



The Alberta  
Teachers' Association

## 2019 Annual Report







The Alberta  
Teachers' Association

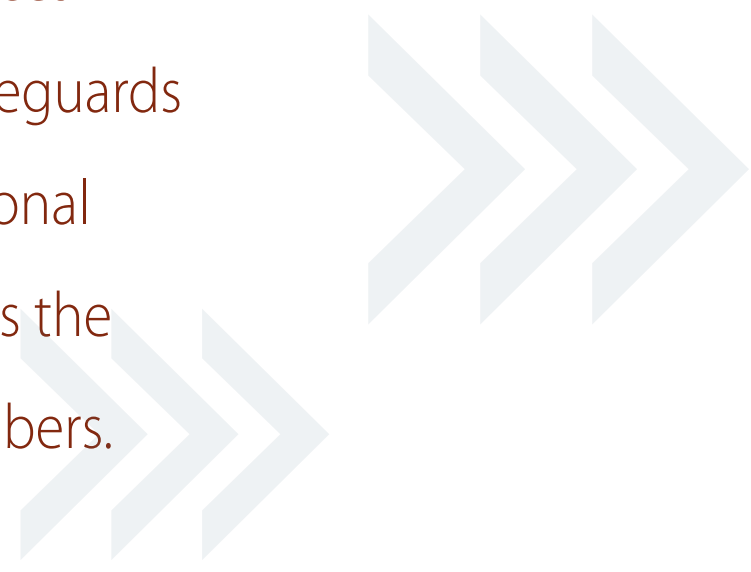
## 2019 Annual Report



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# 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

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

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We, as the Association, will stand in the way of any attempt to undermine and underfund education.

## Message from the President

Changes in Alberta's political landscape shaped much of 2019 for the Alberta Teachers' Association. First, Provincial Executive Council, the governing body of the Association, experienced notable turnover this year with several long-standing members leaving their roles at the end of June. Second, the spring's provincial election resulted in a change in government and the emergence of severe uncertainty, specifically with respect to public education in the province. In this context of uncertainty, several issues dominated the year in terms of work for the Association.

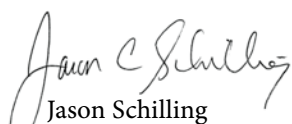
Uncertainty manifested in the profession in relation to curriculum redesign, with the new government dissolving the Memorandum of Understanding that had established a partnership with the Association for curriculum development. Along with this, an advisory panel was struck to examine the draft K–4 curriculum, but no active teachers were included on the panel. In response to such issues, the Association continued its advocacy efforts to emphasize the vital importance of teachers' voices on education matters.

Deepening uncertainty in classrooms across the province, the school year began without a budget—leaving teachers and school leaders to wonder if the supports they needed for their students would be in place. The government's budget then failed to accommodate for growth, causing school boards to take budgetary measures (including teacher job cuts) to address the shortfall. Unexpectedly, the government budget also included Bill 22, *Reform of Agencies, Boards and Commissions and Government Enterprises Act, 2019*, which required the Alberta Teachers' Retirement Fund (ATRF) to transfer its investment funds to the Crown corporation Alberta Investment Management Corporation (AIMCo). As neither the Association nor the ATRF had been consulted on this action, the bill incited action by teachers—active and retired—and others who collectively generated tens of thousands of e-mails and letters speaking against the pension asset transfer to members of the legislative assembly. Unfortunately, the concerns expressed went unheard.

In 2019, the Association continued to hear from teachers across the province that class size and composition were major concerns that should be addressed in future bargaining discussions. At the same time, the new government discontinued the class size initiative funding and indicated that it would no longer be collecting class size data from school boards, suggesting that prior efforts to address class size had failed. The Association also saw government interference in the arbitration process through the introduction of Bill 9, *Public Sector Wage Arbitration Deferral Act*. Quick to action, the Association launched a charter challenge in opposition to the bill, arguing that it violated our rights of association.

Throughout this uncertainty, there was one constant—the professionalism of teachers and school leaders in the province did not waver. Teachers and school leaders demonstrated their strength, solidarity and unity as they advocated for public education and engaged the public in a manner that showed that the profession is striving to uphold Alberta's education system as one of the best in the world. I want to acknowledge the efforts of our members, of Association locals for their tireless work representing Alberta teachers, and of my colleagues on Council for their steadfast dedication to our profession.

We fight for what we value, and I value teachers and our profession. We, as the Association, will stand in the way of any attempt to undermine and underfund education. We will stand in the way of privatization and other ideologically motivated efforts that intend to erode public education. We will stand together, unified as a profession—as we have done in the past, as we do now, and as we will continue to do in the future.

  
Jason Schilling  
President





Our experiences  
in 2019 suggest  
that teachers in  
2020 will be facing  
unprecedented  
personal and  
professional tests  
and trials.

## Message from the Executive Secretary

As 2019 drew to a conclusion, the shape of things to come for teachers and their Association in the year ahead became clearer. As President Schilling notes in his message, a succession of policy, funding and economic decisions made by the new government during 2019 will determine in large part our work going forward. While the Association is always willing to inform government in matters affecting teachers and public consultation, as 2019 proceeded, our opportunities to do so in a real and material way have been diminished, and in 2020 it is not at all certain that government will meaningfully attend to the voice of teachers.

For teachers and students in their classrooms, the impact of real reductions in funding—not just chronic underfunding—for public education was just beginning to be felt in 2019. School boards were seeking economies as they set their budgets for the 2019/20 school year and, with the passage of the budget in October, began actively implementing program and staffing cuts. With the funding envelope for education being fixed for the foreseeable future and the prospect of significant change in the way in which funds are being distributed, the entire education system is under stress.

It should not be surprising, then, that this annual report documents significant increases in the demand for Association services across all program areas. In the Government program area, the President, elected representatives and staff are having to respond to numerous initiatives launched by the province, and the Association was more active in media in the last six months of 2019 than in the previous six years. Similarly, demands for assistance in responding to conflict between members and between members and their employers has constantly increased, as have, regrettably, requests for investigations of allegations of unprofessional conduct. Added to this are the demands relating to the conclusion and enforcement of collective agreements; not only was the Association engaged simultaneously in bargaining at the central and local tables, but an increase emerged in calls for assistance in managing benefits and leaves as well in disputes that must be managed through formal grievance processes. Finally, in 2019, the Association led initiatives to prepare principals and other school and system leadership to meet the certification requirements mandated by the introduction of the Leadership Quality Standard and Superintendent Leadership Quality Standard, and continued to provide professional development to support teachers in meeting the revised Teacher Quality Standard, most notably as it relates to applying foundational knowledge about First Nations, Métis and Inuit.

In response to these increased demands, staff across the organization have continued to seek out ways to improve internal operations and realize greater efficiencies. Ultimately, though, the Association depends, as always, upon the willingness of its members to provide the resources and support necessary to do its important work.

Our experiences in 2019 suggest that teachers in 2020 will be facing unprecedented personal and professional tests and trials. But we can go forward confident that we enjoy the support and sympathy of the vast majority of Albertans and that, working together through our Association, we are a formidable force. At various points in the year ahead, each one of us will likely be called upon to lend our time and energy, to make sacrifices, to demonstrate courage and to stand up for ourselves and public education. Despite all the other uncertainties we are facing, I, like President Schilling, am certain that teachers will rise to challenges ahead.

Dennis Theobald  
Executive Secretary

# Provincial Executive Council

## Table Officers



Jason C Schilling  
*President*



Darrin A Bauer  
*Vice-President*



Jenny L Regal  
*Vice-President*



Greg A Jeffery  
*Past President*



Dennis E Theobald  
*Executive Secretary*

## District Representatives

### Calgary City



Kathy A Hoehn



Kevin L Kempt



Darren J Moroz

### Calgary District



Karen M Nakaska

### Central



Brenton J Baum

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

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

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 East



**M Murray Lalonde**

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

## Central North



**Robert J 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, Prairieland 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

## 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

## Edmonton McMurray



**Nancy L Ball**

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



**Greg P Carabine**



**Carmen N Glossop**



**Peter F MacKay**

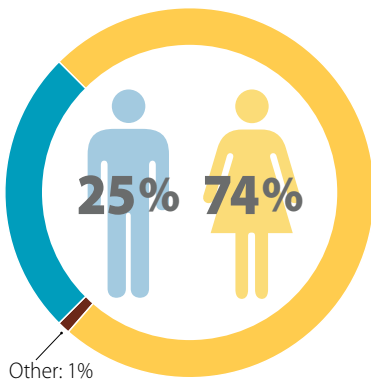
Fort Vermilion Local No 77, Grande Prairie and District Catholic Teachers Local No 42, Greater Peace Local No 13, High Prairie Local No 62, Northern Spirit Local No 6, Northland Local No 69, Trumpeter Local No 26

# Membership

**51,390**  
TOTAL MEMBERSHIP

In 2019, the total membership of the Association was 51,390.

The *Teaching Profession Act* gives certain central office teachers the right to elect active, associate or nonmembership in the Association. At year-end, 69.01 per cent of the central office teachers had elected active membership, 11.08 per cent had elected associate membership and 19.91 per cent had elected nonmembership.



Membership by gender

»» **1,442**  
NEW MEMBERS  
were welcomed  
into the profession  
in 2019.

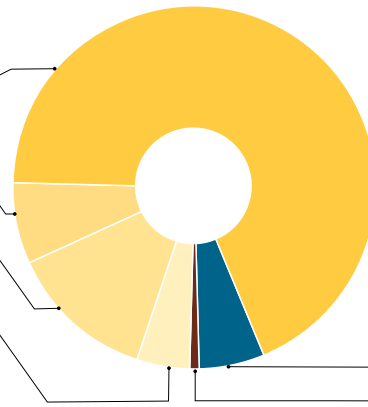
## ACTIVE

Full-Time: 35,178

Part-Time: 3,703

Substitute: 6,712

Leave of Absence:  
2,408



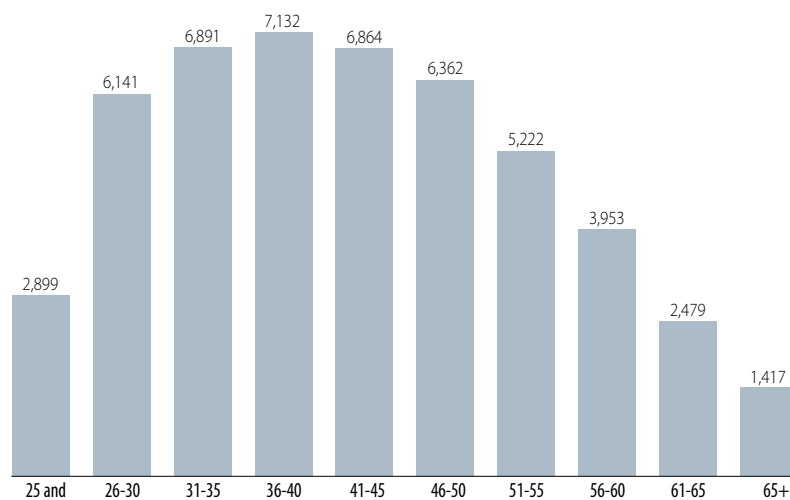
**STUDENT**

2,870

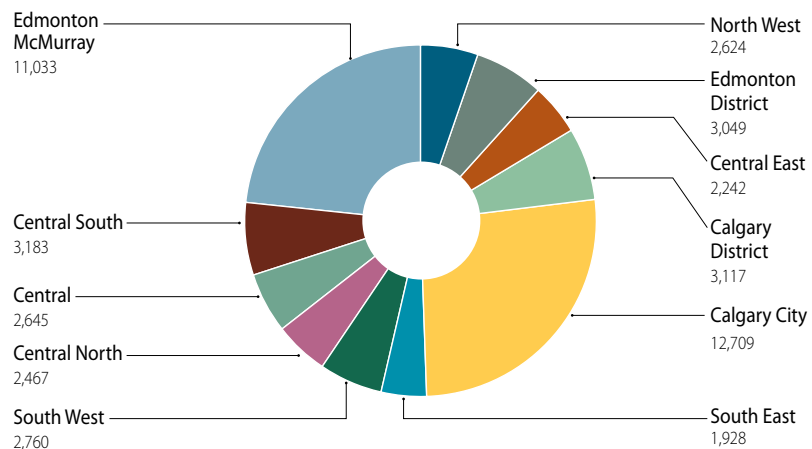
**ASSOCIATE**

519

Membership by type



Membership by age

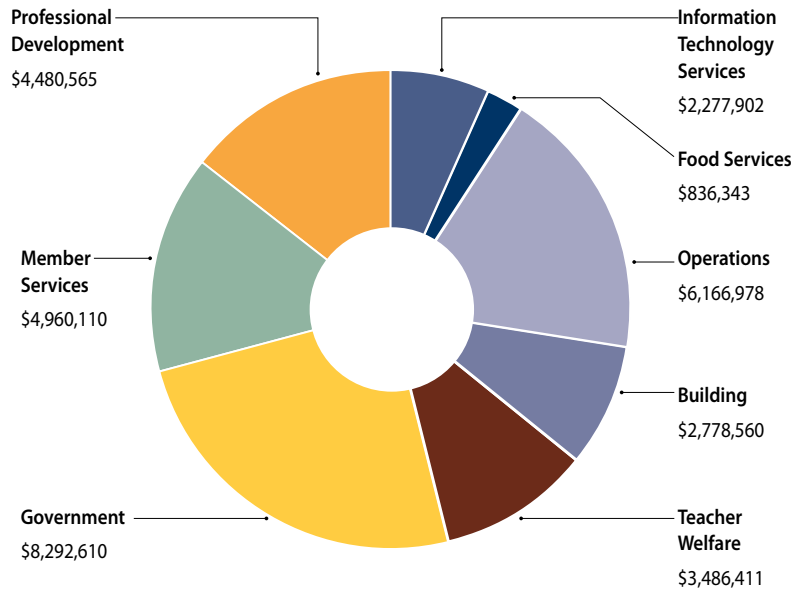


Membership by geographic district

# Operating Expenditures by Program Area

**\$33.64**  
MILLION  
PROGRAM AREA EXPENDITURES

**170** STAFF



**Operating expenditures by program area**

Note: Nondepartmental and nonrebatable expenses not included in figures shown.



**213.6** DAYS

on average worked by each full-time executive staff officer



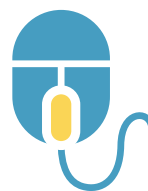
**22,286**

**PARTICIPANTS** attended 541 workshops presented by Association instructors



**36,801** KM

travelled by each staff officer, on average, on Association business



**2,621** VISITS

per day, on average, to the Association's provincial website



**23,464**

**CONTACTS** with members by Member Services and Teacher Welfare staff



**4,581** RESEARCH

**AND INFORMATION QUESTIONS** answered by ATA library staff

# Association Committee Members

## Standing Committees

### Central Table Bargaining Committee

Peter F MacKay (chair)  
Brian J Andrais  
Darrin A Bauer  
Carmen N Glossop  
Murray Lalonde  
Heather D McCaig  
Sandra L Johnston (secretary)  
Debbie McAvoy (administrative secretary)

### Communications, Advocacy and Public Education Committee

Don Brookwell (chair)  
Andrea L Berg  
Greg Carabine  
Savi Houldin  
Heather D McCaig  
John C Nedd  
Jonathan H Teghtmeyer  
Shelley L Magnusson (secretary)  
Jen Janzen (administrative secretary)

### CTF Committee

Jason Schilling (chair)  
Nancy L Ball  
Darrin A Bauer  
Don Brookwell  
Greg Carabine  
Carmen N Glossop  
Greg Jeffery  
Darren J Moroz  
Katherine D Pritchard  
Jenny Regal  
Dennis E Theobald  
Robert J Twerdoclib  
Andrea L Berg (secretary)  
Jessica C Grayson (administrative secretary)

### Curriculum Committee

Peter F MacKay (chair)  
Lori M Bell (observer, Alberta Education)  
Kevin Bergeron  
Ken Der  
Annie Garneau  
Carmen N Glossop  
Dan Karas (observer, Alberta Education)  
Philip A McRae  
Shirley A Mykituk  
John R Scammell  
Jessie L Shirley (observer, College of Alberta School Superintendents)  
Kristy E Smith  
Gina Troskot  
Robert J Twerdoclib  
Lynne V Wiltse  
Nancy J Luyckfassel (secretary)  
Cheryl L O'Brien (administrative secretary)

### Diversity, Equity and Human Rights Committee

Heather D McCaig (chair)  
Jamie L Anderson  
Shannon R Dube  
Rabih A El-Masri  
Kathy Hoehn  
Tim D Jeffares  
Phyllis M Kelly  
Anna Kirova (University of Alberta Faculty of Education)  
Karsten Koch (Alberta Education)  
Joshua T LaFleur  
Jeffrey MacCormack (University of Lethbridge Faculty of Education)  
Stephanie L Macphail  
Andrea L Berg (secretary)  
Tracey McFeeters (administrative secretary)

### Finance Committee

Jenny Regal (chair)  
Brenton J Baum  
Greg Carabine  
Greg Jeffery  
Karen M Nakaska  
Katherine D Pritchard  
Dennis E Theobald  
Pedro Carriel (secretary)  
Caroline Inacio (administrative secretary)

### Indigenous Education Committee

Lloyd Bloomfield (chair)  
Lynda L Burgess (Alberta Education)  
Julie N Calliou  
Rhonda L Eidem  
Kevin Kempt  
Melissa A Purcell  
Peggy L Townsend  
Robert J Twerdoclib  
Patrick W Loyer (secretary)  
Jessica Grayson (administrative secretary)

