

2015/2016
PROFESSIONAL DEVELOPMENT
PROGRAMS & SERVICES GUIDE



The Alberta
Teachers' Association

www.teachers.ab.ca

PD staff can be contacted at Barnett House, phone 780-447-9400 or 1-800-232-7208 (toll free in Alberta); or by e-mail at pd@ata.ab.ca. Information is also posted on the Association website at www.teachers.ab.ca

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INTRODUCTION

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

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

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

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

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

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Coordinator
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PROFESSIONAL DEVELOPMENT

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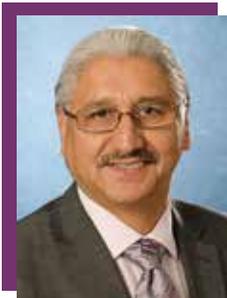
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WORKSHOPS & PRESENTATIONS

Workshops have been developed by the Association to provide support to school-based PD. Workshops are delivered by trained Association Instructors. Association instructors are practicing teachers from around Alberta. All workshops use the principles of adult learning and incorporate a range of facilitation strategies. Workshops are modified to suit the needs of participants.

There is a \$100 fee + GST for each professional development workshop. Please book your workshop six weeks in advance. Detailed descriptions of each workshop are posted on the ATA's website at www.teachers.ab.ca; click on Workshops and Presentations under Professional Development.

To book a workshop, contact

Debra Augustyn, Professional Development Workshop Assistant

Phone: 780-447-9485 (direct) or 1-800-232-7208 (toll free in Alberta)

Fax: 780-455-6481

E-mail: debra.augustyn@ata.ab.ca

BOOK AN ATA PD Workshop

FOR YOUR SCHOOL TODAY!



Creating Positive Classrooms and Schools Series

- ✓ Classroom Management—What Works? **ENG/FR**
- ✓ Emotional Intelligence
- ✓ Engaging Students in Thoughtful Global Citizenship
- ✓ Increasing Student Resiliency **ENG/FR**
- ✓ Preventing and Dealing with Bullying and Cyberbullying
- ✓ Supporting Positive Behaviour in Alberta Schools **NEW**
- ✓ Teachers and Parents—Same Goals, Different Roles **ENG/FR**
- ✓ Unseen Hurts: Understanding Mental Health Issues in Our Schools



The First Nations, Métis and Inuit FNMI Success Series

- ✓ Addressing Prejudice and Discrimination, and Fostering Resilience in FNMI Students
- ✓ Understanding Histories, Cultures and World Views of Alberta's FNMI Peoples



Enhancing Pedagogical Practice Series

- ✓ The Art of Questioning in the Critical Thinking Classroom **ENG/FR**
- ✓ Assessment—Building the Bridge from Teaching to Learning
- ✓ Coaching—Collaborating for Success
- ✓ Collaborative Learning Strategies to Engage Ethical Citizens
- ✓ Creativity Works—Engaging Creative Teaching and Learning
- ✓ Engaging Student Thinkers—The Art of Effective Instruction **ENG/FR**
- ✓ Learning with the Brain in Mind
- ✓ Project-Based Learning—Alberta Students Engage, Explore, Create and Share **NEW**



Inclusive Classroom and School Series

- ✓ Addressing Learning Disabilities in the Inclusive Classroom
- ✓ Coaching for Inclusion **NEW**
- ✓ Differentiated Instruction to Address Student Learning Styles
- ✓ Here Comes Everyone—Teaching in the Culturally Diverse Classroom **ENG/FR**
- ✓ PRISM—Professionals Respecting Individual Sexual and Gender Minorities **NEW**
- ✓ Promoting the Success of Immigrant Students **ENG/FR**
- ✓ Universal Design for Learning—Supporting Diverse Learning Needs
- ✓ Winning Strategies for Struggling Students



Leadership Series

- ✓ Developing a School Mission, Vision and Values
- ✓ Leadership for Learning
- ✓ The Principal's Role in Teacher Induction **NEW**
- ✓ Support for Administrators of French Immersion Programs
- ✓ Teacher Professional Growth Plans
- ✓ Teacher Wellness
- ✓ Tools for Collaborative Teams **ENG/FR**
- ✓ Working Together—Collaborative Practices and Tools

Book workshops to support your school-based PD plan.

