plan (ASEBP), long-term disability with other carriers such as Great West Life and Manulife, policy appeals with regard to other insurance issues and employment insurance (EI). In 2018, the Association took 1,428 teacher calls with concerns in one or more of these areas.

Calls to Teacher Welfare staff in relation to EI vary with regard to subject matter and have decreased significantly since Service Canada moved to a paperless format and incorporated the Social Security Tribunal approximately four years ago. Teacher Welfare’s representative groups, such as Teacher Welfare committees, are also well equipped to assist members in understanding the EI process.

The Association represented 12 teachers to various appeal bodies. Seven teachers were represented to the ASEBP Board of Trustees through EDB appeal hearings and five were represented at the ASEBP Board of Trustees through policy (plan document) appeals. In 2018, there were no teachers represented with concerns with EI, Canada Pension Plan Disability, other benefit plan carriers or occupational health and safety issues. As of year-end, one other EDB case was continuing through the litigation process.



Teacher Welfare Education Program

The Teacher Welfare Education Program aims to foster Teacher Welfare Committee (TWC) leadership capacity through a formalized education process and to ensure that an adequate number of TWC members are trained. In spring 2018, the program was revised to offer two levels of certification rather than three.

The Association offers a two-level certificate course in leadership and negotiation skills. The objective of the certificate process is to ensure that members have access to a variety of courses and programs that will assist them in developing the skills and capacity necessary to serve as leaders on the TWC and the Negotiating Subcommittee. To achieve each level of the certificate, a member must complete all core courses and a number of options. Courses are offered at Summer Conference (see page 19), Field Service, Teacher Welfare Area Conference (TWAC) (see page 62) and meetings of the bargaining unit, local, school staff and the TWC.

During TWAC, Teacher Welfare issued 26 Level I and 15 Level II certificates. Since the program's inception, more than 170 Level I certificates and 75 Level II certificates have been issued.

Teacher Welfare Liaisons

The Economic Consultants corps was renamed Teacher Welfare Liaisons (TWLs) in spring 2018.

At year-end, there were 17 TWLs in the corps assisting bargaining units in preparing for negotiations and in presenting workshops to Teacher Welfare committees and teacher members. Liaisons also keep Teacher Welfare staff informed about activities in their assigned units.

The corps met twice in 2018. Agenda items attended to public finance, central and local bargaining, the new collective agreement format and content, and charter school

Teacher Welfare
contact with members

2016: 9,370

2017: 10,732

»» 2018: 11,038



teacher unionism. TWLs also reviewed issues related to hours of instructional and assignable time that had been surfacing since the central agreement was ratified.

The TWL Seminar offered at Summer Conference (see page 19) provided a second year of training for six TWLs.

By year-end, liaisons had carried out approximately 121 consultations with TWCs, local executives and individual members. These consultations involved attending local executive and TWC meetings, assisting with bargaining, and presenting workshops to bargaining units throughout the province.

Pensions and Retirement

Educating teachers concerning their pensions and their retirement remains a large part of the Association's mandate. The Alberta Teachers' Retirement Fund (ATRF) provides much of this education through their website and member consultations (both over the telephone and in person); however, the topic of pensions remains complex. To address issues and questions that surface, Teacher Welfare staff (often with the assistance of the Pension Committee) produce explanatory information that is disseminated through the Association's website, brochures or the *ATA News*.

One major issue that first became apparent in 2006 was the defined benefit cap to the *Income Tax Act*. With the cap affecting an increasing number of retiring teachers, the Association had actively advocated to change the regulation. The Alberta Retired Teachers' Association (ARTA) also had become heavily involved in member engagement on the cap issue, as many of their members were negatively affected by reduced annual pensions. As reported under Legislation (page 23), Minister of Education D Eggen implemented a resolution to the issue in 2018.

Retirement Consultants

Association retirement consultants are practising teachers who conduct workshops, make presentations and meet individually with teachers preparing for retirement.

In 2018, retirement consultants attended three training meetings: one in the spring, one in the fall and one at Summer Conference (see page 19). At these meetings, consultants heard presentations on the ATRF's annual report, purchasing service, the Project Lantern initiative and website enhancements. During these meetings, consultants also received a presentation from ASEBP entitled *Health in Later Years* and produced a presentation about the Canada Pension Plan and Old Age Security Pension, that would be offered at provincewide preretirement workshops.

Preretirement workshops (full-day sessions conducted by consultants in conjunction with sponsoring locals) continue to be conducted throughout the province. Originally designed for teachers nearing retirement, the workshop is a great advantage even to teachers at mid-career stages. The program included presentations from the ATRF, ARTA, Capital Estate Planning and ASEBP. Most workshops also include a component on wills and estates conducted by a local lawyer. Approximately 710 teachers and their spouses participated in 29 workshops throughout Alberta in 2018.

In 2018,

approximately

710

teachers and
their spouses

participated in

29

preretirement
workshops.

Field Service

Staff continued to meet with local Teacher Welfare committees and other groups and individuals to prepare grievance and arbitration cases; to assist teachers with extended disability and policy appeals; and to present workshops on such topics as maternity leave, understanding collective agreements, pension basics for local officials and the calculation of instructional time. Statistics on the number of contacts that Teacher Welfare staff had with members in 2018 and the issues involved are reported in Table 16.

Approximately 240 participants attended the two Field Service Program meetings held in 2018. Topics addressed at these meetings included an environmental scan that considered the Association, the profession, the political landscape and legislation. Discussion groups then examined more deeply the topics highlighted in the environmental scan; this activity produced a listing of priorities for the next round of bargaining.

Approximately 297 Association members and staff attended the 2018 iteration of the Teacher Welfare Area Conference (TWAC). The agenda included updates on both central and local bargaining and a number of workshops through the Teacher Welfare Education Program.

Table 16. Summary of Teacher Welfare Contact with Members

Issue	2018
Extended Disability/Sick Leaves	2,725
Maternity/Parental Leaves	1,218
Other Leaves	754
Collective Agreement Issues	2,689
Bargaining	720
Pension/Retirement	448
Other	573
TOTAL	9,127
Additional Communication	1,911

OPERATIONS

OPERATIONS

Operations encompasses Finance, Document Production, Human Resources, Central Records and Archives, Building, and Information and Technology Services, all of which support and enable the programs that the Association carries out on a provincial and local level.

On average,
staff officers
each worked
»»219.5
DAYS
(including
Saturdays,
Sundays and
holidays) and
travelled
37,331 KM
on Association
business in 2018.

Human Resources

Human Resources supports the Association's service to members by maintaining appropriate staffing levels, handling matters related to employee relations and helping to coordinate the organization's administrative functions. In 2018, Human Resources staff also worked with locals to manage staffing matters.