### Pension Committee

Katherine D Pritchard (chair)  
Brenton J Baum  
Amelia A Bird  
Sandra L Johnston (Observer)  
Debbie A Mckinlay  
Carolyn R Pawelko  
Leo O Richer (Alberta Retired Teachers' Association)  
Jeff Sharun  
TBA (Alberta Teachers' Retirement Fund Board)  
Chris Gibbon (secretary)  
Sue Beyer (administrative secretary)

### Political Engagement Committee

Robert J Twerdoclib (chair)  
Don Brookwell  
Murray Lalonde  
Shelley L Magnusson  
Jessica L Sachs-Cardinal  
James M Slattery  
Megan J St Croix  
Jonathan H Teghtmeyer (secretary)  
Kim L Clement (administrative secretary)

### Resolutions Committee

Darrin A Bauer (chair)  
Carmen N Glossop  
Murray Lalonde  
Darren J Moroz  
Joni A Turville (secretary)  
Shelley A Svidal (administrative secretary)



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### **School Leaders Issues and Concerns Committee**

Nancy L Ball (chair)  
Catherine Chua (observer, Werklund School of Education)  
José da Costa (observer, University of Alberta Faculty of Education)  
Allen Davidson (observer, College of Alberta School Superintendents)  
Bobbie-Jo L Douglas  
Chris Gonsalvez  
Corey R Haley (Council for School Leadership [CSL] representative)  
Shelly L Hamelin  
Peter F MacKay  
Thomas J Midbo (CSL president)  
Murray P Outtrim  
Fitz Sherman  
Dwain Tymchyshyn  
Adriana S Wild  
TBA (observer, Alberta Education)  
Konni deGoeij (secretary)  
Lindsay J Yakimyshyn (administrative secretary)

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### **Strategic Planning Group**

Paul A Froese (chair)  
Nancy L Ball  
Lisa M Everitt  
Andrew D Finlay  
Jason Schilling  
Jonathan P Sharek  
TBA  
Philip A McRae (secretary)  
Shelley A Svidal (administrative secretary)

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### **Substitute Teachers Committee**

Darren J Moroz (chair)  
Cindy Beasley  
Sam C Cheng  
Patricia A Kolotyluk  
Allison E McCaffrey  
Steven J Navratil  
Judy M Smallwood  
Keith W Hadden (secretary)  
Melody Osterhout (administrative secretary)

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### **Table Officers Committee**

Jason Schilling (chair)  
Darrin A Bauer  
Greg Jeffery  
Jenny Regal  
Dennis E Theobald  
Brian J Andrais (secretary)  
Audrey Dutka (administrative secretary)

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### **Teacher Education and Certification Committee**

Kevin Kempt (chair)  
Kelly W Aleman  
Natalie C Burns  
Christine K McCuaig  
Rania Eshak (Campus Saint-Jean Area Field Experiences Committee [AFEC] Chair)  
Shane M Little (Edmonton AFEC Chair)  
Daphne Sander (Lethbridge AFEC Chair)  
Cynthia N Yacey (Calgary AFEC Chair)  
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 (Observer)  
Kevin T O'Connor (Mount Royal University)  
Heather M Provencher (Ambrose University)  
Sarah Twomey (St Mary's University)  
Lila Borhot (Alberta Education)  
Paul A Froese  
Monique A Gravel  
TBA (St Mary's University Student)  
TBA (The King's University Student)  
TBA (Concordia University of Edmonton)  
TBA (Advanced Education)  
Mark D Swanson (secretary)  
Tracey McFeeters (administrative secretary)

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### **Teacher Welfare Services Committee**

Murray Lalonde (chair)  
Al Blacker  
Michael F Doll  
Erica M Good  
Karen M Nakaska  
David J Ripkens  
Brad Robert  
Lea Semenoff  
Monique S Wilson  
Sandra L Johnston (secretary)  
Debbie McAvoy (administrative secretary)

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### **Well-Being of Children and Youth Committee**

Kathy Hoehn (chair)  
Carmen N Glossop  
Kim Reck  
Hal Soby  
Natalie K Townshend  
Dave Matson (secretary)  
Audrey Dutka (administrative secretary)

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### **Women in Leadership Committee**

Kathy Hoehn (chair)  
Nancy L Ball  
Catherine L Beaver-Hawman  
Sonja D Dykslag  
Joanne Harle  
Elissa D Corsi  
Shelley L Magnusson  
Lisa M Everitt (secretary)  
Kim L Clement (administrative secretary)



# Professional Conduct and Practice

## Professional Conduct Appeal Committee

Trevor J Smith (chair)  
Eric E Frederick (vice-chair)  
Cassandra J Jager  
Brenda L Parker  
Vance Coulas (public member)  
Sheila L Fraser  
Wendy M Maltais  
Leslie A Kaun (administrative secretary)

## Professional Conduct Committee

Sharalynn Anderson  
Joann M Blachford  
Aliece R Bonnell  
Daniel Ceresa  
Stephani E Clements  
Craig P DeJong  
Sonja D Dykslag  
James E Grondin  
Alysha D Grosky  
Bart Heine  
Jonathan A Hemphill  
Dan Jackson  
Rick Kremp  
Brenna A Liddell  
Richard W McAdie  
Don McLaughlin  
Erin E Montgomery  
Nelson D Moulton  
Rob O'Brien  
Murray P Outtrim  
Heather J Quinn  
Diane M Sellars-Myshchysyn  
Fitz Sherman  
Lori A Szmul  
Bilyana N Tokusheva  
Brice J Unland  
Wade B Westworth  
Daniel L Wyton  
Abisola Adesanya (public member)  
Ismat Bandali (public member)  
Leslie A Kaun (administrative secretary)

## Professional Conduct Complainant Appeal Committee

Lori S Arksey (chair)  
Wayne M Prokopiw (alternate chair)  
Valerie A Ling (vice-chair)  
Todd A Eistetter  
Nicole A French-Gillies  
Jillian Williamson (public member)  
Leslie A Kaun (administrative secretary)

## Professional Practice Appeal Committee

Maureen H Ference  
Noreen C Holt  
Sara N Lambert  
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  
Chris McCullough  
John C Murphy  
Kelly Thomas  
Norm Dargis  
Chantal S Malette  
Kelly W Aleman  
Sandra L Bessant  
Sherry K Constantin  
David E Cracknell  
Andrew D Finlay  
Tabatha Hart  
Christine Pastega  
Kevin C Pizey  
Vanda L Ruffi  
William Farr (public member)  
Naeem Ladhani (public member)  
Sheri Young (public member)  
Leslie A Kaun (administrative secretary)

# Ad Hoc

## Committee on Council Election Processes

Greg Jeffery (chair)  
Nancy L Ball  
Darren J Moroz  
H Mark Ramsankar  
Diane M Sellars-Myshchysyn  
Stuart M Shigehiro  
Jonathan H Teghtmeyer  
Katrina L Zack  
Robert T Mazzotta (secretary)  
Laura E Harris (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)

# 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 C Grayson (administrative secretary)

## ATA Educational Trust, Board of Trustees

Don McLaughlin (chair)  
Maxine M Anderson (Alberta Retired Teachers' Association)  
Angelo A Delli Santi  
Raiven Hansen-Downs (parent)  
Nicole M Mooney  
Laurie A Paddock  
Gaylene R Schreiber  
Jessica Grayson (Trust administrator)

## Membership Eligibility Board

Jason Schilling (chair)  
Markiana J Cyncar-Hryschuk  
Michael F Doll  
Nancy C Grigg (University of Lethbridge Faculty of Education)  
Darren Lund (Werklund School of Education)  
Lynn McGarvey (University of Alberta Faculty of Education)  
Kelly Thomas  
Nancy J Luyckfassel (secretary)

## Membership Eligibility Committee

Nancy J Luyckfassel (chair)  
Ronna H Mosher (Werklund School of Education)  
Moni Riez  
Susan M Knechtel (secretary)

## Returning Officers

Todd A Eistetter  
Robert T Mazzotta

## Teacher Qualifications Committee

Sean D Brown (chair)  
Daniel W Balderson (University of Lethbridge Faculty of Education)  
Amy M Burns (Werklund School of Education)  
David E Cracknell (alternate)  
Bill Dunn (University of Alberta Faculty of Education)  
Nicole A French-Gillies  
John A Pearce  
Carmen M Somers (Alberta Education)  
Susan M Knechtel (secretary)  
Lesley A Smith (administrative secretary)

## Teacher Salary Qualifications Board

Greg Jeffery (chair)  
Jaime L Beck (Werklund School of Education)  
Maryanne Doherty (University of Alberta Faculty of Education)  
Craig Loewen (University of Lethbridge Faculty of Education)  
Jason Schilling  
Lorraine M Stewart (Alberta School Boards Association)  
Tash Taylor (Alberta School Boards Association)  
Michael E Walter (to 2020) (Alberta Education)  
TBA (Alberta Education)  
Dennis E Theobald (secretary)  
Sudeep Dua (administrative secretary)

## Fellowships and Awards

### 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.*

Frank Bruseker  
Alexandra A Jurisic (posthumously)

### 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.*

Gene (Eugene) Zwozdesky (posthumously)

### Educational Research Award

George Georgiou (University of Alberta)

### Indigenous Education Award

Calgary Public Teachers Local No 38

### Local Public Relations Award

Edmonton Catholic Teachers Local No 54

### Local Political Engagement Award

Edmonton Public Teachers Local No 37

### Diversity, Equity and Human Rights Award

Fort McMurray Local No 48

### Doctoral Fellowships

Ian Doktor  
Jodi Harding-Kuriger

### Nadene M Thomas Graduate Research Bursary

Andrew Podolski

### John Mazurek Memorial–Morgex Insurance Scholarship

Erin Warburton

### University of Alberta Milton Ezra Lazerte Gold Medal

Hal Friesen

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

Amal Guezzuez

### University of Calgary Clarence Sansom Gold Medal in Education

Amber Baker

### University of Lethbridge William Aberhart Gold Medal in Education

Jacqueline Halase

# GOVERNMENT

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## 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.

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## 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 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 include 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.

In 2019, the Association completed a governance review, initiated in 2018 at the direction of Council. The Association engaged Watson Inc, a leading Canadian consultancy firm, to conduct a review of the Association's governance structures and processes. The review was undertaken as part of Council and the secretariat's continuing effort to seek out opportunities to improve service to members. Watson's final report was provided to Council at its June planning event. The contents of the report will be thoughtfully considered by Council and, where appropriate, additional consultations will take place before any final decisions are made or implemented.

Also in 2019, the Association completed the policy review initiated by a 2016 Assembly resolution calling on the Association to modernize, rationalize and consolidate its accumulated policy. The resolution further directed that outdated policies be deleted, overlapping policies consolidated, and all policies edited for clarity and ease of reading. The results of the policy review, which included the establishment of standards for writing and classifying administrative and educational policy, were adopted by the 2019 Assembly.

The Association initiated a budget review at the direction of the 2019 Assembly. In September, the Finance Committee was provided with an overview of the budget-related items potentially to be examined as part of the review. In November, a presentation was made to local presidents outlining the general topic and concepts considered for the review. The feedback of local presidents, as critical stakeholders in this process, will be solicited in early February 2020. Once there is broad consensus on the scope,

items to be examined and governance mechanisms to guide the work, staff will prepare general terms of reference that will be reviewed by the Finance Committee. Following this, the committee will oversee the development of a work plan to be rolled out over the 2020/21 fiscal year.

Two new standing committees were established by Council in 2019: the Indigenous Education Committee, which replaced the ad hoc Committee on First Nations, Métis and Inuit Education, and the Women in Leadership Committee, which was established at the direction of the 2019 Assembly.

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## Provincial Executive Council Elections

In March 2019, a Provincial Executive Council election and a by-election were conducted concurrently for the first time in Association history. The by-election was for the position of district representative, Calgary City, and D J Moroz was elected from a field six candidates.

In the Council election, J C Schilling was elected president by ballot. D A Bauer and J L Regal were acclaimed vice-presidents. G A Jeffery assumed the position of past president.

District representatives elected by ballot were K A Hoehn (Calgary City), K L Kempt (Calgary City), D J Moroz (Calgary City), B J Baum (Central), M M Lalonde (Central East), N L Ball (Edmonton McMurray), G P Carabine (Edmonton McMurray) and C N Glossop (Edmonton McMurray).

Acclaimed district representatives were G M Glavine (Calgary District), R J Twerdolib (Central North), D M Brookwell (Central South), P A Froese (Edmonton District), P F MacKay (North West), H D McCaig (South East) and K D Pritchard (South West).

All members of Council were elected for two-year terms commencing 2019 07 01. However, Glavine resigned her position on Council at the end of June 2019 to join the Association as an executive staff officer, necessitating the second by-election of the year. In October 2019, K M Nakaska was elected by ballot to the position of district representative, Calgary District.

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## 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 102nd Annual Representative Assembly was held in Edmonton on 2019 05 18–20. The Assembly was attended by 421 delegates from 55 locals, two representatives from the Alberta Retired Teachers' Association Special Local No 1, three student local observers, seven specialist council observers, members of Provincial Executive Council, staff and invited guests.

In 2019, the Assembly restructured Association policy, which falls into two broad categories: (1) long-term policy (consisting of fundamental beliefs, externally focused policies and internally focused policies) and (2) immediate directives. The restructuring of policy necessitated a change in policy review, which now occurs every six years.

The Assembly dealt with 76 resolutions, approving 64 and defeating 12. Two resolutions on which Council had taken action were not moved and no resolutions were declared as "action taken." There were no resolutions for study and report.

In addition to debating resolutions, delegates received the Annual Report of the Association (which included the auditor's report and financial statements for 2018/19), and heard reports from President G A Jeffery and Executive Secretary D E Theobald.

»» 52

of the 55 local  
associations were  
represented at  
the 2019 Summer  
Conference  
local association  
programs.

## Summer Conference

Summer Conference, the premier training event for Association members, was first held in 1949 in Banff. The 2019 Summer Conference was held in August in Banff and was attended by 371 delegates. J A Turville served as director of the conference.

Fourteen programs, outlined below, were offered at Summer Conference.

### Local Association Programs

Fifty-two of the 55 local associations were represented at the 2019 local association programs. One charter school was represented in the Teacher Welfare Course.

- 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 who are members new to a Teacher Welfare committee to the collective bargaining process. Participants were introduced to the services provided by the Teacher Welfare program area and received presentations on how bargaining is organized, legislation, teacher pay and duty of fair representation. Participants also took part in a bargaining simulation exercise. J S Gerun served as director.
- The Communications Officers' Seminar offers local communications officers professional development opportunities in areas of communications, public relations, publicity and media relations. A variety of course content took into account the diverse needs of both rural and urban locals. S Magnusson served as director of the seminar.
- The Local Presidents' Seminar allows local presidents to review issues facing the Association, meet with members of Provincial Executive Council, share information about local initiatives and examine the local president's role. R T Mazzotta served as director.
- The 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 (PD) Course supports local PD committee chairs in planning, implementing and evaluating local PD programs. Participants 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 Indigenous education. M D Swanson and M A Purcell 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 school jurisdiction. Sessions explored a refined model of negotiation theory, an analysis of data, preparing collective agreement language and calculating various costs to foster the bargaining skills necessary to conduct negotiations on behalf of teachers. C W Schoffer served as director.



**Table 1. 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	27	22
Introduction to Teacher Welfare Course	39	26
Local Communications Officers' Seminar	29	29
Local Presidents' Seminar	49	49
Local Program Course	42	28
Professional Development Course	40	32
Teacher Welfare Course	63	35

### 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. M P Yurick 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, as well as role-specific sessions. Addressed in these sessions were such topics as peer leadership, use of technology in event administration, strategic planning, financial planning, communications planning and the implications of privacy legislation for councils. C W Gonsalvez and J B Johnson served as directors.

### Association Corps Programs

- The Association Instructors' Seminar allowed participants to review the Association instructors' handbook and procedures, learn facilitation skills and receive training on delivering workshops. N J Luyckfassel served as director.
- The Professional Development (PD) Facilitators Seminar was held in conjunction with the PD Course. PD facilitators collaborated with representatives from local PD committees on promotional material that highlighted the services that the facilitators provide, and developed strategies to support PD leaders in their local context. M D Swanson served as director.
- The Retirement Consultants' Seminar reviewed the history of the teachers' pension plan, including the principles of funding; provided hands-on experience with an actuarial valuation; and discussed Association pension policy. The Alberta Teachers' Retirement Fund presented on investment governance and reciprocal transfer agreements. C M Gibbon served as director.
- The Teacher Welfare Liaisons' Seminar offered presentations on improving teacher practice through andragogy and on labour relations. Participants also worked on creating workshops and participated in bargaining simulations jointly with the Teacher Welfare Course. S D Brown served as director.

**Table 2. 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
Specialist Council Presidents and Conference Directors Seminars	19
<i>Association Corps Programs</i>	
Association Instructor's Seminar	21
Professional Development Facilitators Seminar	3
Retirement Consultants' Seminar	8
Teacher Welfare Liaisons' Seminar	13
<i>Invitational Seminar</i>	
Education Decision Makers' Seminar	9

### Invitational Seminar

- 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 three members of the legislative assembly, three trustees, two public education affiliates and one public advocate. J H Teghtmeyer served as director.