To book a workshop, please contact **Debra Augustyn**, Professional Development, telephone 1-800-232-7208 (toll free in Alberta) or 780-447-9485 (Edmonton area) or e-mail debra.augustyn@ata.ab.ca.

Please book at least six weeks in advance. The Alberta Teachers' Association charges a nominal inclusive fee of \$100 plus GST for each session.

ENG/FR These workshops are available in both English and French.

For a complete listing and descriptions, please visit the Alberta Teachers' Association website.



WORKSHOPS & PRESENTATIONS

CREATING POSITIVE CLASSROOMS & SCHOOL SERIES

Classroom Management—What Works? ENGLISH/FRENCH

The classroom environment should facilitate learning for all students. The workshop is based on three key assumptions: (1) that every student needs to succeed, (2) that students must learn to take responsibility for their actions, and (3) that dignity and respect characterize all successful classroom management approaches. Participants will learn how to teach students positive social skills and responses, and create structures and procedures that help students to understand what is expected and to accept responsibility for their actions. The workshop will also demonstrate specific strategies that teachers can use to deal with difficult students and to respond to their parents. The workshop can be tailored to meet the needs of preservice, beginning, elementary or secondary teachers.

Emotional Intelligence

In this hurried world, teachers, students and school communities understand the need for and importance of relationships with self and others. Emotional and social intelligences are deeply embedded in the foundation of 21st century skills and learning and are critical underpinnings of digital age literacy, inventive thinking and effective communication. If we expect students to be self-directed learners and expect them to self-manage, self-monitor and self-modify, then we must be prepared to guide these expectations through informed practice. The workshop will give teachers an opportunity to help students to discover their strengths and needed areas for development in their personal and metacognitive toolbox.

Engaging Students in Thoughtful Global Citizenship

This workshop will help school staff examine various approaches for undertaking meaningful social justice activities while engaging students in every step of the process. It provides ways for teachers to help students critically examine relevant issues and then take actions designed to promote principles of fairness, equity and social justice locally and globally. Exemplars, resources and opportunities to dialogue are built into this workshop experience.

Increasing Student Resilience ENGLISH/FRENCH

This workshop asks the question, “How can teachers build resiliency in themselves in order to develop and maintain positive, supporting and caring relationships with students from at-risk environments?” Participants will consider approaches for integrating a strength-based resiliency perspective into teaching practice, examine personal perspectives/paradigms that foster positive relationships with students and provide ideas, resources and strategies consistent with research-based practices that increase the student’s ability to succeed in school and in life.

Preventing and Dealing with Bullying and Cyberbullying

The goal of this workshop is to give participants a deeper understanding of bullying behaviour, including its causes and consequences. Participants will learn strategies for

responding to bullying and be introduced to teaching practices that help to prevent bullying. In the full-day version of the workshop, participants will also develop an action plan to address bullying in their own school.

Supporting Positive Behaviour in Alberta Schools

Behaviour issues in schools can interfere with learning, instruction and positive school climate. This workshop, based on current research and best practices, provides teachers and school leaders with information, strategies and tools for systematically teaching, supporting and reinforcing positive behaviour. Using a three-tiered approach to positive behaviour supports, participants will explore practical strategies to address schoolwide, classroom and individual student behaviour concerns. This workshop was developed in collaboration with the Council for Inclusive Education and supports the implementation of the three-part resource *Supporting Positive Behaviour in Alberta Schools*.

Teachers and Parents—Same Goals, Different Roles

Much has been written about the role of parents in supporting and enhancing student success in school. Research shows that effective parental involvement at all grade levels can increase student achievement, improve attendance, reduce drop-out rates and increase community support for the school. This workshop will help teachers identify opportunities to work more effectively with parents to accomplish their mutual goal—success for all children. The workshop increases the awareness of the benefits of parental involvement by providing approaches for school staff to communicate more effectively, reframing responses to challenging situations and involving parents in meaningful ways in the education process.