The Association employs 170 staff, including 80 support staff, 54 professional staff and an authorized staff officer complement of 36.

Key changes to staff officer appointments include the following:

- G R Thomas retired as executive secretary, with D E Theobald assuming the role.
- M A Purcell was hired as executive staff officer, Indigenous education, Professional Development.
- K E Moench retired as associate executive staff officer, Member Services, SARO, with K W Hadden transferring to the role.
- J C Couture retired as associate coordinator, research, Government, with P A McRae transferring to the role.
- L M Everitt transferred to the role of executive staff officer, Government.
- M V Preston retired as executive staff officer, Teacher Welfare.
- M J Rybotycki was hired as executive staff officer, Teacher Welfare.
- A E Huizing was hired as executive staff officer, Teacher Welfare.
- D J Coles was hired as executive staff officer, Member Services.
- C W Gonsalvez was hired as executive staff officer, Professional Development.
- G L Blais transferred to the role of executive staff officer, Member Services, SARO.
- J A Turville was reclassified to the position of associate executive secretary.

Document Production and Distribution

Document Production (DP) is a diverse department, specializing in editing, design, photography, digital printing, distribution, stationery and mailing. DP staff work in partnership with Association staff across program areas, specialist councils and locals to create, develop and distribute professional communication solutions. In 2018, a new online work order application was implemented to record and track all DP projects, from initiation through to final publication and distribution.

Throughout 2018, editorial and graphic design work focused on specialist council newsletters and journals, research monographs and the *ATA News*. Other work undertaken in 2018 comprised the editing, creative design and development of internal and external publications, banners, brochures, postcards, and communications to support the activities of the Association. In particular, DP staff provided editorial, graphic design, printing and/or distribution services for the Walking Together: Education for Reconciliation Professional Learning Project; public relations campaigns; research initiatives; Diversity, Equity and Human Rights programming; the School Representative Toolkit; 2Learn.ca (special edition and identity); World Teachers' Day; and the Association's 100th anniversary. In addition, DP staff informed the redesign of the Association's website.

Productivity in the Print Shop remained high throughout the year. Items distributed through 10 scheduled school mailings to school representatives included promotional materials for specialist council activities; information for Beginning Teachers' conferences; Walking Together resources; issues of *The Learning Team*, *Leadership Update*, *Ever Active Schools* and *PRECIS*; materials related to Education Week, Hats On! for Mental

Health Day, and the Society for Safe and Caring Schools and Communities campaigns; Association library bookmarks; Educator Exchange Program materials; and *Working with Pakistani Immigrant Students* and *A Guide for New Teachers in Colony Schools*.

Publications

The Association produces many types of documents, ranging from monographs to brochures to workshop materials. New substantial publications produced in 2018, or those which were considerably revised, are captured in the list below:

ATA Membership and Services	Services en français de l'ATA
	<i>School Representative Toolkit</i>
Human Rights Issues	<i>L'éducation, notre bison (Education is Our Buffalo)</i>
Professional Development	<i>Professional Development Program and Services Guide; S'unir pour mieux servir Guide de PP de l'Unité locale francophone (PD Guide –Unité locale francophone)</i>
	<i>Stepping Stones Series: Terminology Reference, Remarque sur la Terminologie; Alberta Métis Settlements and Agreements, Établissements Métis et accords concernant les Métis de l'Alberta; An Introduction to the Inuit, Les Inuits: Une introduction; Timeline of Alberta's Indigenous History, Chronologie de l'histoire des autochtones en Alberta; Numbered Treaties Within Alberta: Treaty 6, Traités Numérotés en Alberta: Le Traité No 6; Numbered Treaties Within Alberta: Treaty 7, Traités Numérotés en Alberta: Le Traité No 7; Numbered Treaties Within Alberta: Treaty 8, Traités Numérotés en Alberta: Le Traité No 8; Indigenous Linguistic Diversity and Revitalization, Residential Schools—First Nations' Experience</i>
Research	<i>Control, Regulation and Scope of Practice in the Teaching Profession—Environmental Scan</i>
	<i>Essential Conditions for K–4 Curriculum Implementation: Perspectives of 2,800+ Alberta K–4 Teachers</i>
	<i>Next Acts: Educational Impasse, Events and a One-Legged Magpie—A Resource to Support Curriculum Inquiry and Educational Development</i>
	<i>Online Learning Initiatives in Alberta Schools</i>
	<i>Research Study of Digital Reporting, Assessment and Portfolio Tools: Results Summary</i>
	<i>Twin Peaks—Exploring the Boundaries of Public Education</i>
	<i>"Who will Help Me to Do Well?" How to Best Support the Professional Growth of Alberta's Newest Teachers</i>
Second Languages and Intercultural Council	<i>Literature Review on the Impact of Second-Language Learning</i>
	<i>Revue de la littérature sur l'impact de l'apprentissage de langues seconds</i>
Teachers as Professionals	<i>Code of Professional Conduct</i>
	<i>Declaration of Rights and Responsibilities for Teachers</i>
	<i>A Guide for New Teachers in Colony Schools</i>
	<i>Breaking the Silence—A Guide for Sexual and Gender Minority Teachers in Alberta</i>
	<i>Working with Pakistani Immigrant Students</i>
	<i>Monographie: Ressources pour les enseignants ayant de élèves de l'Afrique centrale</i>

On average,
the antispam
defenses block

»» 6,000
e-mails per day.

Information and Technology Services

In 2018, the Association upgraded its servers, laptops, monitors, printers and software. Additional infrastructure was implemented in the new tower of Barnett House, fibre lines were temporarily moved above ground for renovations and then returned to a permanent underground pathway, and Internet connectivity services were moved to a single service provider to accommodate future needs and to increase capacity. An external review of the network architecture was conducted to ensure that the infrastructure is compliant with industry standards.

Cyber security is increasingly important to organizations to protect member data and organizational information on servers. On average, the antispam defenses block 6,000 e-mails per day. Malware attacks are more significant because they can negatively affect the organizational performance and can lead to data loss. The Association had been encountering around 1,500 attacks per day. As a countermeasure, a new firewall was introduced and sophisticated pre-emptive processes were applied, reducing the average to 100 attacks per day. To further protect against malware attacks, multi-factor authentication was explored for Association devices, and e-mail phishing exercises were provided to staff to heighten awareness and knowledge about the potential threat. In



addition, vulnerability testing by a security company was conducted against the membership database to ensure the protection of member data.

Reports for the membership database were modified as per the request of program areas. Staff also analyzed the data to ensure accuracy. The membership database was modified and reconfigured to allow for gender alternatives in reports, online member profiles and online self-serve membership cards.

The following changes were made to online services:

Security was enhanced based on a vulnerability assessment performed by an independent company.