In addition to the programs and seminars, the following activities were held at Summer Conference in 2019:

- Sessions on building leadership capacity included a discussion panel, featuring S El-Amine, on core building blocks of community organizing practice.
- The Women's Leadership Breakfast was attended by 263 participants. Keynote speaker A Bravo presented effective practices for building coalitions across communities, finding new constituencies and mobilizing broad public support behind the leadership of women.
- Local meetings were attended by local delegates and their respective district representatives. This session aimed to connect teachers in all courses with their locals to discuss important issues in the upcoming school year.

### Local Presidents' Meetings

In 2019, meetings of local presidents were convened on three occasions.

Participants from 52 of the Association's 55 local associations attended the meeting that was held 2019 02 08–09 in Edmonton. The meeting included the Provincial Table Officers Candidates' Forum; a presentation by P Ryffel, director of government relations for the Alberta Counsel; the Association finance and budget presentation; a general session that included emerging issues and a question period; an information session on the 2019 Member Opinion Survey; and a roundtable discussion session. Local presidents also attended information sessions on school representatives' feedback, the 2019 Annual Representative Assembly format, the Summer Conference survey, the provincial election and convention review. The meeting also allowed local presidents to meet for a geographic district group session with their district representatives.

Participants from 50 of the 55 local associations attended the meeting of local presidents held on 2019 05 17 in Edmonton, in advance of the 102nd Annual Representative Assembly. The meeting allowed for review of new resolutions from Provincial Executive Council, as well as the opportunity to discuss other resolutions, local issues and concerns and the Assembly prevote.

Fifty-four of the 55 local associations, as well as two representatives from Alberta Retired Teachers' Association Special Local No 1, were represented at the meeting of local presidents held on 2019 10 25–26 in Edmonton. The meeting included an address from President J C Schilling; a provincial update; a general session and a question period; a presentation by S Saskiw, Alberta Counsel; two round-table discussion sessions; and a bargaining update session. Local presidents also attended a geographic district group session with their district representatives.

## Professional Conduct

One hundred seventy-five new requests for investigations of possible unprofessional conduct were received in 2019 (145 in 2018). Ninety-five investigations were completed, 12 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 27 cases. An additional 20 cases were deemed suitable for handling by means of the invitation process. One hundred eighty-seven investigations were under way at year-end.

Seventeen hearings were conducted in 2019 by separate hearing committees of three to five persons drawn from the Professional Conduct Committee. Seventeen members were found guilty on 43 counts of unprofessional conduct. Table 3 shows the nature of the offences and Table 4 summarizes the penalties imposed. Sixteen invitations were held in 2019, all of which resolved the matter to the satisfaction of the Association. Four 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 2019 and was heard in 2019.

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 2019, one appeal

175 «

new requests for investigations of possible unprofessional conduct were received in 2019 (145 in 2018).

**Table 3. Unprofessional Conduct Convictions in 2019**

Nature of Offence	Frequency*
Conduct Judged Unprofessional	
—in relation to students	14
—in relation to school authorities	3
—in relation to colleagues	6
—in relation to the profession	18
Conviction on an Indictable Offence	3
Conviction on Other Criminal Charges	0
* Some cases involved multiple charges. Seventeen members were found guilty of unprofessional conduct.	

**Table 4. Unprofessional Conduct Penalties Imposed in 2019**

Type of Penalty	Frequency*
Reprimand (Oral)	0
Reprimand (Written)	7
Severe Reprimand (Written)	9
Fine	12
Suspension of Certificate	2
Cancellation of Certificate	2
Suspension from the Association	2
Expulsion from the Association	2
* Some cases involved multiple charges, multiple penalties or both. Thirteen members were penalized for unprofessional conduct.	



was received and 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 Teghtmeyer 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, A Akgungor and J Kully of Field LLP, and by R W Rand, QC, and A Wood of Rand & Turner LLP.

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## Professional Practice Review

The Association assumed responsibility for the practice review process in September 2009. In 2019, no requests for a hearing were received. The usual fall seminar for members of the three committees was not held due to the absence of cases and/or new information. Refresher seminars will be held if and when needed.

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.

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## Legislation

The following bills with implications for the Association or for public education were passed by the Legislative Assembly of Alberta in 2019.

### **Bill 2—*An Act to Make Alberta Open for Business***

Sponsored by Minister of Labour J Copping, Bill 2 made changes to Alberta's labour laws, including a minimum wage cut for students under 18, the restoration of the mandatory secret ballot for all union certification votes, and a return to a 90-day period for unions to provide evidence of employee support for certification. The changes also included a return to previous general holiday pay and banked overtime rules.

### **Bill 8—*Education Amendment Act, 2019***

Sponsored by Minister of Education A LaGrange, Bill 8 was introduced on 2019 06 05. Intended to replace the *School Act* with an amended version of the *Education Act*, the bill largely preserved the status quo, but also contained notable changes.

First, under the act, all schools are required to have a publicly posted student code of conduct to prevent bullying. Also, school principals must still permit gay-straight alliances (GSA) under the act. However, if they delay or refuse a student's request for a GSA, the student would have to appeal to the school board or raise the issue with the education minister.

Second, the act eliminated a cap—which had been set at 15—on Alberta's charter schools. Further, the requirements were changed for charter schools, making them subject to the same fee limits as public school boards.

### **Bill 9—*Public Sector Wage Arbitration Deferral Act***

Sponsored by President of Treasury Board and Minister of Finance T Toews, Bill 9 was introduced on 2019 06 13. The bill aimed to delay previously bargained wage reopener and arbitration provisions in collective agreements with the Alberta Union of Provincial Employees (AUPE), United Nurses of Alberta and the Association until 2019 10 31, by which time the government would have had an opportunity to review the outcome of the Blue Ribbon Panel on Alberta's Finances. The bill was passed after a lengthy opposition filibuster. After its passage and proclamation, the legislation was immediately challenged by the unions affected (including the Association), with the AUPE seeking an injunction against the bill coming into force. The Court of Queen's Bench granted an injunction, but this decision was overturned by the Court of Appeal on 2019 09 06. Legal challenges launched by the unions remain active but, as of 2019 12 31, were not yet heard.

### **Bill 22—*Reform of Agencies, Boards and Commissions and Government Enterprises Act***

Sponsored by President of Treasury Board and Minister of Finance T Toews, Bill 22 passed third reading on 2019 11 21 after just 10 hours of debate. Among other components, the bill legislated a requirement for the Alberta Teachers' Retirement Fund to engage the Crown corporation Alberta Investment Management Corporation (AIMCo) as the exclusive provider of investment management services and to ensure that all pension funds are managed by AIMCo. In effect, investments would be moved from the ATRF to AIMCo. The legislation required the board to enter into an investment management agreement that would take effect no later than 2020 06 30. For further information on the Association's response, see Political Engagement (page 30).

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## Public Assurance

In 2019, the Association continued to be a member of the Alberta Education's System Excellence Advisory Committee (SEAC). Chaired by the deputy minister of education, the SEAC is a forum to provide strategic advice to the deputy minister regarding: (1) the work of the Teaching and Leadership Excellence in Alberta initiative, (2) the development and implementation of the provincial leadership development program applicable to teachers in roles as principals and superintendents, (3) future direction for providing public assurance in the K–12 education system, and (4) other K–12 system improvement initiatives identified by Alberta Education. Key stakeholder groups from Alberta are represented on the SEAC, as the committee represents a collaborative effort to ensure the quality of Alberta's education system. In 2019, the government and deputy minister of education did not hold a formal SEAC meeting with the education partners.

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## 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 ministers of education and finance. Matters addressed in 2019 include class size, supports for student needs, aggression in the classroom, the implementation of the new K–4 curriculum, the use of calming or seclusion rooms, choice in education, provincial standardized testing, education funding, bargaining and related matters, Association conduct processes, the *Education Act*, protections for staff and students who identify as LGBTQ, teacher job losses, perceived political bias in the classroom, and the transfer of teacher pension investment management from the Alberta Teachers' Retirement Fund to Alberta Investment Management Corporation.

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## Liaison with Alberta Organizations

Table officers are responsible for maintaining contact with other provincial 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, 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.

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## 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 2019, 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.

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## Canadian Teachers' Federation

The Association is a member organization of the Canadian Teachers' Federation (CTF), the national organization of teacher unions, associations and federations. The CTF represents almost all the teacher organizations operating in all of Canada's provinces and territories.

The CTF provides a forum for the elected representatives and staff of member organizations to share intelligence and learning across the provinces and to engage in collective problem solving and the sharing of best practices in collective bargaining, communication, political action, advocacy, member services, pensions and benefits. Further, the CTF generally coordinates and acts as the agent of the ATA and other provincial teacher organizations on matters and programs affecting teachers nationally and globally. This includes lobbying on federal legislation affecting teachers, coordinating advocacy and collective action on issues of concern to teachers, providing a clearing house for research, information and statistics, and operating programs that facilitate teacher cooperation in international settings.

Some examples in which the CTF is making a difference for Alberta teachers include its successful campaign to create the Eligible Educator School Supply Tax Credit; its campaign to preserve provisions in the Criminal Code that protect teachers from being charged with assault in situations where they have had to use reasonable force to protect themselves and others from students acting out violently in school situations; and, in conjunction with the Council of Ministers of Education Canada, its interventions with the federal government and in the Federal Court to preserve teachers' right to "fair use" of copyrighted materials in their classrooms.

Research undertaken by the CTF and member organizations is shared and employed in support of provincial and local initiatives. The ATA has made extensive use of CTF documentation in responding to the issue of aggression in schools and in compiling evidence in support of collective bargaining. The CTF's work in the area of diversity equity and human rights, Indigenous education, the status of women, francophone education and the teaching profession informs and supports the Association's own activities in these areas.

The CTF's 99th annual general meeting was held 2019 07 10–12 in Ottawa. Thirteen delegates from Alberta attended. Further, in 2019, the Association was represented nationally on the CTF's Advisory Committee on the Status of Women by E M Willette-Larsen.

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## International Cooperation

The Association contributes to international cooperation projects organized by the Canadian Teachers' Federation (CTF) and by other international cooperation partners. In 2019, 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 other international cooperation initiatives, as well as to the organization of a debrief day for outgoing project participants.

The Association sent 10 Alberta teachers overseas under the 2019 CTF's Project Overseas banner. Along with 44 other Canadians, these teachers worked on 14 teams in 11 host countries. Under the direction of M Hollingsworth, four Alberta teachers



participated in the 2019 ATA Dominica IT Project. Notably, one of these teachers was a school counsellor who provided training to local Dominican school counsellors on strategies to support the mental health of students following Hurricane Maria. Further, six Alberta teachers participated in Change for Children's Teaching Tour in Guatemala.

The Association hosted an International Cooperation Debrief Day in September for the previous year's international cooperation participants. At the event, participants shared their experiences with colleagues, provided feedback on all phases of their experience, and participated in activities focused on integrating international experiences into their Alberta classrooms and promoting the experiences as professional and personal development.

In 2019, the Association also contributed financial support to the following international cooperation initiatives:

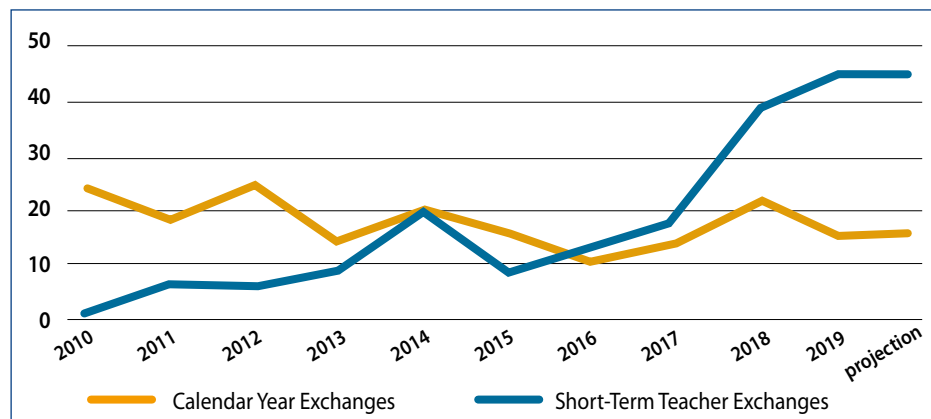
- CoDevelopment Canada
- Canadian Organization for Development Through Education
- Tools for Schools, Africa Foundation
- The Lantern Fund, a professional development initiative of the Canadian Women for Women in Afghanistan

In addition, Provincial Executive Council approved the disbursement of the 2018/19 budget for periodic international cooperation (\$3,500) to Zimbabwe Teachers' Association and Progressive Teachers Union Zimbabwe and Mozambique's National Organisation of Teachers through Education International to support the teachers and their families, students and school communities affected by Cyclone Idai.

## Educator Exchange Program

In 2019, the Educator Exchange Programs (EEP) made 61 placements (47 in 2018). Sixteen teachers participated in year-long exchanges with different regions in Australia. Participation in short-term exchanges increased significantly, with 45 teachers participating in such exchanges in Australia, Germany, Iceland, South Korea and Spain. Short-term exchanges now account for nearly 75 per cent of total placements.

EEP facilitated three new short-term exchange programs in Iceland, South Korea and Australia. A pilot for 10-day teacher exchanges was introduced with a union partner organization in Iceland following the launch of school administrator exchanges. This peer-to-peer professional development opportunity allows teachers to study perspectives and practices related to such topics as rural and remote education, literacy and numeracy, second language learning, and inclusion.



Educator exchange programs placements, 2010–19

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## Support for Special Projects and Initiatives

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

In 2019, the Association

- provided financial contributions to the Alberta Division of the Canadian Mental Health Association, French for the Future, Friends of Medicare, MediaSmarts and the Parkland Institute;
- provided in-kind support to the Alberta Assessment Consortium, the Institute for Sexual Minority Studies and Services and the Society for Safe and Caring Schools and Communities;
- 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.

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## External Communications

The Association uses 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 2019, the Association published three issues of the *ATA Magazine*, having reduced the number of issues from four. The organization also completed a redesign to refresh the publication's appearance and content, and moved the design function from an external contractor to internal staff.

On the advertising front, the Association entered into an agreement with Clevers Media (recently renamed Trevor Battye Advertising Sales), which is expected to maintain or increase advertising revenue while also enabling the Association to retain a larger share of the advertising revenue to offset the cost of designing and distributing the magazine. Average circulation in 2019 remained approximately 37,100 per issue.

**ATA News**—The *ATA News* is available to all members and distributed primarily through schools. It is the journal of record of the Association. Fifteen regular issues and one special issue (focused on the Provincial Executive Council election) were published in 2019, with an average circulation of 42,500 copies per issue. Production and distribution costs for 2018/19 were \$239,773, offset by advertising revenue of \$86,900, resulting in a net cost of \$136,920 (approximately \$0.24 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 2019/20 school year, the Association contracted an external designer to lay out and design each issue of the *ATA News* and an external advertising agency to handle advertising sales (as part of a contract that included advertising sales for the *ATA Magazine*, as well).

**The Learning Team**—In 2019, 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 2019, the website received 956,791 visits (756,509 in 2018), with an average of 7,888 page views per day (5,822 in 2018). In 2018, website visits and page views were lower than normal, largely

as result of website redesign work being done in that year; 2019 represents a return to normal levels.

**Social Media**—The Association has an active presence on Twitter, Facebook, YouTube, Flickr, LinkedIn, Pinterest and Instagram. 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 2019, the Association's Twitter feed had 26,800 followers (23,300 in 2018) and its tweets generated 5 million impressions (more than double than the 2.4 million impressions generated in 2018). The Association's Facebook page had 14,372 likes (10,032 in 2018) and its posts generated 8.1 million impressions (which is more than double the 3.2 million impressions generated in 2018).

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## 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 2019.

The Face of Education public relations campaign continued in 2019, featuring a diverse selection of students and reminding Albertans that public education exists to serve our children. The campaign also positions the Association as a 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.

For all 2019 campaigns, the total spent on advertising was \$1,132,085; however, the value was \$1,735,948, with bonuses from advertisers resulting in more than \$600,000 in free placements. For example, the Association's advertising across five markets for the Can We Talk? promotion cost \$67,600, while Corus Entertainment provided \$218,650 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 2019, the Association supported LCOs in undertaking public relations activities by holding two LCOs' Meetings, including a joint meeting with local political engagement officers (see Political Engagement, below). LCOs also attended Summer Conference (see page 20).

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## Political Engagement

The Association's political engagement program continued to focus on enhancing teachers' awareness of and active engagement with the political process, increasing the awareness that members of the legislative assembly (MLAs) have of education, and



communicating teachers' concerns about matters affecting student learning. In 2019, 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 the spring 2019 provincial general election, the Association's Political Engagement Committee continued 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 included

- supporting Student Vote,
- hosting the Political Engagement Seminar,
- launching an education and election website entitled [Vote4Kids.ca](http://Vote4Kids.ca),
- registering as a third-party election advertiser and 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 A Kidder, People for Education, on public education, general elections and the outcome for Ontario; an all-party forum on education, including representation from the Alberta Liberal Party, the Alberta New Democratic Party, the Alberta Party, the Freedom Conservative Party and the United Conservative Party; a forum response panel, featuring P Ryffel (Alberta Counsel), L Williams (Mount Royal University) and J French (Postmedia); a session on the 2019 election readiness plan; and a session on candidate outreach and strategic advice.

LPEO meetings were held in May and November. The May meeting, attended by 44 local representatives, included an environmental scan; an election debrief; and an MLA engagement workshop featuring former MLAs G Clark, M Connolly, R Luff, A McKittrick and R Starke. The November meeting, attended by more than 85 local representatives, was held as a joint meeting with local communications officers. Agenda items included an organized labour leaders' discussion panel, an environmental scan, an update on the letter-writing campaign, a provincial update from President J C Schilling, and details on the Hands Off My Pension campaign. At year-end, the corps of local political engagement officers stood at 53 out of a possible 55 members.