Unseen Hurts: Understanding Mental Health Issues in Our Schools

Schools can be pro-active and teach about positive mental health to help prevent mental health problems and mental health illnesses. By integrating positive mental health activities throughout the curriculum and grade levels, schools can become safe and positive spaces for students, teachers and families. This workshop will help participants understand a vision of mental health, raise their awareness of mental health issues, identify the signs of specific mental health issues and explore practical strategies and interventions to promote positive mental health. Participants will also learn strategies to protect their own mental health.

ENHANCING PEDAGOGICAL PRACTICE SERIES

Assessment—Building the Bridge from Teaching to Learning

Assessment plays a critical role in the learning of our students. As teachers, we take on multiple roles during the assessment cycle, including planner, coach and judge. During this workshop, participants will have the opportunity to explore three questions related to those roles:

- How do we plan assessment with the end in mind?
- How do we support the learner to successfully meet curricular outcomes?
- How do we ensure the credibility of our judgments?

By engaging in a variety of activities, workshop participants will have the opportunity to reflect on their assessment practices and consider how to use assessment effectively to support student learning.

WORKSHOPS & PRESENTATIONS

Coaching—Collaborating for Success

Coaching has become a popular and powerful method of professional development for teachers. Educational coaches support teacher professional learning in classrooms and at the school level. The *Coaching: Collaboration for Success* workshop explores coaching programs and their various types and designs and discusses how coaching can be used to address the instructional needs of teachers and schools. How do you design a coaching program that incorporates the supports required to be effective? Participants will examine coaching skills, processes, and strategies, and view exemplars of coaching meetings and interactions. In addition, there will be time to discuss various coaching roles, such as instructional coaches and learning coaches who support inclusive education.

Collaborative Learning Strategies to Engage Ethical Citizens

Students need to do more than just listen to learn. In this workshop, the ideas behind cooperative and collaborative learning will be explored with the emphasis on practical strategies that can be used in the classroom. Essential elements such as positive interdependence, interaction, accountability, interpersonal and group work skills and processes will be explored. The role of collaboration in digital spaces can also be explored.

Creativity Works—Engaging Creative Teaching and Learning

The complex social, emotional and cognitive challenges of tomorrow's world will require thinking that is flexible, adaptable and original; children and youth who can think in these creative contexts will be well-prepared to meet the challenges of our future. Based on Howard Gardner's book, *Five Minds for the Future*, the *Creativity Works: Engaging Creative Teaching and Learning* workshop explores the philosophy behind creative teaching and learning, and assists participants to develop strategies that engage students in the creative teaching and learning process. Also addressed will be how perpetually evolving technology can support the creative process in schools.

Engaging Students—The Art of Effective Instruction

Engaging students in learning is an essential component of good teaching. This workshop, which would serve as an effective introduction to differentiated instruction, focuses on the importance of providing multilevel activities and discusses practical instructional strategies. Participants explore topics such as creating learning environments that support differentiation, the role of the teacher in a differentiated classroom and planning differentiated lessons.

Learning with the Brain in Mind

Jensen, 2005 reminds us that teachers must be experts on the organ they teach—the brain! The more we as educators understand the brain, the better able we are to design instruction to match how our students learn best. Knowledge about brain development and function allows teachers to make informed decisions about teaching practice

related to learning—is testing good for the brain?; how should a lesson be structured in order to achieve maximum learning and recall?; what affect does physical activity have on learning?; and, how are diet, gender, music training, sleep and stress connected to learning? Participants will explore a range of topics related to the brain and learning, and discover how to develop teaching strategies that engage our students’ brains.

Project-based Learning—Alberta Students Engage, Explore, Create and Share



Project-based learning (PBL) is one of the most effective ways to embed Alberta’s vision for education. PBL is a student-centered, inquiry-based approach that helps students engage with learning outcomes based on Alberta curricula. This workshop will present a holistic model for PBL, developed by the ATA, and provide a planning template, discuss effective teaching strategies for implementation and identify resources for follow-up. Teachers should come to this workshop with a project idea in mind so that they can begin to collaboratively design a project based on the Alberta model. The PBL approach, modeled in this workshop, makes it possible for teachers to integrate the provincial competencies for student learning into the classroom curriculum while students engage, create, explore and reflect on their learning.