An online interactive work order form was developed to support requests for printing services.

The provincial website was reorganized and rebuilt based on recommendations stemming from a usability study involving members.

The Association's website sees, on average, 3,000 visits per day. About 66 per cent of visitors are Canadian, 26 per cent are international and 8 per cent are of an unknown country (IP number origin not known).

The Government of Alberta maintains a list of approved organizations eligible for standing offers. In 2018, the Association's application to be placed on this list was approved, which may result in the Association being eligible for improved pricing on software licensing and hardware from vendors.

At year-end, the Association was hosting websites for 18 specialist councils (20 in 2017), 50 locals (50 in 2017) and 3 teachers' convention associations (3 in 2017). Seven additional subgroups (6 in 2017) were using the Association to host secure members-only sites. In addition, Information and Technology Services staff provided workshops for web managers to support web hosting.

Records Management

In 2018, the records management staff established a central repository at Barnett House with a capacity for over 7,500 cartons. The facility, which will house Association and subgroup records, eliminates the Association's reliance on leased extramural document storage. Records management staff continued to schedule and securely destroy records for which the Association no longer maintained a business need. Decommissioned technology was securely destroyed and components recycled as appropriate. The Association also adopted the environmental practice of recycling all metal extracted from processed records. Records management support and services were provided to all Association staff throughout the year, and training presentations were made at Summer Conference and teachers' conventions.

Archives

The archives completed 808 new accessions in both print and electronic format. These accessions represent records of permanent value to the Association, including corporate records. In addition, staff supported and participated in the full range of the Association's 100th anniversary celebrations that took place in 2018. Historical research services were provided to Association staff and subgroups. Archives staff corresponded and cooperated with other archival institutions, including the Provincial Archives of Alberta and archives located abroad. In addition, archives staff completed the digitization of Association historical photos and curated the digitization of historical documents.

Regulation Compliance/Privacy and CASL (Canadian Anti-spam Legislation)

In 2018, the Association continued to provide training to all incoming staff respecting compliance with the *Personal Information Protection Act* (PIPA). The Association did not receive a request for access under the act in 2018. Training sessions were provided to Association staff and subgroup executives regarding the collection, use and disclosure of personal information. Staff developed training materials and plans for additional sessions. The Association also represented members in matters before the Office of the Information and Privacy Commission with respect to PIPA and the *Freedom of Information and Protection of Privacy Act* (FOIP).

In 2018, the Association provided training to members respecting the Canadian Anti-spam Legislation (CASL). While the Association was affected by regulatory changes to exemptions respecting commercial electronic messages in 2018, the CASL development most directly affecting the Association involved the cancellation of the private right of action. The private right of action was scheduled to come into effect on 2017 07 01 but was cancelled by an Order in Council on 2017 06 07.

Building

In 2018, the Association continued with the renovation and expansion of Barnett House. At year-end, the majority of the building construction was complete, with finishing of interior spaces to continue in 2019. Upgrades were made to the sprinkler system to meet current codes.

Major repairs and upgrades to Barnett House undertaken in 2018 comprise the replacement of windows in Document Production, boiler refractory repairs, lighting upgrades, Keyscan program upgrades, and the rekeying of the building.

The Association continues to lease space to tenants, including the Alberta Teachers' Retirement Fund. Alberta Colleges and Institutes Faculties Association became a new tenant in September.

Food services and catering revenues for 2018 were \$493,873 and meeting room rentals were \$42,411, for a total of \$536,284 in revenue. Revenues are expected to increase with the completion of Barnett House construction.

Funds and Expenditures

In 2018, the Special Emergency Fund (SEF) was not used to pay for any expenditures. Investment earnings for the fund were \$1,475,749 and the budget allocation approved for the year was \$652,000. The balance of the SEF fund at 2018 08 31 was \$21,648,722.

The Capital Fund was established to fund the costs of furniture, equipment and major renovations. During the year, \$1,195,000 was allocated to the fund through the budget process plus investment earnings of \$223,015. The fund was used to purchase equipment and furnishings valued at \$664,589. The balance of the fund at 2018 08 31 was \$4,861,867.

The SARO Lease Fund was created to provide investment income to offset the costs of leasing space for the Association's Calgary office. Income from the fund in excess of leasing costs is available for general operations. If the investment income is not sufficient to cover the leasing costs, the difference is paid from general revenues. The net book value balance of the fund at 2018 08 31 was \$1,923,911.

FINANCIAL

FINANCIAL STATEMENTS

Year ended August 31, 2018

STATEMENTS



Tel: 780 461 8000
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BDO Canada LLP
9897 34 Avenue NW
Edmonton AB T6E 5X9 Canada

Independent Auditor's Report

To the Members of
The Alberta Teachers' Association

We have audited the accompanying financial statements of the Alberta Teachers' Association, which comprise the statement of financial position as at August 31, 2018, and the statements of operations, changes in members' equity and cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Association's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of The Alberta Teachers' Association as at August 31, 2018, and the results of its operations and its cash flow for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

BDO Canada LLP
Chartered Professional Accountants

Edmonton, Alberta
November 9, 2018

THE ALBERTA TEACHERS' ASSOCIATION

Statement of Financial Position

Year ended August 31, 2018

	Special Emergency	Capital	SARO Lease	Property and Equipment	Unappropriated	2018	2017
ASSETS							
CURRENT							
Cash and Cash Equivalents	\$ -	\$ -	\$ -	\$ -	\$ 3,213,889	\$ 3,213,889	\$ 7,152,486
Fees Receivable	-	-	-	-	1,823,524	1,823,524	2,313,107
Other Receivables	-	-	-	-	1,304,360	1,304,360	729,356
Prepaid Expenses	-	-	-	-	669,490	669,490	568,982
Due from (to) Other Funds	(6,839,522)	1,592,289	(663,945)	-	5,911,178	-	-
	(6,839,522)	1,592,289	(663,945)	-	12,922,440	7,011,263	10,763,931
ACCRUED PENSION ASSET (Note 9)							
INVESTMENTS (Note 3)	-	-	-	-	7,055,000	7,055,000	2,771,000
PROPERTY AND EQUIPMENT (Note 4)	28,488,244	3,269,578	2,587,855	-	-	34,345,677	36,028,567
	-	-	-	36,409,880	-	36,409,880	15,230,235
	\$ 21,648,722	\$ 4,861,867	\$ 1,923,911	\$ 36,409,880	\$ 19,977,440	\$ 84,821,821	\$ 64,793,733
LIABILITIES							
CURRENT							
Non-revolving Loan (Note 6)	\$ -	\$ -	\$ -	\$ 15,000,000	\$ -	\$ 15,000,000	\$ -
Accounts Payable and Accrued Liabilities	-	-	-	-	4,408,171	4,408,171	5,522,452
Fees Payable to Locals	-	-	-	-	2,438,121	2,438,121	2,118,728
Current Portion Capital Lease Obligations (Note 5)	-	-	-	116,893	-	116,893	169,481
Current Portion Mortgages Payable (Note 6)	-	-	-	764,949	-	764,949	2,839,946
Accrued Vacation Pay	-	-	-	-	607,775	607,775	690,877
	-	-	-	15,881,842	7,454,067	23,335,909	11,341,484
POST RETIREMENT BENEFITS (Note 9)							
MORTGAGES PAYABLE (Note 6)	-	-	-	-	6,319,000	6,319,000	6,605,000
CAPITAL LEASE OBLIGATIONS (Note 5)	-	-	-	4,835,914	-	4,835,914	3,525,863
	-	-	-	189,485	-	189,485	294,873
	-	-	-	20,907,240	13,773,067	34,680,308	21,767,220
COMMITMENTS (Note 7)							
CONTINGENCIES (Note 8)							
MEMBERS' EQUITY							
Appropriated	21,648,722	4,861,867	1,923,911	15,502,641	-	43,937,140	38,963,213
Unappropriated	-	-	-	-	6,204,373	6,204,373	4,063,300
	21,648,722	4,861,867	1,923,911	15,502,641	6,204,373	50,141,513	43,026,513
	\$ 21,648,722	\$ 4,861,867	\$ 1,923,911	\$ 36,409,880	\$ 19,977,440	\$ 84,821,821	\$ 64,793,733