In 2019, locals encouraged their members to contact government on such issues as class size, pensions, education funding and inclusion. Three locals (10 in 2018) took advantage of the Political Engagement Grant provided to support such efforts. Locals also participated in provincial election engagement efforts, including candidate meet-and-greets, election forums and distribution of Vote4Kids cards. Twenty-eight locals took advantage of the Provincial Election Grant established to support such efforts.

The Association also undertook two MLA outreach activities in 2019. First, the My Class Size Is... letter-writing campaign generated 2,600 handwritten letters, which were sent to MLAs, describing classroom conditions in schools across the province. Second, the Hands Off My Pension campaign generated 35,000 e-mails and letters from more than 22,000 active members, retired members and others expressing concerns over Bill 22, *Reform of Agencies, Boards and Commissions and Government Enterprises Act* (see Legislation, page 25).

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 20).

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## Women in Leadership

In 2019, a Women in Leadership Subcommittee of the Diversity, Equity and Human Rights (DEHR) Committee was established to provide recommendations on advancing the cause of women in educational leadership in Alberta. The subcommittee's primary mandate was to review relevant policy structures, conduct research and examine the work of other teacher organizations. In the spring of 2019, a Women in Educational Leadership needs assessment survey was conducted, with the results reported to Provincial Executive Council. The 2019 Annual Representative Assembly approved a budget to establish the Status of Women Committee (which was renamed the Women in Leadership [WIL] Committee) and related symposium. The WIL Committee held its inaugural meeting in September 2019. In addition to continuing the work of the DEHR subcommittee, the WIL Committee began planning a Women in Leadership Summit for March 2020. The committee also struck an advisory subcommittee to provide advice to and assist with the work of the committee.

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## Strategic Planning Initiatives

The strategic planning initiatives of the Association include 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; other support for local sessions on strategic planning and foresight; and public lectures.

The main channel through which the Association undertakes strategic planning is the SPG, a standing committee that engages in strategic planning across short-, medium- and long-term horizons; proposes policy where appropriate; and undertakes research to develop strategic foresight. The group plans and participates in the annual June and September planning meetings. At its meetings in 2019, the SPG considered research briefs (see Research, page 33), reviewed for dissemination an external scanning document entitled *Changing Landscapes Alberta 2020–2040*, and devoted considerable time to scanning articles and conference reports to identify trends that will continue to shape public education in the coming years. In addition, the group oversaw the administration of the Association's Member Opinion Survey (see Research, page 33). The results of the survey are used to help the Association and its subgroups undertake long-range planning.

In 2019, the Association commenced redevelopment of its strategic plan in consultation with such groups as Council, local presidents and Association subgroups. The SPG guided this redevelopment.

The Association also administers a Strategic Planning Grant program that assists the Association's subgroups in conducting strategic planning activities to examine their long-term goals and activities in the context of the Association's strategic plan. In 2019, three locals, three specialist councils and two Teacher Welfare committees were approved for matching grants of up to \$2,000 each.

Finally, the Association organizes public lectures and other events that highlight the role that public education plays in shaping the future of the province. In 2019, a public lecture, including a free webcast, was held on the impact of artificial intelligence and automation on public education systems, featuring D Barton, McKinsey and Company.

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## Research

Association research is coordinated in the Government program area, though 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 2019, the following major research projects were completed or under way.

### Teachers' and School Leaders' Experiences

The Association published *Alberta School Leadership Within the Teaching Profession 2019: Seismic Shifts and Fault Lines: Experiencing the Highs, Lows and Shadows*, which reports findings from a survey that received approximately 1,000 responses from school leaders across the province.

An environmental scan was under way to illuminate the experiences of substitute teachers. The research includes a survey that was informed by three in-person focus group sessions at the Substitute Teachers' Conference.

To further the Association's research on Alberta's beginning teachers, a literature review was commissioned. The literature review—*Beginning Teachers: The First Three to Five Years*—informed a survey that garnered participation from 300 Alberta teachers in their early years of practice. To contextualize the survey and literature review findings, four regional focus groups were scheduled to be held between November 2019 and February 2020.

In the area of curriculum redesign in Alberta, the Association continued to mobilize its monograph *Essential Conditions for K–4 Curriculum Implementation: Perspectives of 2,800+ Alberta K–4 Teachers* through presentations to members, direct conversations with then Minister of Education D Eggen and a formal submission to the new United Conservative Party government’s Curriculum Advisory Panel.

### **School Wellness and Well-Being Initiatives**

The Association published *School Wellness and Well-Being Initiatives Across Canada*, a literature review and detailed provincial and national environmental scan of K–12 wellness and well-being programs, initiatives and activities across Canadian schools.

The Association conducted a survey on understanding aggression(s) in Alberta schools and school communities in June, with 561 members of a random stratified sample completing the survey. The survey data informed questions for focus groups, which were held 2019 11 23 and 2019 11 24 in Edmonton and Calgary, respectively.

The Association also continued to collaborate with scholars, policy-makers, non-governmental organizations and youth on the eQuality Project. In 2019, the eQuality Project and the Association launched in Alberta the world’s largest #DisconnectChallenge, a two-week activity to be held in 2020 that invites Alberta students to assess how technology affects their sense of connection with themselves and others.

The Association also continued its partnership with Boston Children’s Hospital and Harvard Medical School on The GUD Project—Growing Up Digital in Alberta. In 2019, Sesame Workshop—the nonprofit responsible for the production of Sesame Street—was added to the project as a research partner to expand the activities into early learning research.

### **Teacher Action Research Initiatives**

The Association also published *Engaging in Action Research: A Practical Guide for Alberta Teachers and School Leaders*, a guide and workbook that provides Alberta teachers with guidance and structure on collaborative professional growth for action research through a process that is planned, systematic and documented.

Further, the Association continued to support and disseminate the work of the Alberta schools involved in the international action research projects between the Association and Finland (FINAL) and Iceland (ALICE). The participating Alberta schools and jurisdictions—selected through an open expression of interest in 2018—are five Alberta high schools partnering across five cities in Finland, and three small/rural Alberta schools collaborating with three rural and remote Icelandic schools. The Finland and Iceland partnerships involve principals, teachers and students working side by side in an action research model to engage in activities focused on what they believe makes a great school for all.

To address topics of strategic importance to the teaching profession, the Association produced research briefs on the following subjects in 2019: class size and composition, student mental wellness, artificial intelligence and automation, privatization and public education systems, vouchers and school choice, 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. In 2019, the survey was conducted online for the first time, resulting in the highest response rate ever for the survey. The survey seeks feedback from a random sample of full- and part-time members on a range of topics. The responses allow the Association to track trends and issues to ensure its programs and services meet the needs of members and advance the profession of teaching. Among the topics broached in the 2019 survey were aggression in schools and school communities, and student readiness to learn.

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. In 2019, the Association’s research was highlighted in Alberta newspapers, international media





such as the *Washington Post* and *New York Times*, and teacher federation publications such as the Saskatchewan Teachers' Federation's *The Bulletin* and the Canadian Teachers' Federation's (CTF's) *Research and Professional Learning (RPL) Digest*. The Association also disseminates its research findings by presenting papers at provincial, national and international meetings and conferences, including in 2019 the American Educational Research Association Conference; Sesame Workshop at the Joan Ganz Cooney Centre, New York; and the Canadian Teachers' Federation National Teacher Research Network.

The Association also supports research activities undertaken by other organizations, including the Alberta Advisory Committee on Education Studies and the Kule Institute for Advanced Study Signature Collaborations Grant Programme. The Association held a meeting with postsecondary institutions in 2019 to identify common areas of research and identify potential opportunities for the Association and universities to collaborate.

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## French Services

Staff in French Services provide translation services to staff and all Association subgroups. Staff translate into French such documents as handbooks, posters, brochures and PowerPoint presentations. In 2019, 26 French publications

In the first 100 days  
after launching, the  
number of times the  
LibGuide resources  
were accessed was

»»14,409.

**Table 5. Library Service Statistics**

	2019
Circulation Services	
—physical materials loaned	5,808
—e-journals routed*	1,161
—e-books loaned	74
Information and Research Questions	4,581
Online Reservations	3,636
Searches in Journal Databases	1,882
Searches in E-Book Database	517

\*Routing of e-journals by library staff changed when one of our vendors began e-mailing their newsletters directly to individual Association staff.

were updated or reprinted and 36 new documents were published in French. New substantial publications or considerably revised publications available in French are listed in Publications (see page 66).

In addition, French Services provides ongoing support to the library and works with Information and Technology Services to ensure that the French Services web pages are updated and accurate. Further, in partnership with the Canadian Teachers' Federation, French Services provides an annual report for member organizations.

## Library Services

In 2019, the first survey focused on the Association's library services was conducted, garnering 1,933 responses. The open response portion of the survey allowed participants to ask questions of the library; 808 questions were received and answered by library staff. Survey results are being used to enhance library services for members.

In April, library staff completed a project to decolonize subject headings used in the library catalogue. The decolonization process replaced subject headings with offensive language, such as "Indians of North America," with appropriate terms, such as "Indigenous Peoples of North America." Library staff also added new terminology to include Indigenous world views.

In September, library staff launched the LibGuides platform that combined library web resources with the web resources from 2Learn. In the first 100 days after launching, the LibGuide resources were accessed 14,409 times. The most popular guides were in the elementary curriculum area. New resources were included in the LibGuides on such topics as Hannukah, Diwali, Women's History Month, Remembrance Day, makerspace challenges, Canadian art history and fake news.

Library staff provided presentations to support development of information fluency skills at the following: Student Local Conference, Beginning Teachers' Conferences, University of Alberta Student Mini-Conference, Substitute Teachers' Conference, Edmonton Public Teachers Local No 37 meeting, Campus Saint Jean Student Local No 7 meeting and a meeting for visiting Australian teachers. A presentation on the library's makerspace collection at the Career and Technology Education Council Conference also took place. In addition, library services were promoted through displays and by staff at the Beginning Teachers' Conferences, the Leadership Essentials for Administrators Conference, and meetings of the Edmonton Public local and its Queer-Straight Alliance.

Library staff provided library tours to Northland Local members and to education students from Campus Saint-Jean. Library staff also provided job-shadowing opportunities to graduate and undergraduate students from the University of Alberta.

## Field Service

In 2019, 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 provided 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

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## 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.

**Table 6. Summary of Member Services  
Contact with Members**

Issue	2019	
	No	Percentage of Total
Criminal/Assault	200	1
Interpersonal relations	2,576	18
Employment information	3,093	21
Issues with parent/student	1,172	8
Employer action	2,374	16
Professional competence	861	6
Medical	850	6
Liability matters	270	2
Legal issues	567	4
Professional conduct	994	7
Other	1,320	9
<b>SUBTOTALS</b>	<b>14,277</b>	<b>98</b>
No category assigned*	228	2
<b>TOTALS</b>	<b>14,505</b>	<b>100</b>

## Member Services

contact with members

2017: 14,166

2018: 15,453

2019: 14,505 ««





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## Local Organization

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 16 local constitutions, including 1 student local constitution.

Seminars for local secretaries, treasurers and web managers were offered in 2019. The Local Secretaries' Seminar, with 23 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 39 local treasurers, provided training related to such matters as the 2019/20 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 37 delegates from 11 of the 14 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 42 preservice and other information sessions to a total of 1,757 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.

Members Services  
presented

42



preservice and  
other information  
sessions to a total  
of 1,757 education  
students at  
universities and  
colleges across  
the province.

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## School Representative Program

The school representative program supports key contacts in each local and prepares members in the local who are serving as school representatives. A core element of the program is the *School Representative Toolkit*, a resource that enables school representatives to familiarize themselves with their role and maximize their effectiveness. In 2019, the tool kit was revised to reflect changes in legislation; update elements of the Frequently Asked Questions section; and align with changes in Association structures, processes and terminology. This updated version of the tool kit was distributed to locals in the fall through the Members Only section of the Association's website.

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## 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 had with members in 2019 and the issues involved are reported in Table 6.

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## 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 conflicts 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 had been fewer and fewer requests for the 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 2019, there were nine requests (three in 2018) for SRS.

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## 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 (see page 55). 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 2019, 35 members participated in the two-day workshop at Barnett House, held in August. Five school divisions, along with two locals, requested and received this workshop as part of their professional development days. One school division began retraining 16 of their staff to enable them to serve as facilitators within the division, with the training expected to be completed by June 2020.

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## 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. The two-day workshop that focused on TGSE Policy was held five times in 2019 (six in 2018) with school and district office leaders.

Reflecting the revised Teaching Quality Standard and the new Leadership Quality Standard for the teaching profession, which came into effect September 2019, the workshop reviewed the critical role of leaders in the growth, supervision and evaluation



process and the duties that leaders must perform as outlined in the *Education 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 the new provincial policy that is expected to become effective September 2020.

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## 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 2019, attended by 80 participants, focused on a trauma-informed care approach at the organizational and school level. With presentations by key experts in the field, the seminar provided participants with an opportunity to ask questions and engage in facilitated, focused conversations to explore how trauma affects the brain, and the lives of students and staff. The event aimed to improve educational environments by exploring how administrative actions or strategies can create a school environment where everyone feels safe and supported, and staff understand how trauma affects behaviour and emotions in the school.



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## Field Service

Throughout the year, Member Services made 124 presentations to teachers at professional development days, teachers' conventions, school staff meetings and, upon request, to university students and 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); changes in the legal landscape; 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 role of teachers and educational assistants; the Association's work; dealing with difficult people; and ways to address parent concerns.

# PROFESSIONAL

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## 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.

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## Professional Practice Standards

In 2019, the Association continued to provide support for the implementation of the new Professional Practice Standards for the teaching profession. In particular, staff developed and offered the Leadership Quality Standard (LQS) and Superintendent Quality Standard (SLQS) inservice programs, which stemmed from a grant from the ministry. The work was guided by a steering committee composed of representatives from the Association, the Association of Alberta Deans of Education, the Association of Independent Schools and Colleges in Alberta, the College of School Superintendents, and Alberta Education.

The inservice programs—a temporary pathway to a leadership or superintendent leadership certificate for those eligible in the province—were two days in length. The programs took into consideration that participants would have some prior leadership experience and were designed to provide for many opportunities for participants to process information through interactive activities. In addition to the program material for the session, a comprehensive bibliography related to the competencies found within each of the standards was developed and made available to participants.

Teaching units for the Inservice Program Leading to Leadership and Superintendent Leadership Certification were completed in January 2019. The program leading to leadership certification was also translated into French. Programming related to competency five—Supporting the Application of Foundational Knowledge About First Nations, Métis and Inuit (LQS) and Ensuring First Nations, Métis and Inuit Education for All Students (SLQS)—was developed through consultation with members of the Indigenous community, and instructors for this part of the program were from the Indigenous community.

Applications were solicited for instructors for the inservice programs. The successful applicants attended an orientation session in Edmonton or Calgary. A registration platform that included program resources was developed and implemented, with an additional platform developed to assist in the work of the instructor corps.

The first session for the leadership certification inservice program was held in Edmonton on 2019 02 07–08, and the first superintendent leadership certification inservice program was held in Edmonton on 2019 03 20–21. Twenty-three leadership and superintendent leadership inservice programs were held throughout the convention season, with more than 2,700 school and district leaders able to access these events as alternate professional development activities in lieu of their regular teachers' conventions.

A total of 58 inservice sessions were offered in 13 locations throughout the province with over 3,800 participants having completed one or both of the programs.

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## 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 the early months of 2019, the Association had representation on the Provincial Curriculum Development and Implementation Management Committee, which contributed to the direction of curriculum redesign in relation to such matters as field testing, resource development and inservicing.

In March 2019, in anticipation of the provincial election, Alberta Education staff stopped meeting with Association staff on most matters, including curriculum. The silence continued until August when the provincial government gave notice that it would be withdrawing from the 2016 Memorandum of Understanding that had given the Association a colead role in developing and implementing Alberta's curriculum, and pausing all development. A Curriculum Advisory Panel was struck by the Government of Alberta to review the curriculum development to date and advise the minister of



education on a range of issues, including the creation of a new Ministerial Order on learning. At the end of 2019, teachers still awaited word from the panel and the minister of education about the future of the new curriculum.

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## Inclusive Education

The Association continued to provide support and advocacy in relation to inclusive education in 2019. In particular, the Association—in collaboration with the University of Alberta—gathered submissions to

- provide an update on inclusive education in Alberta classrooms and schools since the *Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools* (September 2014); and
- identify areas of success and challenge to guide further development of resources and professional development opportunities to support implementation of the new Teaching Quality Standard (TQS) and Leadership Quality Standard (LQS) with particular attention to inclusive education.

For the inclusive education research project, an online survey was sent to random samplings of teachers within urban and rural settings. Focus groups that included interested survey respondents were also held. Key findings from this study will be reported in 2020.

In collaboration with the Council for Inclusive Education, Association staff began developing Common Threads for Inclusive Education, a new resource series to support implementation of the new TQS and LQS related to inclusive education. This new

resource series will provide introductory information—as well as information and areas for further learning—about topics such as terminology, learning disabilities, autism spectrum disorder and behaviour disabilities.

The Association remained committed to participating in Alberta Education's Advisory Committee for Building an Inclusive Education System. The committee did not meet in 2019.