The Art of Questioning in the Critically Thoughtful Classroom

ENGLISH/FRENCH

Helping students become better critical thinkers is essential to prepare them to become effective 21st century learners. This half-day workshop is designed to prepare teachers to engage their students in activities that will stimulate their desire to question, analyze, explore and create. The workshop is based on ideas current in the field of critical thinking but does not offer a comprehensive background. We recommend that teachers participate in extended professional learning such as those offered by The Critical Thinking Consortium www.tc2.ca.

FIRST NATIONS, MÉTIS AND INUIT (FNMI) SUCCESS SERIES

Addressing Prejudice and Discrimination, and Fostering Resilience in FNMI Students

Many students experience racism, discrimination and prejudice in school, a situation that significantly diminishes their potential to learn. This workshop explores techniques that teachers can use to help all student learn to be more respectful of the culture of others. It is also intended to help teachers increase the resilience of First Nations, Métis and Inuit students specifically, in order to enhance their chances of success. Participants will be challenged to deepen their knowledge of optimal learning conditions for their FNMI students.

Understanding Histories, Cultures and Worldviews of Alberta’s FNMI Peoples

This workshop provides foundational information that examines First Nations, Métis and Inuit cultures, histories and worldviews. The workshop will model appropriate local protocols and provide opportunities for participants to experience learning strategies that work effectively with aboriginal learners. Participants will receive *Education is Our Buffalo—A Teacher’s Resource for First Nations, Métis and Inuit Education*.

WORKSHOPS & PRESENTATIONS

INCLUSIVE CLASSROOMS AND SCHOOL SERIES

Addressing Learning Disabilities in the Inclusive Classroom

This foundational workshop provides basic information about mild/moderate learning disabilities (LD). Participants will consider the broad range of students who have been designated LD and engage in activities that simulate some of the most common conditions (visual, hearing, motor coordination, conceptual and organizational, and social disabilities). The workshop provides resources, basic strategies and other interventions to begin to address various conditions. The workshop does not address severe disabilities, nor does it provide information about specific coding and funding for special needs students. The workshop was developed by the Learning Disabilities Association of Alberta.

Coaching to Support Inclusion

This workshop introduces school leaders to *Coaching to Support Inclusion: A Principal's Guide*, a new Association publication designed as a self-paced program to explore the use of coaching to support inclusive practices. Coaching is defined as a professional development strategy in which coaches work with teachers to meet the diverse learning needs of students within an inclusive school environment. Coaching to Support Inclusion reflects the collegial and collaborative culture of Alberta schools and encourages principals to work with their teachers to consider the academic and social needs of students with exceptionalities in an inclusive learning environment. This session will prepare school leaders to facilitate the activities included in this resource intended to engage the school staff in the dialogue, design and implementation of coaching to support inclusion.

Differentiated Instruction to Address Student Learning Styles

This workshop, which would serve as an effective introduction to differentiated instruction, focuses on the importance of providing multilevel activities and discusses practical instructional strategies. Participants explore topics such as creating learning environments that support differentiation, the role of the teacher in a differentiated classroom and planning differentiated lessons.

Here Comes Everyone—Teaching in the Culturally Diverse Classroom

It is a fact that the demographics of Alberta's schools are changing dramatically, and this means that teaching practices and strategies that once worked may no longer be as effective. This workshop will explore the concept of *cultural competence*. Cultural competence provides an approach for examining beliefs, attitudes, policies, structures and practices to enable schools to work effectively cross-culturally. Cultural competence replaces earlier ideas of cultural sensitivity and awareness, which are often embraced but typically result in little change in individual or organizational behaviour. Participants will begin to learn how to develop greater capacity to engage in cultural self-assessment and become more conscious of the dynamics of intercultural interactions.

PRISM: Professionals Respecting Individual Sexual (and Gender) Minorities

NEW

Alberta's School Act was amended in 2015 to ensure that schools will be welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self. These amendments also provide students the opportunity to establish a gay-straight alliance, diversity club or antibullying club that promotes equality and nondiscrimination. This workshop supports school leaders and teachers to understand the issues of gender and sexual minority individuals, develop strategies to build an inclusive school community (elementary and secondary) and establish and support the operation of a gay-straight alliance upon student request. Participants in this workshop will receive a copy of the recently published GSAs and QSAs in Alberta Schools: A Guide for Teachers or the PRISM Toolkit for Safe and Caring Discussions about Sexual and Gender Minorities (Elementary Edition). This workshop will be tailored to address the school context and goals of participants.