The accompanying notes and schedules are an integral part of these financial statements.

Approved By:

_____, Director

_____, Director

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Operations
Year ended August 31, 2018

	<u>Special Emergency</u>		<u>Capital</u>		<u>SARO Lease</u>		<u>Property and Equipment</u>		<u>Unappropriated</u>		<u>TOTAL</u>	
	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017
REVENUE												
ATA Membership Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 38,602,622	\$ 37,634,267	\$ 38,602,622	\$ 37,634,267
Advertising	-	-	-	-	-	-	-	-	117,734	91,818	117,734	91,818
TQS Evaluations	-	-	-	-	-	-	-	-	285,050	267,530	285,050	267,530
Registration Fees	-	-	-	-	-	-	-	-	52,182	61,685	52,182	61,685
Rentals	-	-	-	-	-	-	-	-	972,470	954,581	972,470	954,581
Printing	-	-	-	-	-	-	-	-	160,820	87,961	160,820	87,961
Publications	-	-	-	-	-	-	-	-	11,998	13,640	11,998	13,640
Food Services	-	-	-	-	-	-	-	-	413,674	559,404	413,674	559,404
Public Education Action Sales	-	-	-	-	-	-	-	-	40,293	52,160	40,293	52,160
Gain on Disposal of Equipment	-	-	-	-	-	-	8,634	35,351	-	-	8,634	35,351
Miscellaneous	-	-	144,000	144,000	-	-	-	-	119,461	179,073	263,461	323,073
Investment Earnings	1,358,766	1,844,341	204,657	476,600	123,430	167,538	-	-	64,947	51,109	1,751,800	2,539,588
Unrealized Gain (Loss) on Investments	309,857	(551,664)	146,271	(142,556)	28,163	(50,113)	-	-	-	-	484,290	(744,333)
TOTAL REVENUE	1,668,623	1,292,677	494,928	478,044	151,593	117,425	8,634	35,351	40,841,251	39,953,229	43,165,028	41,876,725
EXPENDITURES - Schedule 1												
Government	-	-	-	-	-	-	-	-	8,156,431	8,086,477	8,156,431	8,086,477
Member Services	-	-	-	-	-	-	-	-	4,703,695	4,308,970	4,703,695	4,308,970
Professional Development	-	-	-	-	-	-	-	-	4,792,485	4,680,855	4,792,485	4,680,855
Teacher Welfare	-	-	-	-	-	-	-	-	3,490,568	3,489,835	3,490,568	3,489,835
Building	-	-	-	-	-	-	-	-	2,578,491	2,564,525	2,578,491	2,564,525
Operations	-	-	-	-	-	-	-	-	4,980,377	4,717,949	4,980,377	4,717,949
Food Services	-	-	-	-	-	-	-	-	645,907	768,296	645,907	768,296
Information and Technology	-	-	-	-	-	-	-	-	2,169,993	2,031,668	2,169,993	2,031,668
Non-Departmental	-	-	-	-	-	-	3,168,023	3,159,606	2,714,744	2,306,576	5,882,767	5,466,182
Other (Non-Rebatable)	-	9,180	-	-	-	-	-	-	3,740,316	3,796,202	3,740,316	3,805,382
TOTAL EXPENDITURES	-	9,180	-	-	-	-	3,168,023	3,159,606	37,973,006	36,751,355	41,141,030	39,920,139
Excess (Deficiency) of Revenue Over Expenditures	\$ 1,668,623	\$ 1,283,497	\$ 494,928	\$ 478,044	\$ 151,593	\$ 117,425	\$ (3,159,389)	\$ (3,124,255)	\$ 2,868,245	\$ 3,201,875	\$ 2,023,999	\$ 1,956,586

The accompanying notes and schedules are an integral part of these financial statements.

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Changes in Members' Equity
Year ended August 31, 2018

	Special Emergency		Capital		SARO Lease		Property and Equipment		Unappropriated		Total	
	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017
MEMBERS' EQUITY,												
BEGINNING OF YEAR	\$ 20,686,865	\$ 20,841,709	\$ 7,980,528	\$ 7,046,536	\$ 1,895,748	\$ 1,945,860	\$ 8,400,072	\$ 6,834,581	\$ 4,063,300	\$ 3,150,241	\$ 43,026,513	\$ 39,818,927
EXCESS (DEFICIENCY)												
OF REVENUE OVER												
EXPENDITURES	1,668,623	1,283,497	494,928	478,044	151,593	117,425	(3,159,389)	(3,124,255)	2,868,245	3,201,875	2,023,999	1,956,586
INTERFUND												
TRANSFERS (NOTE 10)	(706,766)	(1,438,341)	(3,613,589)	455,948	(123,430)	(167,537)	10,261,958	4,689,746	(5,818,173)	(3,539,816)	-	-
PENSION REMEASUREMENTS AND												
OTHER ITEMS (NOTE 9)	-	-	-	-	-	-	-	-	5,091,000	1,251,000	5,091,000	1,251,000
MEMBERS' EQUITY,												
END OF YEAR	\$ 21,648,722	\$ 20,686,865	\$ 4,861,867	\$ 7,980,528	\$ 1,923,911	\$ 1,895,748	\$ 15,502,641	\$ 8,400,072	\$ 6,204,373	\$ 4,063,300	\$ 50,141,513	\$ 43,026,513

The accompanying notes and schedules are an integral part of these financial statements.