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## 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 topics 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 (see *Publications*, page 66). Further, the following activities promoted an awareness of diversity, equity and human rights issues:

- The DEHR grant program, which supported 13 projects across the province (individual schools and local associations) that are designed to establish inclusive learning communities
- The DEHR award program to acknowledge successes of local DEHR committees
- The sixth annual Diversity, Equity and Human Rights Development Conference
- A Women's Leadership Breakfast at Summer Conference (see page 20)

In addition, the Association collaborated with education partners, including the Associated Schools Project Network (ASPnet), the Canadian UNESCO National Coordinating Committee, the Canadian Multicultural Education Foundation and the SOGI 123 Educator Network. 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.

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## Teacher Education and Certification

The Association undertook the following activities regarding teacher education and certification in 2019:

- Served on the selection committee for the Northern Student Teacher Bursary program
- Collaborated with Alberta Education in 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 2019, 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 (ASBA) and the Alberta Teachers' Association. Comparative statistics on qualifications issued are shown in Table 7.

In 2019, the Teacher Qualifications Committee, to which a teacher can appeal if dissatisfied with an assessment, considered four 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 ASBA, Alberta Education and the three faculties of education.

Effective 2019 07 01, subsections (c) and (d) of Principle 2.01, which deals with recognized institutions, were amended in response to the increasingly diverse range of international postsecondary institutions that are being presented to the Teacher Qualifications Service for evaluation. The change in principle was widely advertised through the *ATA News*, the Teacher Qualifications Service website and a school mailing. Members were invited to submit documents for re-evaluation in cases in which they had previously been denied credit under the principle, at no charge, for a period of six months. During this period, no re-evaluations were requested.

**Table 7. Statements of Qualifications Issued**

	2019
Based on in-province documents	1,764
Based on out-of-province documents	1,555
Duplicate	235
<b>TOTALS</b>	<b>3,554</b>
Fees received	\$280,380

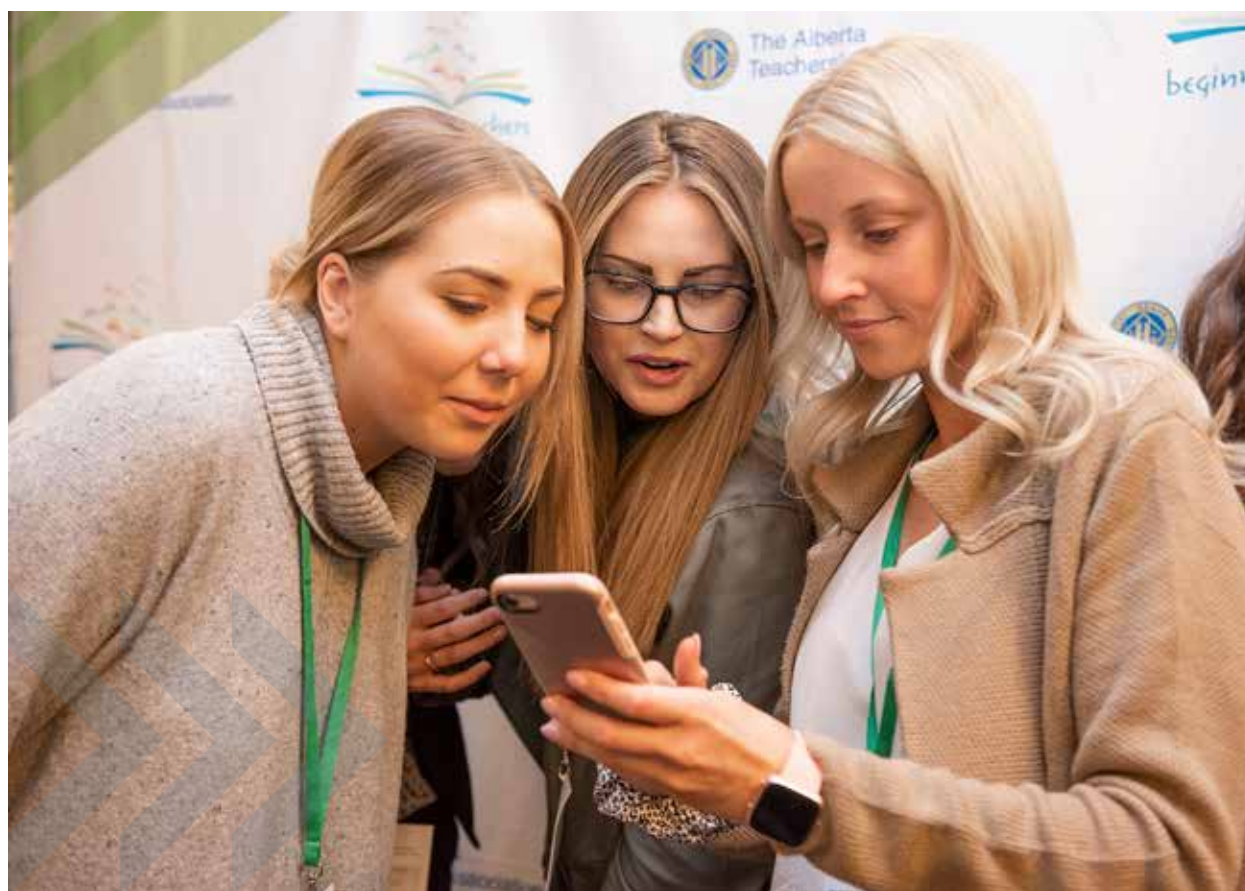
\*New Fee Structure in Effect 2019 04 01

## University Liaison

One aspect of the Association's liaison with universities is representation on a variety of committees and boards. In 2019, staff represented the Association on each faculty of education council: Campus Saint-Jean; Concordia University of Edmonton, The King's University; the University of Alberta, Mount Royal University, the University of Lethbridge, the University of Calgary, Ambrose University and St Mary's University. In turn, universities named representatives to several standing committees of the Association.

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*. Among the topics covered in university presentations are 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.





»»1,442  
new members  
were welcomed  
into the  
profession in  
2019.

## Induction

In 2019, 54 locals held induction ceremonies. Of the 54 locals, 42 reported a total of 1,442 new members (1,579 in 2018) who were welcomed into the profession at inductions. Each new member received an induction package containing an induction certificate, a membership card and pertinent materials for beginning teachers. Of the 1,442 new Association members, 123 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, were attended by 686 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 conference agenda included sessions focused on such topics as Association programs and services; sessions that allowed teachers to discuss pedagogy and specific assignment matters with other teachers with similar teaching assignments or with similar grade levels; and nearly 40 curriculum sessions from which participants could choose. Several sessions were offered in French.

At the conferences, beginning teachers had access to several resources, including the *Handbook for Teachers New to the Profession*, through the online registration platform. To accommodate teachers who were unable to attend the conference, the Association uploaded these materials to its website. The Association also continued a series of webinars to support Alberta teachers and provided beginning teachers access to these professional development offerings.

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## 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 beginning teachers 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 proteges 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 mentoring program model.

In relation to mentorship programs, 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 mentoring programs. The Association monitors and evaluates these programs on an ongoing basis.

The Association continued to maintain formal mentoring partnerships with the following districts and locals: Peace Wapiti Public School Division and Northern Spirit Local No 6; Grande Prairie and District Catholic Schools and Grande Prairie and District Catholic Teachers Local No 42; Grande Prairie Public School Division and Trumpeter Local No 26; Greater St Albert Catholic Schools and Greater St Albert Catholic Local No 23; Medicine Hat Public School Division and Medicine Hat Local No 1; and Buffalo Trail Public Schools and Park Plains East Local No 31.

The Association also 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, beginning teachers, school leaders and district staff; and monitor and evaluate the program. Formal collaborative mentoring 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 also publishes its mentoring resources in French and bilingual staff work with individual locals/districts to offer the mentorship program.

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## 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 Professional Practice Standards for the teaching profession taking effect in 2019 (see Professional Practice Standards, page 44), Association programs for school leaders focused on addressing the competencies and indicators in the Leadership Quality Standard (LQS) throughout the year to support implementation.

Association staff and administrator instructors (see page 55) presented workshops and made presentations on such topics as school leadership development in school divisions, learning sessions hosted by Association locals, and institutions of higher education across Alberta. Association staff also presented sessions on school leadership within the teaching profession at various teachers' conventions. Further, LQS inservice programs were offered throughout the province (see Professional Practice Standards, page 44).

In July, the Association held the annual Educational Leadership Academy in Edmonton. This event, attended by 55 school leaders and aspiring school leaders, provided participants with a deep learning experience on leading agile improvement within their schools.

The Association also hosted the annual Leadership Essentials for School Leaders Conference in November in Calgary, with 173 delegates in attendance. The conference aims to provide relevant and diverse sessions to support and enhance leadership practice. Participants chose from sessions focused on such matters as contracts and leaves, services offered to school leaders, school leadership research, and issues and domains of interest to school leaders.

In addition to offering professional learning events, the Association produces *Leadership Update*, a newsletter intended to provide school leaders with information on some of the issues that they face and to introduce them to services available from the Association. The newsletter, which was published five times in 2019, 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 (CSL) in the development and implementation of the annual uLead Conference. In recent years this event has become an international event attracting more than 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. A national summit, School Leadership Within the Teaching Profession, was held in conjunction with the 2019 uLead conference. A collaboration with the Canadian Association of Principals, the summit was attended by delegates from principal organizations and teacher organizations from across Canada.

In conjunction with the CSL, the Association also supports an active action research alliance that engages Alberta principals and district leaders in collaborative action research work with counterparts in Queensland, New South Wales and Victoria, Australia.

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## Specialist Councils

In 2019, the Association had 21 active specialist councils serving the teachers of Alberta. In 2019, grants to these councils totalled \$862,028. Membership data for specialist councils are presented in Table 8.

Throughout the year, the councils hosted 13 conferences, with more than 3,296 teachers attending. These conferences offered targeted professional development to meet the needs of Alberta's diverse teaching population. In addition, councils hosted 36 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 (24 were produced across the councils) and academic journals (13 were produced across the councils).

Specialist councils also worked to represent the needs and views of Alberta teachers. During 2019, 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.

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 20). Follow-up training will be provided in January to presidents, editors, secretaries and treasurers of the councils. Web managers were also provided with support throughout the year.

Specialist  
councils hosted  
**13 conferences**  
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**3,296 teachers**  
attending.



**Table 8. Regular and Student Memberships in Specialist Councils**

<b>Council (Inaugural Year)</b>	<b>2019</b>
Alberta School Learning Commons (1975) <sup>1,7</sup>	153
Career and Technology Education Council (1997) <sup>2,8</sup>	769
Council for Inclusive Education (1970) <sup>3</sup>	1,929
Council for School Leadership (1961) <sup>4</sup>	2,392
Council of School Counsellors (1961) <sup>9</sup>	475
Early Childhood Education Council (1966)	2,739
Educational Technology Council (1982) <sup>5</sup>	567
English as a Second Language Council (1992)	778
English Language Arts Council (1961)	1,526
Fine Arts Council (1963)	932
First Nations, Métis and Inuit Education Council (2008)	429
Global, Environmental & Outdoor Education Council (1976)	348
Health and Physical Education Council (1962)	1,903
Le Conseil français (1970)	600
Mathematics Council (1961)	1,552
Middle Years Council (2005)	614
Outreach Education Council (2002)	208
Religious and Moral Education Council (1974)	279
Science Council (1961)	1,432
Second Languages and Intercultural Council (1998) <sup>6</sup>	745
Social Studies Council (1961)	942
<b>TOTALS</b>	<b>21,312</b>

**Table 9. 2019 Convention Attendance**

Convention	Attendance <sup>1</sup>	
Calgary City	10,580	(from 2 locals)
Central Alberta	2,211	(from 5 locals <sup>2</sup> )
Central East Alberta	959	(from 3 locals)
Greater Edmonton	9,040	(from 3 locals)
Mighty Peace	1,592	(from 5 locals <sup>2</sup> )
North Central	6,552	(from 18 locals <sup>2</sup> )
Northeast	1,439	(from 6 locals)
Palliser District	3,770	(from 9 locals <sup>2</sup> )
South Western Alberta	1,974	(from 6 locals <sup>2</sup> )
Southeastern Alberta	1,063	(from 4 locals)
<b>TOTAL<sup>1</sup></b>	<b>39,180</b>	

<sup>1</sup> The approximate number of active members (employed full-time and part-time only) at the time each convention was held. 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..

<sup>2</sup> Members in 7 locals attend multiple conventions. The total number of locals will not equal 55.

## Teachers' Conventions

Ten teachers' conventions were held in 2019. The approximate attendance of each convention is shown in Table 9.

### Convention Sessions

Convention sessions attended to curricular subjects, pedagogical topics and leadership strategies. Further, convention programs focused on a number of common themes, including Indigenous education and education for reconciliation, trauma-informed practices, comprehensive school health, the use of school maker-spaces, play-based pedagogy, and the revised Teaching Quality Standard and the new Leadership Quality Standard.

As the 2019 conventions occurred in advance of the provincial election, the Association sponsored Democracy Bootcamps at four conventions. Offered by CIVIX Canada, these bootcamps provided opportunities for teachers to work with political scientists, journalists and elected officials to discuss essential skills required by citizens in the modern digital age, learn about the development of party platforms and campaign strategies, and identify useful tools and best practices for engaging Alberta students in the Student Vote program. More than 500 teachers attended the bootcamps.

The Association, in cooperation with the College of Alberta School Superintendents and the Association of Independent Schools and Colleges of Alberta, offered 23 leadership and

**Table 10. Association Sessions and Workshop Offerings at the 2019 Conventions**

Presenters	Session Topics	Offerings
President G A Jeffery	The state of education in Alberta, curriculum change, new standards, collective bargaining and changing political realities	10
Government (Communications, Research, Operations) staff	Public education in the electoral "red zone"; change and resilience in complex times; growing up digital (technology, learning and health); the effects of domestic violence on children; teacher and administrator exchanges; women in leadership	19
Professional Development staff	Preparing for the Professional Practice Standards, nature- and play-informed teaching practices, the challenges and possibilities of school leadership, examining privilege and power, storytelling through the movement and music of pow wows and round dances	44
Member Services staff	When teachers get in trouble; changes in the legal landscape	20
Teacher Welfare staff	Time matters (instructional versus assignable time)	8
Association instructors	Addressing learning disabilities in inclusive classrooms, classroom management, technology-infused classrooms and maker space pedagogy, increasing student resilience, instructional leadership, staff wellness, engaging learners through play, metacognition and mindfulness, trauma-informed teaching practices, promoting positive mental health, alternatives to student discipline, winning strategies for inclusive classrooms, working with parents to support student success	77
Walking Together program consultants	Introduction to treaty education, understanding the social implications of Indigenous realities, Indigenous education resources, the KAIROS blanket exercise	34
<b>TOTAL</b>		<b>212</b>

superintendent leadership inservice programs throughout the convention season (see Professional Practice Standards, page 44).

In addition to the sessions offered by local teachers and contracted speakers, a record number of Association speakers presented sessions and workshops at the 2019 conventions.

### 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, to share promising practices, and to receive role-specific training to improve their individual and collective efficacy.

In September 2018, Provincial Executive Council approved the amalgamation of the Central East Alberta Teachers' Convention Association and Northeast Teachers' Convention Association, and assigned staff to serve as the trustee during the 2018/19 school year to supervise the windup of both convention boards, facilitate the establishment of a new convention board and lay the groundwork for the new board's inaugural event. At the first meeting of the new convention board, held 2019 04 01, representatives of the nine member-locals voted to name the convention association the Endless Skies Teachers' Convention Association. The first Endless Skies convention will be held in Edmonton in 2020.

### Convention Review

At the 2018 10 25–26 meeting of Provincial Executive Council, the Committee on Convention Review presented its preliminary report. The report provided a comprehensive review of the history of teachers' conventions, discussed the changing face of conventions, provided a research summary related to the work and mandate of the committee, and identified a number of future directions the Association could take to enhance the value of teachers' conventions and their operations.

At Council's direction, the committee engaged in the validation process and conducted a Convention Review Validation Survey that garnered 2,888 responses. In addition, a Convention Review Symposium was held in conjunction with spring Professional Development Area Conference (see Professional Development, Field Service, page 58). Through these validation events, members communicated ways in which conventions could be enhanced.

The committee presented to Council on 2019 10 24–25 a final report, which included findings calling for further support of the following: the nature and function of conventions; convention attendance and choice; program planning; convention funding; board structure, governance and convention board operations; risk management and fiduciary responsibilities.

Council approved the findings in principle and directed staff to develop an implementation plan, which, once finalized, will begin in 2020 and be phased in over the next few years.

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## 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 2019 Professional Development Course at Summer Conference (see page 20) and a training session held prior to the fall Professional Development Area Conference (PDAC) (see Professional Development, Field Service, page 58). At the latter event, facilitators provided an update on their regional professional development activities, explored the digital platform Canva for creating and distributing a regional PD newsletter, and attended a workshop on andragogy. In addition, facilitators supported such events as Association mentorship programs and the PDAC. They also undertook formal assignments that included workshops, presentations and meetings in the province, and ongoing, more informal work in support of individual PD chairs and locals.

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## **Indigenous Education Professional Development Facilitators**

Approved by the 2019 Annual Representative Assembly, the Indigenous education professional development facilitator corps is responsible for providing specific expertise related to competency five of the revised Teaching Quality Standard. In particular, their

work includes presenting Walking Together: Education for Reconciliation workshops to members. These facilitators also assist in developing and maintaining relationships with First Nations, Métis, and Inuit Elders, Knowledge Keepers and Cultural Advisors, providing information on following local cultural protocols, and sharing Indigenous education expertise with members, locals and various subgroups.