Promoting the Success of Immigrant Students and Families

ENGLISH/FRENCH

Classrooms in Alberta are ethnically more diverse every year, giving us new challenges and opportunities. This workshop will provide participants the opportunity to strengthen their cultural awareness and competence, deepen their understanding of the challenges immigrant families face, and learn classroom and schoolwide strategies for working with immigrant students and their parents.

Universal Design for Learning—Supporting Diverse Learning Needs

Universal Design for Learning (UDL) is a research-based educational framework based on a set of principles and guidelines that can be used to guide teacher planning and the selection of learning resources and activities to support individual learning differences. This workshop will

- provide an introduction and overview of UDL,
- explore the three principles of UDL—representation, action and expression, and engagement and
- identify barriers to learning and potential solutions.

Participants will also learn about tools and web resources that can assist teachers as they seek to apply the principles of UDL in the classroom to support the diverse learning needs of their students.

Winning Strategies for Struggling Students

The workshop will provide teachers with effective instructional and assessment accommodations, organizing tools and learning strategies designed to help struggling learners. While many of the strategies come from the field of special education, they can be used with all students. The workshop will not address specific special needs.

LEADERSHIP SERIES

Facilitating leadership within Communities of Practice is essential if teachers are to have control over their professional learning and improve their professional practice. This workshop series is designed to provide information to teachers and administrators about the concept of Communities of Practice to help them explore possibilities for establishing them in their schools. A variety of activities will give participants an opportunity to reflect on their own professional practice and to engage in steps to develop these communities.

WORKSHOPS & PRESENTATIONS

Developing a School Mission, Vision, and Values

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

Leadership for Learning

The role of the principal as instructional leader is an extremely important one in Alberta's public schools. Current research reminds us that the central task of an instructional leader is to improve the instructional capacity of teachers and the learning success of students. In this workshop, content will focus on the book, *Reflecting on Leadership for Learning—Case Studies of Five Alberta School Principals* by Jim Parsons and Larry Beauchamp, 2014. A brief overview of the current literature on instructional leadership will be provided, as well as interactive activities based on research and case studies.

Support for Administrators of French Immersion Programs

Whether an administrator is new to the immersion program or not, whether he/she speaks French or not, or whether one simply needs a refresher course in the administration of immersion programs, *So You're an Administrator of a French Immersion Program? Support is on its Way!* is sure to provide the sought-after assistance.

The *Handbook for French Administrators* has recently been revised, and the 2014 edition is now available for viewing on <http://www.education.alberta.ca/francais/admin/immersion/handbookimm.aspx>. This workshop is based on the 2010 revised edition of the handbook.

This PD package is for administrators, whether new to the position or not, and it is built around four topics:

- Things All French Immersion Administrators Need to Know
- Creating an Immersion Environment in Your School
- Supporting Teachers and Parents
- Finding Resources

The first session provides hands-on information and is designed to be a face-to-face/sharing/networking session. The last three sessions are to be provided in an alternative setting such as webinars.

Teacher Professional Growth Plans ENGLISH/FRENCH

Teachers have a professional responsibility to keep abreast of new developments in education and to continue to develop their professional practice. In Alberta, every teacher employed by a school system must develop and implement an annual plan for

professional growth that outlines the professional development activities the teacher intends to undertake in that year. The requirements for an annual teacher professional growth plan (TPGP) are outlined in the *Teacher Growth, Supervision and Evaluation Policy* of Alberta Education.

Teacher Wellness

This workshop asks, “How can teachers learn to take greater responsibility for their personal and professional wellness to ensure that they have the capacity to help others?” Teachers will reflect upon their current state of wellness and consider approaches to improve their health and well-being. The interrelationship of the physical, emotional, social and psychological states will be explored and ideas for making informed choices about improving quality of life will be shared.