THE ALBERTA TEACHERS' ASSOCIATION
Statement of Cash Flow
Year ended August 31, 2018

	Special Emergency	Capital	SARO Lease	Property and Equipment	Unappropriated	2018	2017
Net Inflow (Outflow) of Cash Related to the Following Activities							
OPERATING							
Excess (Deficiency) of Revenue Over Expenditures	\$ 1,668,623	\$ 494,928	\$ 151,593	\$ (3,159,389)	\$ 2,868,245	\$ 2,023,999	\$ 1,956,586
Items Not Affecting Cash							
Depreciation	-	-	-	3,168,023	-	3,168,023	3,159,606
Unrealized Loss (Gain) on Investments	(309,857)	(146,271)	(28,163)	-	-	(484,290)	744,333
Gain on Disposal of Equipment	-	-	-	(8,634)	-	(8,634)	(35,351)
Interfund Transfer	116,982	(4,125,641)	10,625	25,261,957	(21,263,923)	-	-
	1,475,748	(3,776,984)	134,055	25,261,957	(18,395,678)	4,699,098	5,825,174
Changes in Non-Cash Operating Working Capital Items							
Fees Receivable	-	-	-	-	489,583	489,583	(96,793)
Other Receivables	-	-	-	-	(575,004)	(575,004)	(222,268)
Prepaid Expenses	-	-	-	-	(100,508)	(100,508)	(170,086)
Accounts Payable and Accrued Liabilities	-	-	-	-	(1,114,281)	(1,114,281)	2,239,850
Fees Payable to Locals	-	-	-	-	319,393	319,393	(121,325)
Accrued Vacation Pay	-	-	-	-	(83,102)	(83,102)	(39,548)
Net Change in Employee Future Benefits	-	-	-	-	521,000	521,000	644,000
	1,475,748	(3,776,984)	134,055	25,261,957	(18,938,597)	4,156,179	8,059,004
INVESTING							
Additions to Property and Equipment	-	-	-	(24,471,399)	-	(24,471,399)	(3,840,958)
Proceeds on Disposal of Equipment	-	-	-	143,872	-	143,872	85,643
Proceeds on sale (purchase) of investments, net	(1,475,748)	3,776,984	(134,055)	-	-	2,167,181	(2,631,768)
	(1,475,748)	3,776,984	(134,055)	(24,327,527)	-	(22,160,346)	(6,387,083)
FINANCING							
Proceeds from Construction Line of Credit	-	-	-	-	15,000,000	15,000,000	-
Mortgage Payments	-	-	-	(764,949)	-	(764,949)	(764,949)
Capital Lease Payments	-	-	-	(169,481)	-	(169,481)	(169,481)
	-	-	-	(934,430)	15,000,000	14,065,570	(934,430)
NET CASH INFLOW (OUTFLOW)	-	-	-	-	(3,938,597)	(3,938,597)	737,491
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	-	-	-	-	7,152,486	7,152,486	6,414,995
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ -	\$ -	\$ -	\$ -	\$ 3,213,889	\$ 3,213,889	\$ 7,152,486

The accompanying notes and schedules are an integral part of these financial statements.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2018

1. BACKGROUND

The Alberta Teachers' Association (the "Association"), as the professional organization of teachers, promotes and advances public education, safeguards standards of professional practice and serves as the advocate for its members. It is incorporated under the *Teaching Profession Act* of the Province of Alberta. The Association is exempt from income tax in accordance with Section 149(1) of the *Canadian Income Tax Act*.

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES

These financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations using the restricted fund method of accounting for contributions and reflect the following accounting policies:

Controlled entities

The Association controls 86 entities that have been established to provide a front line service resource to members and professional development opportunities for members. These entities were established through bylaws and motions of the Association and are administered by volunteer executive committees elected by the membership of the particular entity. These entities have no legal status and are not taxable under the *Income Tax Act*. The Association has chosen not to exercise direct financial control over these entities; however, if any of these entities were to cease operations, the assets and liabilities would be assigned to the Association.

The fiscal years of these entities do not necessarily coincide with the Association's fiscal year. The more significant entities follow substantially the accounting policies of the Association; however, others have established accounting policies that were determined to be more appropriate for their circumstances. Due to the large number of entities involved and the relative immaterial size of each entity, the accounts of the controlled entities have not been consolidated with those of the Association and certain disclosures have not been made.

Fund accounting

The Association's accounts are maintained in accordance with principles of restricted fund accounting for contributions. The accounts have been segregated into the following funds or appropriations to reflect the purposes for which funds are designated.

a) Special emergency

This appropriation is maintained in accordance with Bylaw 74. It is augmented by budget allocations approved by the Annual Representative Assembly and reduced by emergent expenditures that are approved by the Provincial Executive Council or the Annual Representative Assembly.

b) Capital

This appropriation is maintained to provide for future building or significant renovation costs. Allocations to and from this appropriation are determined by the Provincial Executive Council or the Annual Representative Assembly.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2018

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

c) SARO lease

This appropriation is maintained to provide income to offset costs for leasing space for the Calgary office. Any excess or shortfall in earnings is credited or charged to general operations.

d) Property and equipment

This appropriation represents the investment in property and equipment.

e) Unappropriated

The unappropriated is maintained to provide for unrestricted contributions for which no restricted fund exists.

Cash and cash equivalents

The Association considers cash and all highly liquid investments with original terms to maturity of less than three months to be cash equivalents.

Financial instruments

The Association initially measures its financial assets and financial liabilities at fair value when the Association becomes a party to the contractual provisions of the financial instrument. The Association subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments and derivatives. Investments are measured at fair value with changes recognized in the statement of operations.

The Association measures the derivative contracts at fair value. Changes in fair value and relevant revenue and expenditures are recognized in the statement of operations.

Property and equipment

Property and equipment are stated at cost. Buildings, building improvements, equipment, leasehold improvements, tenant inducements and automobiles are depreciated using the rates described in Note 4. When a property and equipment asset no longer has any long-term service potential to the Association, the excess of its net carrying amount over any remaining book value is recognized as an expenditure in the statement of operations. Any write-down will not be subsequently reversed.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2018

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

Equipment under capital lease

Equipment under lease, whereby substantially all the benefits and risks of ownership rest with the Association, is accounted for as a capital lease. This equipment is depreciated on the straight-line method over the term of the lease.