Nine facilitators were assigned to professional development regions across the provinces, with three additional positions still to be recruited. During the year, the facilitators attended training opportunities. Further, they facilitated 68 Indigenous Education and Walking Together: Education for Reconciliation workshops for members and contributed to the development of two new workshops, The Sixties Scoop: Understanding Implications and Contributing toward Reconciliation, and Finding Our Way in Indigenous Education: Connecting Hearts and Minds.

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## Association Instructors

The Association instructor (AI) corps, consisting of 60 teachers and administrators, delivers Association workshops at schools, locals, conventions and conferences. Seven members of the corps offer workshops in French and eight specialize in presenting First Nations, Métis and Inuit workshops.

In the spring, AIs were trained to deliver Let's Talk About Identity, Power and Privilege; and Enhancing Teacher Practice Through Andragogy. In addition, training was provided in August to those facilitating the Walking Together Education for Reconciliation workshops.

AIs facilitated the following workshops to support teachers in meeting the Teaching Quality Standard 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 a Learning Community. Workshops were promoted through the Association's website and social media, brochures, and posters distributed to all schools.

Over the course of the year, six new workshops were developed: Creating Inclusive Learning Environments; Engaging All Students—Creating Authentic Learning Environments; Enhancing Teacher Practice Through Andragogy; Let's Talk About Identity, Power and Privilege; Recognizing and Addressing Anxiety in Schools; and You've Got to Connect! Building Relationships to Motivate, Engage and Encourage Students.

In 2019, instructors presented 541 workshops to 22,286 participants at schools, local professional development days, teachers' conventions and specialist council conferences.

In 2019,  
Association  
Instructors  
presented

541   
workshops  
to 22,286  
participants.

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## Association Administrator Instructors

The Association administrator instructor (AAI) corps, consisting of 20 school administrators, delivers Association workshops at schools and to groups of administrators. In 2019, AAIs delivered 75 workshops to 2,510 participants on a variety of topics, including at the Association's Leadership Essentials for School Leaders conference and at teachers' conventions. Instructors were trained in May and July in the following workshops: The Power of Play—Engaging Learners of All Ages; Winning Strategies for Classrooms; Let's Talk About Identity, Power and Privilege; and Enhancing Teacher Practice Through Andragogy.



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## Walking Together: Education for Reconciliation Professional Learning Project

The Walking Together: Education for Reconciliation Professional Learning Project continued to support members in the implementation of the Indigenous-focused competencies and indicators in the Professional Practice Standards.

In 2019, the Indigenous Advisory Circle was developed to provide ongoing support to the Association and the Walking Together project in relation to Indigenous education and reconciliation. The Circle, which includes First Nations, Métis, and Inuit Elders and Knowledge Keepers from across the province, met four times and participated in the Walking Together: Education for Reconciliation Gatherings, described below.

In collaboration with the Indigenous Advisory Circle, the Walking Together consultants developed the following workshops: Our Shared History, Our Shared Future: A Brief Introduction to Treaties; Indigenous Education Resources: Where Do I Start?; Full Circle: Understanding Social Implications of Indigenous Realities; and Indigenous Content in the New Teaching Quality Standard: Moving from Inspiring to Requiring. Further, in 2019, the Walking Together consultants facilitated 111 Walking Together: Education for Reconciliation workshops for 4,709 participants. The consultants also provided support for Walking Together: Education for Reconciliation Gatherings—formerly known as Train-the-Trainer events—across the province to share newly developed workshops, and provide an update on forthcoming resources and workshops. A total of 250 participants attended the gatherings, which were held in Edmonton, Calgary and Grande Prairie.

The following resources were added to the Stepping Stones series: First Nations Traditional Plants and Uses; First Nations, Métis and Inuit Music and Dance; Indigenous Education Resources; Indigenous Linguistic Diversity and Revitalization; and Residential Schools—First Nations, Métis and Inuit Experiences.

The grant funding for the Walking Together project ended as of June 2019. The legacy of Walking Together: Education for Reconciliation continues through the Indigenous Advisory Circle, ongoing development of Indigenous education workshops and resources, and the newly established corps of Indigenous education professional development facilitators (see page 53).

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## 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. Similar networks have been formed recently in Saskatchewan and Manitoba.

In 2019, 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. In November, 138 teachers participated in two separate Foundations of Teaching Sprints full-day workshops that introduced participants to the concept to equip them with the tools required to lead this process within their own contexts.



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## Special Projects

### Reflection on My Professional Practice Tool

The Association has created an updated digital resource for developing annual professional growth plans. A comprehensive digital, interactive Reflection on My Professional Practice tool is available to assist teachers and school leaders in reflecting on the knowledge, skills and attributes of their professional practice as related to the recently revised Teaching Quality Standard (English and French) and/or the new Leadership Quality Standard. This interactive tool allows certificated staff to reflect on their practice and respond to a questionnaire. Personal results of the self-reflection appear in bar graph summary format, providing a profile of strengths and considerations for growth plan goals. The self-reflection tool also includes suggested resources to support implementation of the competency indicators.

### Communities of Practice Inquiry Grant

Since the 2017/18 school year, the Alberta Teachers' Association has been pleased to offer 10 matching grants of up to \$2,000 each school year for groups of teachers to develop a community of practice that addresses an issue of professional relevance using an inquiry model. 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

During the 2018/19 school year, grants of \$1,000 each were awarded to Edmonton Catholic Teachers Local No 54 and Parkland Teachers' Local No 10 under the Communities of Practice Inquiry Grant program. In fall 2019, one grant proposal request was submitted and, at year-end, was under consideration.

## Field Service

Demand for professional development (PD) workshops and presentations provided by staff remained high in 2019. Statistics on the workshops and presentations provided by staff are shown in Table 11. Workshops were also delivered by Association instructors, whose work is described on page 55, and Association administrator instructors, whose work is described on page 55.

The Association held two Professional Development Area Conferences (PDAC) in 2019. 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 Calgary in April, had 136 attendees. The fall PDAC, held in Edmonton in November, had 158 attendees. The conferences included a provincial update, regional meetings and breakout sessions.

In 2019, the Association continued to explore strategies for delivering professional development online, offering learning opportunities for teachers through webinars and continuing to develop online web-based service for professional growth planning. The Association 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 website also aims to deliver materials and information to members of the Association's two instructor corps.

**Table 11. Field Service Delivered by Professional Development Staff**

	2017	2018	2019
Workshops and presentations	216	230	264
Participants	12,687	16,772	17,910

# TEACHER

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## 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.

»»» The Association is the bargaining agent for 41 public, 16 separate and 4 francophone bargaining units and also bargains for 6 charter/private schools.

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## 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 the Association and the respective employer school boards.

The 2018–20 List of Central and Local Matters was reached on 2018 05 02. The Central Table Bargaining Committee (CTBC) began meeting in September 2018 to bargain the 2018–20 central agreement with the Teachers' Employer Bargaining Association (TEBA). Bargaining between the parties broke down and in December 2018 the Association applied for a mediator to assist in reaching an agreement.

On 2019 03 07, mediator L Kanee, QC provided to the CTBC and the TEBA a Mediator's Report, which encompassed all issues agreed upon by the parties and recommendations on three outstanding issues to be included in a two-year central agreement, ending 2020 08 31. The outstanding issues addressed were vacation pay and general holiday pay, harmonization of benefit plans, and the determination of adjustments to salary grids. The matter of salary was to be referred to voluntary interest arbitration to be held no later than 2019 09 30. The CTBC and the TEBA jointly agreed to have arbitrator D Jones, QC hear the interest arbitration.

On 2019 06 13 the government introduced Bill 9, *Public Sector Wage Arbitration Deferral Act* (see Legislation, page 25), which superseded the arbitration dates established in the ratified Mediator's Recommendation. The bill shifted the timeline from no later than 2019 09 30 to no later than 2019 12 15.

The salary arbitration took place over two days, on 2019 11 14 and 2019 11 18. The Association presented first, with an economic case for teacher salary increases. The TEBA then presented its arguments for a 2 per cent salary rollback effective the date of the arbitration decision. At year-end, the parties were awaiting the decision of the arbitration panel.

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## Local Collective Bargaining

The Association is the bargaining agent for 61 bargaining units in the province: 41 public, 16 separate and 4 francophone. The Association also bargains for 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).

After bargaining unsuccessfully with TEBA for a new central agreement, the Association applied for mediation in late 2018 (see Central Table Bargaining, above).

In June 2019, representatives of the bargaining units commenced local collective bargaining, which continued throughout 2019. Nineteen bargaining units (including one charter) reached local agreements by the end of 2019. Table 12 provides a listing of dates when a local agreement was reached. Table 13 gives the average maximum and minimum salaries in effect as of 2019 08 31.

On an ongoing basis throughout the year, as well as in response to specific requests by members, staff analyzed various clauses in effect in collective agreements across the province. Staff also attended bargaining unit and Teacher Welfare Committee meetings to present workshops and assist bargaining 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.

**Table 12. Local Collective Bargaining**

Bargaining Unit	Agreement Reached	Bargaining Unit	Agreement Reached
Aspen View SD	2019 11 07	Rocky View SD	2019 11 26
Canadian Rockies SD	2019 11 29	Peace River SD	2019 10 15
Chinook's Edge SD	2019 11 07	St Albert SD	2019 11 13
CS Nord-Ouest	2019 12 12	St Paul SD	2019 12 16
East Central Catholic SD	2019 11 29	St Thomas Aquinas RCSD	2019 12 26
Edmonton Catholic SD	2019 12 13	Westwind SD	2019 06 27
Golden Hills SD	2019 11 05	Wild Rose SD	2019 10 09
Holy Family Catholic RD	2019 09 27	Wolf Creek SD	2019 10 02
Lakeland Catholic SD	2019 11 05	Lethbridge SD	2019 12 86

**Table 13. Averages of Collective Agreements in Effect 2019 08 31**

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

54 «

grievances  
arising from  
alleged violations  
of collective  
agreements were  
initiated in 2019.

**Table 14. Status of Grievances and Arbitrations**

	Grievances			Arbitrations			
	Ongoing	In Abeyance	Resolved at Local Level in 2019	Ongoing	Decision Received	Agreement Reached	In Abeyance
Previous Years	0	15	13	31	0	9	6
2019 Local	13	4	7	5	0	0	0
2019 Central	15	0	6	4	0	0	0

## Grievances

Following ratification of the 2016–18 central agreement, a new central grievance procedure took effect for individual school jurisdictions. Teacher Welfare filed 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.

Fifty-four grievances arising from alleged violations of collective agreements were initiated in 2019. Of these, 41 remained outstanding at year-end. Thirteen were resolved at the local/central level, 32 were in the early stages and 9 proceeded to arbitration. In addition, 52 grievances remained outstanding from previous years and were in various stages of arbitration or abeyance at year-end. A summary of the status of grievances and arbitrations in progress at year-end is presented in Table 14.





Teacher assignable and instructional time grievances initiated in 2018 remained outstanding in 2019. Arbitration dates of 2020 06 23–25 and 2020 06 30 are set to hear these matters. Also outstanding from 2015 and 2016 under the *Assurance for Students Act* are seven grievances pending judicial review decisions.

Teacher Welfare also tracks issues that were resolved prior to grievances being filed. There were 14 such issues in 2019.

## 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, and policy appeals with regard to insurance plan document issues. In 2019, the Association received 1,268 teacher calls and e-mails with concerns in one or more of these areas. Seven teachers, included in the total calls noted, were provided with advice and assistance with regard to their employer benefit plan carriers (Great West Life and Manulife). Further, 47 cases cited concerns with Employment Insurance, Canada Pension Plan Disability or occupational health and safety issues; staff resolved the matters on behalf of the concerned teachers.

In addition, the Association represents teachers to various appeal bodies. In 2019, six teachers were represented to the ASEBP Board of Trustees through EDB appeal hearings and one was represented at the ASEBP Board of Trustees through a policy (plan document) appeal.

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## 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.

The program offers two levels of certification 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 a TWC or a 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 20); Teacher Welfare Area Conferences (see Field Services, page 64); and meetings of the bargaining unit, local, school staff and the TWC.

In 2019, Teacher Welfare issued 15 Level I and 15 Level II certificates. Since the program's inception, more than 185 Level I certificates and 90 Level II certificates have been issued.

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## Teacher Welfare Liaisons

At year-end, there were 15 teacher welfare liaisons (TWLs) in the corps that assisted bargaining units in preparing for negotiations and apprised Teacher Welfare staff of activities in their assigned units.

The corps met twice in 2019. Agenda items attended to grievance case updates and relevant legislation introduced by the government. TWLs also reviewed the assignable time calculator and issues related to hours of instructional and assignable time that have been surfacing since the central agreement was ratified.

Further, the TWL Seminar offered at Summer Conference (see page 20) provided a third year of training for 13 TWLs.

By year-end, liaisons had carried out approximately 129 consultations with Teacher Welfare committees (TWCs), local executives and individual members. These consultations involved attending local executive and TWC meetings, and assisting with bargaining.

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## Pensions and Retirement

Educating teachers on 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 its website and member consultations (both over the telephone and in person); however, planning for retirement 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*. Further, retirement consultants provide locally sponsored preretirement workshops throughout the province for teachers who are close to retirement (see Retirement Consultants, page 64).

One major area of concern regarding teacher pensions emerged with the introduction of Bill 22, *Reform of Agencies, Boards and Commissions and Government Enterprises Act*, which directs that investments be moved from the ATRF to the Crown corporation Alberta Investment Management Corporation (AIMCo). The Association took action on the matter by mobilizing members to write to members of the legislative assembly, the education minister and the finance minister (see Political Engagement, page 30). However, the government pushed through Bill 22 in a matter of days with no consultation with the Association or the ATRF.

Teacher Welfare  
contact with  
members:

»» 9,959

**Table 15. Summary of Teacher Welfare Contact with Members**

Issue	2019
Extended Disability/Sick Leaves	2,504
Maternity/Parental Leaves	1,320
Other Leaves	692
Collective Agreement Issues	2,192
Bargaining	605
Pension/Retirement	592
Other	2,054
<b>TOTAL</b>	<b>9,959</b>
Additional Communication	725

## Retirement Consultants

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

In 2019, retirement consultants attended three training meetings at which they received updates and presentations concerning such topics as the Alberta Teachers' Retirement Fund website, responsible investing, the Canada Pension Plan and the Old Age Security Pension.

Preretirement workshops (full-day sessions conducted by consultants in conjunction with sponsoring locals) were held throughout the province. The workshops addressed all facets of retirement life, including teacher pensions, benefits after retirement, financial planning for retirement, and wills and estates planning. Approximately 630 teachers and their spouses attended these workshops in 2019.

## Field Service

Teacher Welfare staff continued to meet with local Teacher Welfare committees (TWCs) in 2019. The 2018–20 bargaining round is continuing into 2020 and many bargaining units have already held Bargaining Unit General Meetings to accept their opening bargaining proposal to employers, authorize the filing for mediation or ratify a memorandum of agreement.

Teacher Welfare staff also continued to meet with bargaining units on nonbargaining matters, presenting workshops on such topics as maternity leave, understanding collective agreements, pension basics for local officials and the calculation of instructional time. Statistics on the contacts that Teacher Welfare staff had with members in 2019 and the issues involved are reported in Table 15.

Approximately 270 Association members and staff attended the Teacher Welfare Area Conferences (TWAC). The conferences, held in the spring and fall, attended to the central agreement details for 2018–20, the One Big Bargaining Unit concept, salary arbitration, legislation and budget. In addition, the agenda included a breakout workshop session of TWC chairs to generate information on a member conviction scale. Each of the conferences also included geographic breakout sessions to allow participants to share and discuss timely topics.

# OPERATIONS

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## OPERATIONS

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

On average,  
full-time executive  
staff officers  
each worked

»» 213.6  
DAYS.

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## Human Resources

Human Resources supports the Association's service to members by maintaining appropriate staffing levels, handling matters related to employee relations, developing policy and helping to coordinate the organization's administrative functions. In 2019, Human Resources staff also worked with locals to manage staffing matters and policy development.

The Association employs 170 staff, including 77 support staff, 52 professional staff and an authorized staff officer complement of 37.

Key changes to staff officer appointments include the following:

- I Z Kruk retired as executive staff officer, Member Services, with C M Gibbon transferring to the role.
- C M Gibbon's role was backfilled by G M Glavine, executive staff officer, Teacher Welfare.
- M E Hackman retired as executive staff officer, Member Services, with G R Schreiber transferring to the role.
- G R Schreiber's role was backfilled by D W Maas, executive staff officer, Professional Development.
- T D Jeffares was hired as executive staff officer, Member Services.

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## 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.

Throughout 2019, editorial and graphic design work focused on specialist council newsletters and journals, research monographs, the *ATA News* and the *ATA Magazine*. Other work undertaken in 2019 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; World Teachers' Day; and Substitute Teachers' Appreciation Week.

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*; political action cards; 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; *Promoting Success with Indian Immigrant Students*; *Teaching Filipino Immigrant Students: Resources for Success*; and Aspen Foundation for Labour Education information materials.

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## Publications

The Association produces many types of documents, ranging from monographs to brochures to workshop materials. New substantial publications produced in 2019, or those which were considerably revised, are captured in the list on page 67.