The Principal’s Role in Teacher Induction

The principal, as administrator and instructional leader of the school, plays a significant role in creating the conditions that support beginning teachers to transition into the profession and have a successful year. This workshop supports the implementation of *A Principals’ Guide to Teacher Induction*, published by the Association in 2015; provides an overview of teacher induction and current Alberta research on the needs of beginning teachers; and explores the principal’s role in teacher induction as culture builder, instructional leader and advocate. Participants will have the opportunity to discuss practical strategies for school orientation, ongoing coaching and communication, teaching and extra-curricular responsibilities, mentoring, teacher supervision, evaluation and certification. A Principal’s Guide to Teacher Induction is intended to assist principals to develop a comprehensive plan of action and network of school-based supports for the successful induction of beginning teachers.

Tools for Collaborative Teams ENGLISH/FRENCH

This workshop will show participants how to lead and work in collaborative teams. A variety of strategies for facilitating collaborative teams will be presented, collaborative learning, action research, study groups and focused conversation.

Working Together— Collaborative Practices and Tools

The collaborative practices and tools workshop will help school leaders and education partners to build capacity and develop partnerships that ensure success for all learners. Using a four-stage approach to developing collaborative practices and partnerships, participants will be able to decide which partnership model (networking, cooperating, collaborating or integrating) will be best suited to their common cause and will be able to identify strategies to assist in the development of that partnership.

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

To book a workshop or arrange a presentation, please contact *Debra Augustyn*, Professional Development, telephone 1-800-232-7208 (toll free in Alberta) or 780-447-9485 (Edmonton area) or e-mail debra.augustyn@ata.ab.ca.

Please book at least six weeks in advance. The Alberta Teachers’ Association charges a nominal inclusive fee of \$100 plus GST for each session.

ATA Specialist Councils

Enhance teaching practices
Support learning in Alberta

Support Your Specialist Council Today

Connect, Contribute, Collaborate to
Support Teaching and Learning in Alberta



Alberta School Library Council



Career and Technology Studies Council



Conseil français



Council for Inclusive Education



Council for School Leadership



Early Childhood Education Council



Educational Technology Council



English as a Second Language Council



English Language Arts Council



Fine Arts Council



First Nations, Métis and Inuit Education Council



Global, Environmental & Outdoor Education Council



Guidance Council



Health and Physical Education Council



Mathematics Council



Middle Years Council



Outreach Education Council



Religious and Moral Education Council



Science Council



Second Languages and Intercultural Council



Social Studies Council

21+ reasons to connect with the ATA's 21 specialist councils

Specialist Council memberships provide:

- Venues for exchanging ideas and teaching tips
- Subject-based support and learning
- Special interest or learner group support
- Opportunities to influence the development of curricula, assessments and resources
- Insight into the newest teaching approaches
- Research and practical strategies to support your practice
- Powerful advocacy
- Communities of practice
- High-quality periodicals and publications
- Professional development by teachers for teachers
- Local and regional events
- Access to research grants and professional learning bursaries
- Support for school-based collaboration
- Support in all stages of practice
- Leadership-skill development
- Volunteer opportunities to expand your skill bank
- Current information on educational issues
- Connections with postsecondary and ministry representatives
- Opportunities to network with peers
- A means to contribute to the profession
- Access to excellent conferences
- Web resources and informal mentors
- Affiliation with national and international teacher groups

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

To choose your membership, log in at www.teachers.ab.ca and click on the Specialist Council Membership link under Access Your Sites.



The Alberta Teachers' Association

SPECIALIST COUNCILS



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

Each council is operated by a team of volunteer teacher members who contribute their time, talents and enthusiasm to plan and implement programs and activities for the council. The Association plays a supporting role by contributing financial grants, providing publication services, hosting websites and offering administrative services and advice.

The 21 Specialist Councils are:

- Alberta School Library Council
- Career and Technology Studies Council
- Le Conseil français
- Council for Inclusive Education
- Council for School Leadership
- Early Childhood Education Council
- Educational Technology Council
- English as a Second Language Council
- English Language Arts Council
- Fine Arts Council
- First Nations, Metis and Inuit Education Council
- Global, Environmental and Outdoor Education Council
- Guidance Council
- Health and Physical Education Council
- Mathematics Council
- Middle Years Council
- Outreach Education Council
- Religious and Moral Education Council
- Science Council
- Second Languages and Intercultural Council
- Social Studies Council



TEACHERS' CONVENTIONS

Under the *Teaching Profession Act*, the Association is responsible for advancing and promoting the cause of education in Alberta and enhancing the teaching profession. A primary way in which the Association fulfills this obligation is by organizing annual conventions for teachers. The Association has established 10 convention associations across the province, each of which is governed by a constitution and a board made up of teachers selected by the participating locals.