Employee future benefits

The Association has established and maintains two defined benefit plans. The defined benefit obligation is determined using an actuarial valuation prepared for accounting purposes. The total cost of the defined benefit plans for the period is comprised of the current service costs, finance costs, and remeasurements and other items. The current service costs and finance costs are charged to operations for the period, while remeasurements and other items are charged directly to members' equity as they occur.

a) Pension plan

The Association has established and maintains a defined benefit pension plan for eligible employees classified as intermediate or clerical staff. This plan provides for a pension benefit based on service and a percentage of the member's highest five-year average earnings and the average year's maximum pensionable earnings. Pension fund assets are measured at fair value at the statement of financial position date. Pensions accrued for services prior to January 1, 1997 have been indexed at 70% of the Consumer Price Index. Effective January 1, 2010, pensions have been indexed at a rate of 60%. Pensions falling in between these periods may be increased on an ad hoc basis.

An independent corporate trustee holds the assets of the plan. Expected return on plan assets is based on the market value of the assets as at August 31 as reported by the independent corporate trustee. The most recent actuarial valuation for funding purposes was performed as at December 31, 2016, and extrapolated to August 31, 2018 for accounting purposes. The next actuarial valuation for funding purposes must be effective no later than December 31, 2019.

b) Other benefit plans

The Association also sponsors other defined benefit plans for eligible employees classified as executive, intermediate or clerical staff. These plans provide health care, life insurance and other post-employment benefits.

Other benefit plans are not funded. The most recent actuarial valuation for accounting purposes was performed as at August 31, 2018.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2018

2. BASIS OF PRESENTATION AND ACCOUNTING POLICIES (continued)

Revenue recognition

The Association follows the restricted fund method of revenue recognition related to contributions. Membership fees and charges for goods or services are recognized as revenue in the year received or receivable and allocated to appropriations on the basis approved by the Annual Representative Assembly. Investment earnings consist of dividends, interest income and realized gain (loss), net of related expenditures. Unrealized gain (loss) on investments consists of changes in fair value of the investments. Investment earnings and unrealized gain (loss) on investments are allocated to appropriations based on the investments held in each appropriation.

Use of estimates

Of necessity, management must make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and revenue and expenditures during the year. Key areas of estimation where management has made subjective judgments, often as a result of matters that are inherently uncertain, include those relating to accrued pension asset, useful life of property and equipment and corresponding depreciation rates, fair value of financial instruments and post-retirement benefits.

3. INVESTMENTS

	2018		2017	
	Fair Value	Cost	Fair Value	Cost
	\$ 34,345,677	\$ 30,271,705	\$ 36,028,567	\$ 31,272,931
Allocated to:				
Special emergency	\$ 28,488,244	\$ 25,060,140	\$ 26,702,638	\$ 23,083,292
Capital	3,269,578	2,912,995	6,900,291	6,065,863
SARO lease	2,587,855	2,298,570	2,425,638	2,123,776
	\$ 34,345,677	\$ 30,271,705	\$ 36,028,567	\$ 31,272,931

The asset mix in the Franklin Templeton Institutional Balanced Fund is as follows:

	2018	2017
Cash	7.3%	7.8%
Fixed Income	35.2%	32.8%
Canadian Equities	26.4%	28.7%
US Equities	12.9%	13.9%
International Equities	18.2%	16.8%
	<u>100.0%</u>	<u>100.0%</u>

THE ALBERTA TEACHERS' ASSOCIATION
Notes to the Financial Statements
Year ended August 31, 2018

4. PROPERTY AND EQUIPMENT

		2018			2017
	Rates	Cost	Accumulated Depreciation	Net Book Value	Net Book Value
Buildings	2%	\$ 10,498,653	\$ 6,554,829	\$ 3,943,824	\$ 4,153,796
Building under construction	0%	26,085,621	-	26,085,621	3,100,826
Building improvements	10%	19,156,193	15,923,876	3,232,317	5,147,937
Equipment	10%-33%	5,808,904	4,309,897	1,499,007	1,401,436
Leasehold improvements	lease-term	32,219	16,127	16,092	16,974
Tenant inducements	lease-term	95,422	-	95,422	-
Automobiles	20%	1,610,983	537,693	1,073,290	786,983
		63,287,995	27,342,422	35,945,573	14,607,952
Land		157,930	-	157,930	157,930
Equipment under capital lease	lease-term	971,995	665,618	306,377	464,353
Total		\$ 64,417,920	\$ 28,008,040	\$ 36,409,880	\$ 15,230,235

Additions to property and equipment include noncash capital lease additions of \$11,505 (2017 - \$nil).

5. CAPITAL LEASE OBLIGATIONS

The Association leases certain printing and reproduction equipment under capital leases. Future minimum annual payments under the capital leases are as follows for the fiscal years ending in:

2019	\$ 116,893
2020	105,388
2021	84,097
Total minimum lease payments	306,378
Less current portion	116,893
Long-term portion	\$ 189,485

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2018

6. CREDIT FACILITIES

The Association has a credit arrangement with its bank for an operating line of credit, authorized to a maximum of \$2,000,000. The line of credit may be used to fund temporary cash flow shortages relating to operations or to labour action. Interest is charged at the bank's floating prime lending rate. Advances under the line of credit are repayable on demand. This line of credit has not been drawn on as at August 31, 2018.

As at August 31, 2018, under the same credit arrangement, the Association had a nonrevolving loan and two mortgages, which were used to assist with financing the construction expansion project. The nonrevolving loan bore interest at the bank's prime rate plus 0.50% per annum, repayable on February 28, 2019.

Subsequent to year-end, the Association amended the terms of the nonrevolving loan, whereby the Association is required to make monthly principal payments of \$83,333, maturing September 20, 2022. Further, the Association entered into an interest rate swap transaction. Pursuant to the terms of the interest rate swap transaction, the notional amount is \$15,000,000, the interest rate is fixed at 2.91% per annum, and a stamping fee of 1.10% is applied.

The following table provides details concerning the outstanding mortgages' principal amounts at year-end:

	<u>2018</u>	<u>2017</u>
Scotiabank Banker's Acceptance, bearing interest at 1.45% per annum reset monthly plus stamping fee of 1.15%, requiring monthly principal payments of \$38,745 plus interest, maturing March 17, 2020	\$ 3,525,863	\$ 3,990,809
Scotiabank Banker's Acceptance, bearing interest at 2.61% per annum reset monthly plus stamping fee of 1.10%, requiring monthly principal payments of \$25,000 plus interest, maturing June 30, 2021	2,075,000	2,375,000
	<u>5,600,863</u>	<u>6,365,809</u>
Less current portion	764,949	2,839,946
Long-term portion	<u>\$ 4,835,914</u>	<u>\$ 3,525,863</u>

Credit facilities are secured by a collateral mortgage for \$25,000,000, a first fixed charged over the building owned by the Association, a general security agreement over all present and future personal property, and appropriate insurance coverage.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2018

6. CREDIT FACILITIES (continued)

Approximate future minimum annual payments under these mortgages payable are as follows for the fiscal years ending in:

2019	\$ 764,949
2020	3,360,914
2021	1,475,000
	<hr/>
	\$ 5,600,863

The above minimum annual payments reflect the current financing agreements and maturity dates as at August 31, 2018.