<b>ATA Membership and Services</b>	<i>School Representative Toolkit (revised)</i>
	<i>Trousse des représentants d'école (School Representative Toolkit)</i>
<b>Alberta's Education System</b>	<i>New MLA Guide to the ATA</i>
<b>Human Rights Issues</b>	<i>Establishing a Local Diversity, Equity and Human Rights Committee (revised)</i>
	<i>Forming a Teacher GSA/QSA in Alberta</i>
	<i>PRISME (école secondaire) : Trousse d'outils pour créer un espace protégé propice aux discussions sur les minorités sexuelles et la variance de genre (PRISM Secondary Edition: Toolkit for Safe and Caring Discussions About Sexual and Gender Minorities)</i>
<b>Professional Development</b>	<i>First Nations Traditional Plants and Uses; First Nations, Métis and Inuit Music and Dance; Indigenous Education Resources; Indigenous Linguistic Diversity and Revitalization; Residential Schools series</i>
	<i>Livret Pierres d'assise no 12—Diversité et revitalisation des langues autochtones (Stepping Stones No 12—Indigenous Linguistic Diversity and Revitalization); Livret Pierres d'assise no 11—Ressources pour l'éducation autochtone (Stepping Stones No 11—Indigenous Education Resources); Livret Pierres d'assise no 13—Pensionnats, l'expérience des Premières Nations (Stepping Stones No 13—Residential Schools—First Nations Experience); Livret Pierres d'assise no 9—Plantes traditionnelles des Premières nations et leurs usages (Stepping Stones No 9—First Nations Traditional Plants and Uses); Livret Pierres d'assise no 10—Musique et danses (Stepping Stones No 10—First Nations, Métis and Inuit Music and Dance); Livret Pierres d'assise no 14—Pensionnats, l'expérience des Métis (Stepping Stones No 14—Residential Schools—Métis Experience); Carte : Reconnaissance des territoires et des peuples (Acknowledging Land and People Map)</i>
<b>Research</b>	<i>Alberta School Leadership Within the Teaching Profession 2019: Seismic Shifts and Fault Lines: Experiencing the Highs, Lows and Shadows</i>
	<i>Engaging in Action Research: A Practical Guide for Alberta Teachers and School Leaders</i>
	<i>Research into Policy and Practice Highlights</i>
	<i>School Wellness and Well-Being Initiatives Across Canada: Environmental Scan and Literature Review</i>
<b>Teachers as Professionals</b>	<i>A Guide for Teachers New to Working with Low Germanic-Speaking Mennonite Students and Communities</i>
	<i>Monographie : Enseignants et assistants en éducation : rôles et responsabilités (Internationally Educated Teachers—Welcome to Alberta)</i>
	<i>Internationally Educated Teachers—Welcome to Alberta</i>
	<i>Guide : Mettre en œuvre la NQE révisée (Implementing the Revised TQS Guide)</i>
	<i>Promoting Success with Indian Immigrant Students</i>
	<i>Teaching Filipino Immigrant Students: Resources for Success</i>
	<i>Brochure : programmes d'échange de courte durée (EEP Short-Term Exchange Brochure); Brochure : Échanges de courte durée (Short-Term Exchange Brochure)</i>





The Association  
supports



193

workstations,  
33 physical  
servers and 73  
virtual servers.

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## Information Technology Services

In 2019, the Association upgraded its servers, laptops, monitors, printers and software, and supported 193 workstations, 33 physical servers and 73 virtual servers. A monitoring system was deployed to assess changes in network traffic patterns or volumes to alert Information Technology Services (ITS) staff of potential security breaches.

Cybersecurity is increasingly important to organizations to protect member data and organizational information on servers. On average, the Association's antispam defences blocked 6,000 e-mails per day. Malware attacks are more significant because they can negatively affect organizational performance and can lead to data loss. The Association is encountering an increasing number of attacks per day. As a countermeasure, enhancements to the firewall were introduced, vulnerability testing by a security company was conducted against the membership database to ensure the protection of member data, and advanced threat protection (ATP) was implemented. ATP screens e-mails for potential malware at a Microsoft site where definitions for malware, including first-day threats, are used to identify problematic e-mails and attachments before the e-mails are delivered to the Association.

The membership database—which approximately 104 staff use on a daily basis—had been implemented in 2007. To maintain compliance with hardware and other software, the database will be updated. In 2019, ITS staff explored methods of accomplishing this task without a total rebuild and conducted a proof-of-concept activity that would allow the database to be refurbished by program area rather than all at once. In phase one of this project, the user interface for Member Services was rebuilt and new features were added. The complete database update will span several years. Throughout the year, reports for the membership database were modified as per the request of program areas.

Online services include the provincial website, online voting and hosting services. The Association's provincial website sees, on average, 2,621 visits per day. About 72 per cent of visitors are Canadian, 20 per cent are international, and 8 per cent are of an unknown country (IP number origin not known). Online voting was used four times, supporting a Provincial Executive Council election, two by-elections and a ratification vote. At year-end, the Association was hosting websites for 20 specialist councils (18 in 2018), 50 locals (50 in 2018) and 3 teachers' convention associations (3 in 2018). Seven additional subgroups (7 in 2018) were using the Association to host secure members-only sites. In addition, ITS staff provided workshops for web managers to support web hosting.

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## Records Management

In 2019, the records warehouse facility continued to receive Association records for storage and scheduled destruction. Records management staff continued to schedule and securely destroy records for which the Association no longer maintained a business need, in compliance with established records management practice and the *Personal Information Protection Act*. Decommissioned technology was securely destroyed and components recycled as appropriate. Records management support and services were provided to all Association staff throughout the year, and training presentations were made at Summer Conference (see page 20) and at individual subgroup meetings and events.



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## Archives

The archives completed new accessions in both print and electronic formats. These accessions represent records of permanent value to the Association, including corporate records. 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 the *ATA Magazine* and the *ATA News*.

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## Regulation Compliance/Privacy and Canadian Antispam Legislation

In 2019, the Association continued to provide training to all incoming staff respecting compliance with the *Personal Information Protection Act*. The Association did not receive a request for access under the act in 2019. 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 public bodies and the Office of the Information and Privacy Commissioner with respect to the *Freedom of Information and Protection of Privacy Act*.

In 2019, the Association continued to provide training to members respecting Canada's antispam legislation.

The Association completed all required submissions to the Lobbyist Registry and continues to work to maintain compliance with the Election Expenses legislation and regulations.

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## Barnett House

In 2019, the renovation and expansion of Barnett House was completed, with waterproofing of the parkade ramps being the only outstanding matter at year-end.

Major repairs and upgrades to Barnett House undertaken in 2019 include the following: the loading dock doors were replaced, a lift to ensure accessibility for the stage in the auditorium was added, the fire door outside the elevators on the main floor was replaced, round tables for the auditorium and cafeteria were purchased, an indoor air quality test was performed on the main and second floors, and the Provincial Executive Council chamber's wiring and technology were upgraded.

The Association continues to lease space to tenants, including the Alberta Teachers' Retirement Fund and the Alberta Colleges and Institutes Faculties Association.

Revenue from the cafeteria was \$60,069.02, catering revenues were \$673,642.35, liquor sales were \$14,644.36, vending machine revenue was \$1,376.95, and meeting room rentals were \$93,138.13, for a total of \$842,870.81 in revenue.

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## Southern Alberta Regional Office

In the fall of 2018, the Association—along with the Calgary Public and Calgary Catholic locals, which sublet space from the Association—began to look for a new location for its Southern Alberta Regional Office. Driven by a want to investigate less expensive spaces for leasing, the search took into account the need for increased space as the two Calgary locals wanted additional space to better serve their increasing number of members. Further, the search for a new office space took into consideration easy access, parking and cost.

Several properties were considered before Deerfoot Atrium was selected as the most suitable option. By the end of June 2019, negotiations with the property managers of Deerfoot Atrium were under way and continued through the summer months.

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## Funds and Expenditures

In 2019, \$377,157 was charged to the Special Emergency Fund (SEF). Investment earnings from the fund totalled \$3,218,564 (not inclusive of unrealized gains or loss) and the budget allocation approved for the year was \$9,200. The market value of the SEF at 2019 08 31 was \$29,328,110.

At its December 2019 meeting, Provincial Executive Council authorized the withdrawal of \$5 million from the SEF to support the ongoing operations of the Association. This transaction will be reflected in the 2019/20 financial statements.

The Capital Fund was established to fund the costs of furniture, equipment and major renovations. As budgeted, \$1,087,600 was allocated to the fund plus investment earnings of \$158,706 (not inclusive of unrealized gains or loss). The fund was used to purchase equipment and furnishings valued at \$1,417,154, while a \$1,500,000 withdrawal was made from the fund to help offset construction costs related to Barnett House expansion. The market value of the fund at 2019 08 31 was \$1,747,264.

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 the 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 market value of the fund at 2019 08 31 was \$2,664,093.

# FINANCIAL

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## FINANCIAL STATEMENTS

Year ended August 31, 2019

# STATEMENTS



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BDO Canada LLP  
9897 - 34 Avenue NW  
Edmonton AB T6E 5X9 Canada

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## Independent Auditor's Report

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To the Members of  
The Alberta Teachers' Association

### *Opinion*

We have audited the financial statements of The Alberta Teachers' Association (the "Association"), which comprise the statement of financial position as at August 31, 2019, and the statements of operations, changes in members' equity and cash flow for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Association as at August 31, 2019, and its results of operations and its cash flow for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

### *Basis for Opinion*

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Association in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### *Responsibilities of Management and Those Charged with Governance 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.

In preparing the financial statements, management is responsible for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Association or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Association's financial reporting process.

### *Auditor's Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.





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## Independent Auditor's Report (continued)

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As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit 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.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

**BDO Canada LLP**  
Chartered Professional Accountants

Edmonton, Alberta  
November 8, 2019



**THE ALBERTA TEACHERS' ASSOCIATION**  
**Statement of Financial Position**  
**Year ended August 31, 2019**

	Special Emergency	Capital	SARO Lease	Property and Equipment	Unappropriated	TOTAL
<b>ASSETS</b>						
<b>CURRENT</b>						
Cash and Cash Equivalents	\$ -	\$ -	\$ -	\$ -	\$ 1,222,313	\$ 1,222,313
Fees Receivable	-	-	-	-	2,279,687	2,279,687
Other Receivables	-	-	-	-	439,124	439,124
Prepaid Expenses	-	-	-	-	507,226	507,226
Due from (to) Other Funds	(10,550,721)	1,408,715	(969,924)	-	10,111,931	-
	(10,550,721)	1,408,715	(969,924)	-	14,560,281	4,448,350
ACCRUED PENSION ASSET (Note 9)	-	-	-	-	1,859,000	1,859,000
INVESTMENTS (Note 3)	29,328,110	1,747,264	2,664,093	-	33,739,467	34,345,677
PROPERTY AND EQUIPMENT (Note 4)	-	-	-	36,529,414	-	36,529,414
	\$ 18,777,389	\$ 3,155,979	\$ 1,694,169	\$ 36,529,414	\$ 16,419,281	\$ 76,576,231
						\$ 81,821,821
<b>LIABILITIES</b>						
<b>CURRENT</b>						
Non-revolving Loan	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000,000
Accounts Payable and Accrued Liabilities	-	-	-	-	2,425,561	2,425,561
Fees Payable to Locals	-	-	-	-	2,254,340	2,254,340
Current Portion Capital Lease Obligations (Note 5)	-	-	-	155,505	-	155,505
Current Portion Mortgages Payable (Note 6)	-	-	-	4,110,914	-	4,110,914
Deferred Grant Revenue	-	-	-	-	562,354	562,354
Accrued Vacation Pay	-	-	-	-	678,614	678,614
	-	-	-	4,266,419	5,920,869	10,187,288
POST RETIREMENT BENEFITS (Note 9)	-	-	-	-	6,985,000	6,985,000
MORTGAGES PAYABLE (Note 6)	-	-	-	15,037,492	-	15,037,492
CAPITAL LEASE OBLIGATIONS (Note 5)	-	-	-	339,479	-	339,479
	-	-	-	19,643,390	12,905,869	32,549,260
						34,680,308
COMMITMENTS (Note 7)						
CONTINGENCIES (Note 8)						
<b>MEMBERS' EQUITY</b>						
Appropriated	18,777,389	3,155,979	1,694,169	16,886,024	-	40,513,561
Unappropriated	-	-	-	-	3,513,412	3,513,412
	18,777,389	3,155,979	1,694,169	16,886,024	3,513,412	44,026,973
	\$ 18,777,389	\$ 3,155,979	\$ 1,694,169	\$ 36,529,414	\$ 16,419,281	\$ 76,576,231
						\$ 81,821,821

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, 2019

	Social Emergency		Capital		SARO Lease		Property and Equipment		Unappropriated		TOTAL	
	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018
<b>REVENUE</b>												
ATA Membership Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 39,284,237	\$ 38,602,622	\$ 39,284,237	\$ 38,602,622
Advertising	-	-	-	-	-	-	-	-	180,779	117,734	180,779	117,734
TQS Evaluations	-	-	-	-	-	-	-	-	284,645	285,050	284,645	285,050
Registration Fees	-	-	-	-	-	-	-	-	65,490	52,182	65,490	52,182
Rentals	-	-	-	-	-	-	-	-	1,412,746	972,470	1,412,746	972,470
Printing	-	-	-	-	-	-	-	-	127,049	160,820	127,049	160,820
Publications	-	-	-	-	-	-	-	-	5,422	11,998	5,422	11,998
Food Services	-	-	-	-	-	-	-	-	782,693	413,674	782,693	413,674
Public Education Action Sales	-	-	-	-	-	-	-	-	32,572	40,293	32,572	40,293
Gain (Loss) on Disposal of Equipment	-	-	-	-	-	-	8,634	-	-	-	(4,447)	8,634
Miscellaneous	-	-	156,000	144,000	-	-	-	-	2,256,633	1,884,132	2,412,633	2,028,132
Investment Earnings	3,218,564	1,358,766	158,706	204,657	292,683	123,430	-	-	51,091	64,947	3,721,044	1,751,800
Unrealized Gain (Loss) on Investments	(2,503,276)	309,857	(191,040)	146,271	(227,762)	28,163	-	-	-	-	(2,922,178)	484,291
<b>TOTAL REVENUE</b>	<b>715,188</b>	<b>1,668,623</b>	<b>123,666</b>	<b>494,928</b>	<b>64,921</b>	<b>151,593</b>	<b>(4,447)</b>	<b>8,634</b>	<b>44,483,357</b>	<b>42,605,922</b>	<b>45,382,685</b>	<b>44,929,700</b>
<b>EXPENDITURES - Schedule 1</b>												
Government	-	-	-	-	-	-	-	-	8,292,610	8,156,431	8,292,610	8,156,431
Member Services	-	-	-	-	-	-	-	-	4,960,109	4,703,695	4,960,109	4,703,695
Professional Development	-	-	-	-	-	-	-	-	4,840,564	4,792,485	4,840,564	4,792,485
Teacher Welfare	-	-	-	-	-	-	-	-	3,486,411	3,490,568	3,486,411	3,490,568
Building	-	-	-	-	-	-	-	-	2,778,560	2,578,491	2,778,560	2,578,491
Operations	-	-	-	-	-	-	-	-	6,166,978	4,980,377	6,166,978	4,980,377
Food Services	-	-	-	-	-	-	-	-	836,343	645,907	836,343	645,907
Information and Technology	-	-	-	-	-	-	-	-	2,277,902	2,169,993	2,277,902	2,169,993
Non-departmental	-	-	-	-	-	-	3,843,085	3,168,023	4,628,504	4,479,415	8,471,589	7,647,438
Other (Non-rebatable)	377,157	-	-	-	-	-	-	-	3,803,072	3,740,316	4,180,228	3,740,316
<b>TOTAL EXPENDITURES</b>	<b>377,157</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,843,085</b>	<b>3,168,023</b>	<b>42,071,053</b>	<b>39,737,678</b>	<b>46,291,295</b>	<b>42,905,700</b>
<b>Excess (Deficiency) of Revenue Over Expenditures</b>	<b>\$ 338,031</b>	<b>\$ 1,668,623</b>	<b>\$ 123,666</b>	<b>\$ 494,928</b>	<b>\$ 64,921</b>	<b>\$ 151,593</b>	<b>\$ (3,847,532)</b>	<b>\$ (3,159,389)</b>	<b>\$ 2,412,304</b>	<b>\$ 2,868,244</b>	<b>\$ (908,610)</b>	<b>\$ 2,023,999</b>

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, 2019**

	Special Emergency		Capital		SARO Lease		Property and Equipment		Unappropriated		TOTAL	
	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018
MEMBERS' EQUITY, BEGINNING 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	\$ 6,204,371	\$ 4,063,300	\$ 50,141,513	\$ 43,026,513
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	338,031	1,668,623	123,666	494,928	64,921	151,593	(3,847,532)	(3,159,389)	2,412,304	2,868,244	(908,610)	2,023,999
INTERFUND												
TRANSFERS (NOTE 10)	(3,209,364)	(706,766)	(1,829,554)	(3,613,589)	(294,663)	(123,430)	5,230,915	10,261,958	102,669	(5,818,173)	-	-
PENSION REMEASUREMENTS AND OTHER ITEMS (NOTE 9)									(5,205,932)	5,091,000	(5,205,932)	5,091,000
MEMBERS' EQUITY, END OF YEAR	\$ 18,777,389	\$ 21,648,722	\$ 3,155,979	\$ 4,861,867	\$ 1,694,169	\$ 1,923,911	\$ 16,886,024	\$ 15,502,641	\$ 3,513,412	\$ 6,204,371	\$ 44,026,973	\$ 50,141,513