7. COMMITMENTS

The Association is in the final year of a renovation project of Barnett House that includes an additional 30,000 square feet of office space on six floors, a new auditorium, a controlled temperature storage area in the basement and an additional level to the existing parking structure. Two of the floors are leased to the Alberta Teachers' Retirement Fund and one floor is currently being left undeveloped for future needs. The estimated total cost will be \$27.5 million and the estimated completion date is November 2018.

The Association is committed under operating leases, expiring in 2020, with third parties on leased premises located in Calgary, Alberta, which has approximate future minimum annual payments as follows for the fiscal years ending in:

2019	\$ 236,391
2020	242,110
2021	61,004
	<hr/>
	\$ 539,505

8. CONTINGENCIES

The Association is a defendant in lawsuits arising in the normal course of operations. As the outcomes of these actions are not determinable, no provision has been made in the financial statements. Any awards or settlements will be reflected in the statement of operations in the period that the liability becomes likely and the amount can be reasonably determined.

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2018

9. EMPLOYEE BENEFIT PLANS

Information concerning the Association's employee benefit plans, in aggregate, is as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	2018	2017	2018	2017
Accrued benefit obligations	\$ (57,293,000)	\$ (55,742,000)	\$ (6,319,000)	\$ (6,605,000)
Fair value of plan assets	64,348,000	58,513,000	-	-
Accrued benefit asset (liability)	\$ 7,055,000	\$ 2,771,000	\$ (6,319,000)	\$ (6,605,000)

The net benefit plan expenditures are as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	2018	2017	2018	2017
Current service costs, net of payments	\$ 1,773,000	\$ 1,963,000	\$ 576,000	\$ 526,000
Interest cost on accrued benefits	2,016,000	1,868,000	216,000	214,000
Expected return on plan assets	(2,040,000)	(1,859,000)	-	-
Net benefit plan expenditures	\$ 1,749,000	\$ 1,972,000	\$ 792,000	\$ 740,000

The total expenditures from the two plans is \$2,541,000 (2017—\$2,712,000), which has been included in salaries and benefits in the department to which it relates; see Schedule 1.

Pension remeasurements and other items recognized in members' equity consist of the following:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	2018	2017	2018	2017
Difference between actual return and expected return	\$ 4,236,000	\$ 799,000	\$ -	\$ -
Actuarial gain (loss)	1,443,000	1,301,000	(588,000)	(849,000)
Pension remeasurements and other items	\$ 5,679,000	\$ 2,100,000	\$ (588,000)	\$ (849,000)

The total remeasurements credited to members' equity from the two plans during the year are \$5,091,000 (2017—\$1,251,000).

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2018

9. EMPLOYEE BENEFIT PLANS (continued)

The significant actuarial assumptions adopted in measuring the Association's accrued benefit obligations are as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
Benefit obligations				
Discount rate	3.7%	3.5%	3.5%	3.4%
Rate of compensation increase	3.5%	3.5%	3.5%	3.5%
Benefit costs				
Discount rate	3.7%	3.5%	3.5%	3.4%
Rate of compensation increase	3.5%	3.5%	3.5%	3.5%
Rate of inflation on health benefits				
Dental care	-	-	4.0%	4.0%
Extended health care	-	-	4.5%	5.0%
Vision care	-	-	2.5%	2.5%
Other health care	-	-	4.5%	4.5%
Average remaining service life of employees	11 years	11 years	11 years	11 years

For measurement purposes, it is anticipated that the rate of inflation on health benefits will remain at the levels identified above.

Pension plan assets are invested entirely in a diversified fund. The distribution by major asset category as at August 31, 2018, is as follows:

Equities	60.4%
Debt securities	32.0%
Cash and other	7.6%
	100.0%

The Association's payments for employee future benefits during the year are as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
Association contributions	\$ 354,000	\$ 903,000	\$ -	\$ -
Benefits paid	-	-	1,666,000	1,165,000
Total benefits	\$ 354,000	\$ 903,000	\$ 1,666,000	\$ 1,165,000

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2018

10. INTERFUND TRANSFERS

As part of ongoing operations, the Association transfers certain amounts between funds or appropriations. These transfers are approved by the Provincial Executive Council or the Annual Representative Assembly.

For the year ended August 31, 2018, the following transfers were made:

	Special Emergency	Capital	SARO Lease	Property and Equipment	Unappropriated	Total
Members' equity, beginning of year	\$ 20,686,865	\$ 7,980,528	\$ 1,895,748	\$ 8,400,072	\$ 4,063,300	\$ 43,026,513
Excess (deficiency) of revenue over expenditures	1,668,623	494,928	151,593	(3,159,389)	2,868,245	2,023,999
	22,355,488	8,475,456	2,047,341	5,240,683	6,931,545	45,050,512
Transfer for property and equipment additions	-	(664,589)	-	664,589	-	-
Transfer representing proceeds on disposition	-	-	-	(143,872)	143,872	-
Transfer to offset leasing costs	-	-	(123,430)	-	123,430	-
Transfer related to property and equipment additions	-	-	-	24,741,239	(24,741,239)	-
Transfer of proceeds from Construction Line of Credit	-	-	-	(15,000,000)	15,000,000	-
Transfer for capital allocation	-	(2,949,000)	-	-	2,949,000	-
Excess of investment income earnings	(706,766)	-	-	-	706,766	-
Pension remeasurements (Note 9)	-	-	-	-	5,091,000	5,091,000
	(706,766)	(3,613,589)	(123,430)	10,261,958	(727,171)	5,091,000
Members' equity, end of year	\$ 21,648,722	\$ 4,861,867	\$ 1,923,911	\$ 15,502,641	\$ 6,204,373	\$ 50,141,513

For the year ended August 31, 2017, the following transfers were made:

	Special Emergency	Capital	SARO Lease	Property and Equipment	Unappropriated	Total
Members' equity, beginning of year	\$ 20,841,709	\$ 7,046,536	\$ 1,945,860	\$ 6,834,581	\$ 3,150,241	\$ 39,818,927
Excess (deficiency) of revenue over expenditures	1,283,497	478,044	117,425	(3,124,255)	3,201,875	1,956,586
	22,125,206	7,524,580	2,063,285	3,710,326	6,352,116	41,775,513
Transfer for property and equipment additions	-	(573,052)	-	573,052	-	-
Transfer representing proceeds on disposition	-	-	-	(85,644)	85,644	-
Transfer to offset leasing costs	-	-	(167,537)	-	167,537	-
Transfer related to property and equipment additions	-	-	-	4,202,338	(4,202,338)	-
Transfer for capital allocation	-	1,029,000	-	-	(1,029,000)	-
Excess of investment income earnings	(1,438,341)	-	-	-	1,438,341	-
Pension remeasurements (Note 9)	-	-	-	-	1,251,000	1,251,000
	(1,438,341)	455,948	(167,537)	4,689,746	(2,288,816)	1,251,000
Members' equity, end of year	\$ 20,686,865	\$ 7,980,528	\$ 1,895,748	\$ 8,400,072	\$ 4,063,300	\$ 43,026,513

THE ALBERTA TEACHERS' ASSOCIATION

Notes to the Financial Statements

Year ended August 31, 2018

11. FINANCIAL INSTRUMENTS

Market price and interest rate risk

The Association is exposed to interest rate risk on its fixed and floating interest rate financial instruments. Fixed-rate instruments subject the Association to a fair value risk while the floating rate instruments subject it to a cash flow risk.

The Association is exposed to interest rate risk on its debt as described in Note 6. The Association manages its exposure to interest rate risk through use of a derivative instrument.

The Association is exposed to fluctuations in the market prices of its investments. This risk is managed by the Association's investment policies, which prescribe the investment asset mix. The Association invests in a balanced portfolio, comprised of approximately 58% mixed currency equities and 42% bonds and cash.

Credit risk

The Association provides credit to members and customers in the normal course of operations. The Association does not consider this risk to be significant.

12. RELATED PARTY TRANSACTIONS

The Association controls 86 entities as described in Note 2.

The Association received registration fees, printing and rental revenue totalling \$851,196 (2017—\$948,097) from the controlled entities. This revenue is included in the respective accounts as reported in the statement of operations. Other receivables include \$212,860 (2017—\$137,729) due from the above related parties.

The Association paid grants and seminar costs totalling \$1,665,067 (2017—\$1,905,890) to the controlled entities. These expenditures are included in various expense accounts reported in Schedule 1. Accounts payable and accrued liabilities include \$211,047 (2017—\$146,661) due to the above related parties. All transactions were in the normal course of business and have been recorded at the exchange amounts.

THE ALBERTA TEACHERS' ASSOCIATION

EXPENDITURES

SCHEDULE 1

Year ended August 31, 2018

	2018	2017
GOVERNMENT		
Committees	\$ 183,340	\$ 97,775
Conferences	46,471	28,768
Representation	223,923	192,920
Salaries and Benefits	3,490,236	3,330,084
Elections	-	159,303
Executive	1,651,115	1,659,069
President	190,956	212,000
Annual Representative Assembly	521,798	497,188
Local Presidents' Meetings	92,282	116,398
Education	357,291	322,752
Publications	381,612	446,156
Publicity	327,406	356,286
Public Education Promotion	271,827	283,363
Research	290,116	252,224
Library	128,058	132,191
	8,156,431	8,086,477
MEMBER SERVICES		
Committees	307,903	161,420
Conferences	29,610	18,429
Education	617,911	647,905
Representation	4,318	10,675
Salaries and Benefits	2,686,173	2,617,528
Publications	29,079	67,921
Member Assistance	1,015,045	771,436
Travel Insurance	13,656	13,656
	4,703,695	4,308,970
PROFESSIONAL DEVELOPMENT		
Committees	132,260	108,666
Conferences	21,134	12,552
Education	1,691,968	1,671,354
Publications	31,025	18,116
Representation	12,160	17,579
Workshop Development	22,016	5,781
Salaries and Benefits	2,766,360	2,700,466
Conventions	49,440	59,768
Specialist Councils	57,012	49,541
TQS Evaluations	9,110	37,032
	4,792,485	4,680,855

THE ALBERTA TEACHERS' ASSOCIATION

EXPENDITURES

SCHEDULE 1

Year ended August 31, 2018

	2018	2017
TEACHER WELFARE		
Committees	30,161	40,408
Conferences	12,888	21,180
Education	665,404	762,713
Publications/Communications	2,355	2,853
Representation	16,623	15,247
Salaries and Benefits	1,673,914	1,642,497
Bargaining	1,089,223	1,004,937
	3,490,568	3,489,835
BUILDING		
Salaries and Benefits	1,049,900	1,042,256
Operating Costs - Barnett House	1,294,259	1,269,114
Operating Costs - SARO	234,332	253,155
	2,578,491	2,564,525
OPERATIONS		
Salaries and Benefits	3,575,778	3,397,219
Audit	91,109	87,878
External Services	48,305	17,922
General	115,536	211,930
Interest and Bank Charges	187,859	202,248
OSPP Administration Costs	98,445	139,338
Postage and Telephone	206,771	50,594
Human Resources	215,557	192,367
Equipment Rental	221,919	199,981
Equipment Maintenance	2,040	3,223
Stationery and Supplies	217,058	215,249
	4,980,377	4,717,949
FOOD SERVICES		
Salaries and Benefits	436,584	506,974
Food Purchases	163,807	212,618
Supplies	45,516	48,704
	645,907	768,296
INFORMATION AND TECHNOLOGY SERVICES		
Salaries and Benefits	1,400,315	1,308,643
Technical Services	769,678	723,025
	2,169,993	2,031,668

THE ALBERTA TEACHERS' ASSOCIATION
EXPENDITURES

SCHEDULE 1

Year ended August 31, 2018

	2018	2017
NONDEPARTMENTAL		
Contingency	29,237	49,582
Deferred Pension Adjustment	1,395,000	1,069,000
Future Benefits Adjustment	(874,000)	(425,000)
Employee Benefits	1,322,123	883,663
Grants and Awards	614,583	556,174
Salaries and Benefits	227,801	173,156
Depreciation	3,168,023	3,159,606
	5,882,767	5,466,182
(OTHER) NONREBATABLE		
Specialist Council Membership Grants	766,605	767,303
Public Relations Campaign	987,964	1,007,112
100th Anniversary Celebration	173,304	246,640
Canadian Teachers' Federation Fees	1,011,727	1,052,203
Real Learning First	106,869	113,660
IT Project	610,285	609,284
Special Emergency Appropriation Expenditures—Schedule 2	-	9,180
2Learn.ca	83,562	-
	3,740,316	3,805,382
TOTAL EXPENDITURES	\$ 41,141,030	\$ 39,920,139

THE ALBERTA TEACHERS' ASSOCIATION
Special Emergency Appropriation Expenditures
Year ended August 31, 2018

SCHEDULE 2

	2018	2017
Legal and Administration	\$ -	\$ 9,240
Strike Pay Refunds	-	(60)
	\$ -	\$ 9,180



The Alberta
Teachers' Association