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, 2019**

	Special Emergency	Capital	SARO Lease	Property and Equipment	Unappropriated	2019	2018
Net Inflow (Outflow) of Cash Related to the Following Activities							
<b>OPERATING</b>							
Excess (Deficiency) of Revenue Over Expenditures	\$ 338,031	\$ 123,666	\$ 64,921	\$ (3,847,532)	\$ 2,412,304	\$ (908,610)	\$ 2,023,999
Items Not Affecting Cash							
Depreciation	-	-	-	3,843,085	-	3,843,085	3,168,023
Unrealized Loss (Gain) on Investments	2,503,376	191,040	227,762	-	-	2,922,178	(484,290)
Loss (Gain) on Disposal of Equipment	-	-	-	4,447	-	4,447	(8,634)
Interfund Transfer	501,835	(1,645,954)	11,297	5,230,915	(4,098,093)	-	-
	3,343,242	(1,331,248)	303,980	5,230,915	(1,685,789)	5,861,100	4,699,098
Changes in Non-Cash Operating Working Capital Items							
Fees Receivable	-	-	-	-	(456,163)	(456,163)	489,583
Other Receivables	-	-	-	-	865,236	865,236	(575,004)
Prepaid Expenses	-	-	-	-	162,264	162,264	(100,508)
Accounts Payable and Accrued Liabilities	-	-	-	-	(444,971)	(444,971)	254,601
Fees Payable to Locals	-	-	-	-	(183,781)	(183,781)	319,393
Deferred Grant Revenue	-	-	-	-	(975,285)	(975,285)	(1,368,882)
Accrued Vacation Pay	-	-	-	-	70,842	70,842	(83,102)
Net Change in Employee Future Benefits	-	-	-	-	656,070	656,070	521,000
	3,343,242	(1,331,248)	303,980	5,230,915	(1,991,577)	5,555,312	4,156,179
<b>INVESTING</b>							
Additions to Property and Equipment	-	-	-	(3,705,738)	-	(3,705,738)	(24,471,399)
Proceeds on Disposal of Equipment	-	-	-	94,282	-	94,282	143,872
Proceeds on Sale (Purchase) of Investments, net	(3,343,242)	1,331,248	(303,980)	-	-	(2,315,974)	2,167,181
	(3,343,242)	1,331,248	(303,980)	(3,611,456)	-	(5,927,430)	(22,160,346)
<b>FINANCING</b>							
Proceeds from Barnett House Expansion Line of Credit	-	-	-	-	-	-	15,000,000
Proceeds from Mortgage	-	-	-	-	15,000,000	15,000,000	-
Repayment of Barnett House Expansion Line of Credit	-	-	-	-	(15,000,000)	(15,000,000)	-
Mortgage Payments	-	-	-	(1,452,449)	-	(1,452,449)	(764,949)
Capital Lease Payments	-	-	-	(167,010)	-	(167,010)	(169,481)
	-	-	-	(1,619,459)	-	(1,619,459)	14,065,570
<b>NET CASH OUTFLOW</b>	-	-	-	-	(1,991,576)	(1,991,576)	(3,938,597)
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	-	-	-	-	3,213,889	3,213,889	7,152,486
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	\$ -	\$ -	\$ -	\$ -	1,222,313	\$ 1,222,313	\$ 3,213,889

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, 2019

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### 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 by-laws 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 By-law 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, 2019

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### 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. Included in the ending cash balance is \$562,354 (2018 - \$1,537,639) of restricted cash related to grant funding.

#### *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 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.

Depreciation of property and equipment will begin in the year following acquisition except for depreciation of automobiles which is recorded in the year of acquisition and on a straight-line basis using the applicable rates described in Note 4.



# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2019

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### 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 benefit plans*

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 professional or support 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, 2019 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, professional or support 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, 2019.

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2019

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### 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.

#### *Grants*

The Association records government grant revenue and expenditures on a gross basis and, at year-end, any unused grant funds are classified as deferred grant revenue in the statement of financial position. Prior year comparative amounts have been reclassified, as grant revenue and expenditures were previously recorded on a net basis and amounts unused at year-end were recorded in accounts payable and accrued liabilities. Grant revenue is recorded as miscellaneous revenue and grant expenditures are recorded in non-departmental expenditures in the statement of operations. These presentation changes do not affect prior year excess of revenue over expenditures.

#### *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

	2019		2018	
	Fair Value	Cost	Fair Value	Cost
Allocated to:				
Special emergency	\$ 29,328,110	\$ 28,388,630	\$ 28,488,244	\$ 25,060,140
Capital	1,747,264	1,699,501	3,269,578	2,912,995
SARO lease	2,664,093	2,601,218	2,587,855	2,298,570
	<b>\$ 33,739,467</b>	<b>\$ 32,689,349</b>	<b>\$ 34,345,677</b>	<b>\$ 30,271,705</b>

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2019

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### 3. INVESTMENTS (continued)

The investments are held in the Franklin Templeton Institutional Balanced Fund and the asset mix is as follows:

	<u>2019</u>	<u>2018</u>
Cash	<u>6.5%</u>	7.3%
Fixed Income	<u>35.9%</u>	35.2%
Canadian Equities	<u>25.0%</u>	26.4%
US Equities	<u>15.1%</u>	12.9%
International Equities	<u>17.5%</u>	<u>18.2%</u>
	<u>100.0%</u>	<u>100.0%</u>

### 4. PROPERTY AND EQUIPMENT

		<u>2019</u>		<u>2018</u>
	<u>Rates</u>	<u>Cost</u>	<u>Accumulated Depreciation</u>	<u>Net Book Value</u>
Buildings	2%	38,192,061	7,277,618	30,914,443
Building improvements	10%	19,156,193	17,839,495	1,316,698
Equipment	10%-33%	6,594,041	4,363,138	2,230,903
Leasehold improvements	lease-term	32,219	23,279	8,940
Tenant inducements	lease-term	288,938	-	288,938
Automobiles	20%	1,832,229	715,650	1,116,578
		66,095,681	30,219,180	35,876,500
Land		157,930	-	157,930
Equipment under capital lease	lease-term	714,360	219,376	494,984
		\$ 66,967,971	\$ 30,438,556	\$ 36,529,414
				\$ 36,409,880

Additions to property and equipment include non-cash capital lease additions of \$607,907 (2018 - \$11,505).

Prior year comparative amounts for the Barnett House expansion, completed in fiscal 2018 and available for use as at August 31, 2018, have been reclassified from building under construction to building improvements and equipment. The presentation changes do not affect prior year excess of revenue over expenditures as depreciation is recorded in the subsequent year.

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2019

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### 5. CAPITAL LEASE OBLIGATIONS

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

2020	\$ 155,505
2021	134,214
2022	134,214
2023	71,051
<hr/>	
Total minimum lease payments	494,984
Less current portion	155,505
<hr/>	
Long-term obligations under capital lease	\$ 339,479

### 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. Subsequent to year-end, the Association arranged for an additional \$1,500,000 operating line of credit. These lines of credit are to fund temporary cash flow shortages relating to operations. Interest is charged at the bank's floating prime lending rate. Advances under the lines of credit are repayable on demand and have not been drawn on as at August 31, 2019.

During the current fiscal year, the \$15,000,000 line of credit obtained to fund the Association's Barnett House expansion was converted into a mortgage.

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2019

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### 6. CREDIT FACILITIES (continued)

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

	<u>2019</u>	<u>2018</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	<b>\$ 3,060,906</b>	\$ 3,525,863
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	<b>1,775,000</b>	2,075,000
Scotiabank Banker's Acceptance, bearing interest at 2.91% per annum reset monthly plus stamping fee of 1.10%, requiring monthly principal payments of \$62,500 plus interest, maturing September 30, 2022	<b>14,312,500</b>	-
	<b>19,148,406</b>	5,600,863
Less current portion	<b>4,110,914</b>	764,949
Long-term portion	<b>\$ 15,037,492</b>	\$ 4,835,914

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

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

2020	\$ 4,110,914
2021	2,225,000
2022	750,000
2023	12,062,492
	<b>\$ 19,148,406</b>

The above minimum annual payments reflect the current financing agreements and maturity dates as of August 31, 2019.

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2019

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### 7. COMMITMENTS

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:

2020	\$ 242,110
2021	61,004
	<hr/>
	\$ 303,114

### 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, 2019

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### 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>	
	2019	2018	2019	2018
Accrued benefit obligations	\$ (67,741,000)	\$ (57,293,000)	\$ (6,985,000)	\$ (6,319,000)
Fair value of plan assets	69,600,000	64,348,000	-	-
Accrued benefit asset (liability)	\$ 1,859,000	\$ 7,055,000	\$ (6,985,000)	\$ (6,319,000)

The net benefit plan expenditure is as follows:

	<u>Pension Plan</u>		<u>Other Benefit Plans</u>	
	2019	2018	2019	2018
Current service costs, net of payments	\$ 1,877,000	\$ 1,773,000	\$ 510,000	\$ 576,000
Interest cost on accrued benefits	2,200,000	2,016,000	231,000	216,000
Expected return on plan assets	(2,395,000)	(2,040,000)	-	-
Net benefit plan expenditure	\$ 1,682,000	\$ 1,749,000	\$ 741,000	\$ 792,000

The total expenditure from the two plans is \$2,423,000 (2018 - \$2,541,000) 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>	
	2019	2018	2019	2018
Difference between actual return and expected return	\$ 2,113,000	\$ 4,236,000	\$ -	\$ -
Actuarial gain (loss)	(6,935,932)	1,443,000	(383,000)	(588,000)
Pension remeasurements and other items	\$ (4,822,932)	\$ 5,679,000	\$ (383,000)	\$ (588,000)

The total remeasurements charged to members' equity from the two plans during the year is \$5,205,932 (2018 – credited \$5,091,000).

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2019

### 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>	
	2019	2018	2019	2018
Benefit obligations				
Discount rate	2.85%	3.7%	2.7%	3.5%
Rate of compensation increase	3.0%	3.5%	3.5%	3.5%
Benefit costs				
Discount rate	2.85%	3.7%	2.7%	3.5%
Rate of compensation increase	3.0%	3.5%	3.5%	3.5%
Rate of inflation on health benefits				
Dental care	-	-	4.0%	4.0%
Extended health care	-	-	4.5%	4.5%
Vision care	-	-	2.5%	2.5%
Other health care	-	-	4.5%	4.5%
Average remaining service life of employees	10 years	11 years	10 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, 2019, is as follows:

Equities	61.3%
Debt securities	33.2%
Cash and other	5.5%
	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>	
	2019	2018	2019	2018
Association contributions	\$ 1,309,000	\$ 354,000	\$ -	\$ -
Benefits paid	-	-	458,000	1,666,000
Total benefits	\$ 1,309,000	\$ 354,000	\$ 458,000	\$ 1,666,000

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2019

### 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, 2019, the following transfers were made:

	Special Emergency	Capital	SARO Lease	Property and Equipment	Unappropriated	Total
Members' equity, beginning of year	\$ 21,648,722	\$ 4,861,867	\$ 1,923,911	\$ 15,502,641	\$ 6,204,374	\$ 50,141,514
Excess (deficiency) of revenue over expenditures	338,031	123,666	64,921	(3,847,532)	2,412,304	(908,610)
	21,986,753	4,985,533	1,988,832	11,655,109	8,616,678	49,232,904
Transfer for property and equipment additions	-	(1,417,154)	-	1,417,154	-	-
Transfer representing proceeds on disposition	-	-	-	(94,287)	94,287	-
Transfer to offset leasing costs	-	-	(294,663)	-	294,663	-
Transfer related to property and equipment additions	-	-	-	3,908,047	(3,908,047)	-
Transfer for capital allocation	-	(412,400)	-	-	412,400	-
Excess of investment income earnings	(3,209,364)	-	-	-	3,209,364	-
Pension remeasurements (Note 9)	-	-	-	-	(5,205,932)	(5,205,932)
	(3,209,364)	(1,829,554)	(294,663)	5,230,915	(5,103,265)	(5,205,932)
Members' equity, end of year	\$ 18,777,389	\$ 3,155,979	\$ 1,694,169	\$ 16,886,024	\$ 3,513,412	\$ 44,026,973

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 expansion 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	\$ 6,204,374	\$ 50,141,513

# THE ALBERTA TEACHERS' ASSOCIATION

## Notes to the Financial Statements

Year ended August 31, 2019

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### 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 \$851,230 (2018 - \$851,196) from the controlled entities. This revenue is included in the respective accounts as reported in the statement of operations. Accounts receivable include \$117,045 (2018 - \$212,860) due from the above related parties.

The Association paid grants and seminar costs totaling \$2,095,144 (2018 - \$1,665,067) to the controlled entities. These expenditures are included in various expense accounts reported in Schedule 1. Accounts payable and fees payable to Locals include \$2,427,043 (2018 - \$2,649,168) 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**  
**Year ended August 31, 2019**

**SCHEDULE 1**

	2019	2018
<b>GOVERNMENT</b>		
Annual Representative Assembly	\$ 415,882	\$ 521,798
Committees	130,327	183,340
Conferences	26,505	46,471
Education	351,217	357,291
Elections	127,080	-
Library	157,139	128,058
Local Presidents' Meetings	70,850	92,282
President	191,521	190,956
Provincial Executive Council	1,586,857	1,651,115
Public Education Promotion	224,929	271,827
Publications	451,929	381,612
Publicity	379,607	327,406
Representation	324,559	223,923
Research	230,178	290,116
Salaries and Benefits	3,624,030	3,490,236
	<b>8,292,610</b>	<b>8,156,431</b>
<b>MEMBER SERVICES</b>		
Committees	269,628	307,903
Conferences	30,058	29,610
Education	604,369	617,911
Member Assistance	1,310,168	1,015,045
Publications	13,556	29,079
Representation	2,418	4,318
Salaries and Benefits	2,715,590	2,686,173
Travel Insurance	14,322	13,656
	<b>4,960,109</b>	<b>4,703,695</b>
<b>PROFESSIONAL DEVELOPMENT</b>		
Committees	137,725	132,260
Conferences	15,813	21,134
Conventions	79,384	49,440
Education	1,534,818	1,691,968
Evaluations	28,691	9,110
Publications	15,532	31,025
Representation	7,270	12,160
Salaries and Benefits	2,942,297	2,766,360
Specialist Councils	57,283	57,012
Workshop Development	21,751	22,016
	<b>4,840,564</b>	<b>4,792,485</b>

**THE ALBERTA TEACHERS' ASSOCIATION**  
**EXPENDITURES**  
Year ended August 31, 2019

**SCHEDULE 1**

	2019	2018
<b>TEACHER WELFARE</b>		
Bargaining	860,309	1,089,223
Committees	21,868	30,161
Conferences	47,259	12,888
Education	835,117	665,404
Publications/Communications	1,047	2,355
Representation	11,737	16,623
Salaries and Benefits	1,709,074	1,673,914
	<b>3,486,411</b>	<b>3,490,568</b>
<b>BUILDING</b>		
Operating Costs - Barnett House	1,453,490	1,294,259
Operating Costs - SARO	235,619	234,332
Salaries and Benefits	1,089,451	1,049,900
	<b>2,778,560</b>	<b>2,578,491</b>
<b>OPERATIONS</b>		
Audit	100,420	91,109
Equipment Maintenance	286	2,040
Equipment Rental	274,322	221,919
External Services	36,905	48,305
General	74,744	115,536
Human Resources	194,578	215,557
Interest and Bank Charges	814,935	187,859
Office Staff Pension Plan	88,607	98,445
Postage and Telephone	179,499	206,771
Salaries and Benefits	4,178,293	3,575,778
Stationery and Supplies	224,389	217,058
	<b>6,166,978</b>	<b>4,980,377</b>
<b>FOOD SERVICES</b>		
Food Purchases	252,701	163,807
Salaries and Benefits	543,274	436,584
Supplies	40,368	45,516
	<b>836,343</b>	<b>645,907</b>
<b>INFORMATION AND TECHNOLOGY</b>		
Salaries and Benefits	1,470,504	1,400,315
Technical Services	807,398	769,678
	<b>2,277,902</b>	<b>2,169,993</b>



**THE ALBERTA TEACHERS' ASSOCIATION**  
**EXPENDITURES**

**SCHEDULE 1**

**Year ended August 31, 2019**

	2019	2018
<b>NON-DEPARTMENTAL</b>		
Contingency	31,490	29,237
Deferred Pension Adjustment	373,000	1,395,000
Depreciation	3,843,085	3,168,023
Employee Benefits	899,575	1,322,123
Future Benefits Adjustment	283,000	(874,000)
Grants and Awards	626,909	614,583
Public Grants	2,158,215	1,764,671
Salaries and Benefits	256,315	227,801
	<b>8,471,589</b>	<b>7,647,438</b>
<b>OTHER (NON-REBATABLE)</b>		
100th Anniversary Celebration	-	173,304
2Learn.ca	66,011	83,562
Canadian Teachers' Federation Fees	1,091,073	1,011,727
IT Project	694,559	610,285
Public Relations Campaign	1,022,144	987,964
Real Learning First	67,850	106,869
Special Emergency Appropriation (Schedule 2)	377,157	-
Specialist Council Grants	861,435	766,605
	<b>4,180,229</b>	<b>3,740,316</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 46,291,295</b>	<b>\$ 42,905,701</b>

**THE ALBERTA TEACHERS' ASSOCIATION**  
**Special Emergency Appropriation Expenditures**  
**Year ended August 31, 2019**

**SCHEDULE 2**

	2019	2018
Real Learning First	\$ 527	\$ -
2019 Election Readiness	269,745	-
Election Initiatives and Preparedness	106,884	-
	<b>\$ 377,157</b>	<b>\$ -</b>





The Alberta  
Teachers' Association