The 10 convention associations are

- Calgary City
- Central Alberta
- Central East Alberta
- Greater Edmonton
- Mighty Peace
- North Central
- Northeast
- Palliser District
- South Western Alberta
- Southeastern Alberta

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

Convention details are available on the Association website.

PD SERVICES FOR REGIONS

PD REGION A

Locals: Fort Vermilion, Grande Prairie and District Catholic Teachers, Greater Peace, High Prairie, Northern Spirit, Northland, Trumpeter

PD Facilitator: TBD

PD REGION B

Locals: Aspen View, Evergreen, Greater St Paul, Lakeland Catholic Separate, Northern Gateway, Northern Lights, Northern Lights–Lakeland Sublocal, Park Plains East, Pembina Hills, Woodland Rivers

PD Facilitators: Alysha Grosky and Steven Kaplan
grosky.consult.ltd@gmail.com; skaplan@phrd.ab.ca

PD REGION C

Locals: Edmonton Catholic Teachers, Edmonton Public Teachers, Elk Island, Elk Island Catholic Teachers, Evergreen Catholic, Fort McMurray, Greater Black Gold Teachers', Greater St Albert Catholic, Parkland Teachers, St Albert Protestant Separate, Sturgeon

PD Facilitator: Pina Martinovich
pinamartinovich@telus.net

PD REGION D

Locals: Battle River, Chinook's Edge, Clearview Teachers, Red Deer City, Red Deer Separate School, Timberline, Wetaskiwin, Wolf Creek

PD Facilitators: Sharalynn Anderson and David Teasdale
shanderson@clearview.ab.ca; ddteasdale@gmail.com

PD SERVICES FOR REGIONS

PD REGION E

Locals: Calgary Public Teachers, Calgary Separate School, Canadian Rockies, Chinook, Foothills, Prairieland, Rocky View, Three Drums of Wheat

PD Facilitators: Susan Coveyduck and Judi Blunt
secoveyduck@cbe.ab.ca; jblunt25@gmail.com

PD REGION F

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

PD Facilitators: Vanda Rufli and Leslie Wolowidnyk-Vogel
vlrufli@telus.net; leslie.wolow@gmail.com

PD REGION G

Locals: Unité locale francophone—Greater Southern Separate Catholic à Francophone, Greater Southern Public Francophone, Greater North Central Francophone, Northwest Francophone, East Central Francophone

PD Facilitator: Michel Lapointe
mlapointe@centrenord.ab.ca

PROFESSIONAL DEVELOPMENT SURVEY

Biennially, PD chairs across the province complete the Professional Development Survey, which tracks opportunities for Alberta teachers to pursue professional development activities. The collected data provides information regarding time provisions and local and district funding, and efforts to support professional development initiatives.

The ongoing monitoring of PD opportunities across Alberta continues to generate a comprehensive picture of professional development in Alberta schools that helps establish targets for improvement. Copies of the survey results can be obtained by contacting distribution@ata.ab.ca.

TEACHER PROFESSIONAL GROWTH PLANS

TEACHER PROFESSIONAL GROWTH PLANS

ENGLISH/FRENCH

Teachers have a professional responsibility to keep abreast of new developments in education and to continue to develop their professional practice. In Alberta, every teacher employed by a school system must develop and implement an annual plan for professional growth that outlines the professional development activities the teacher intends to undertake in that year. The requirements for an annual teacher professional growth plan (TPGP) are outlined in the *Teacher Growth, Supervision and Evaluation Policy* of Alberta Education.

To access the TPGP tutorial, visit the Association website at www.teachers.ab.ca; for more information about teacher professional growth, supervision and evaluation, contact Mark Yurick at 780-447-9475 (in Edmonton) or 1-800-232-7208 (elsewhere in Alberta).

ONLINE GROWTH PLANS

The ATA, with financial support from Alberta Education, is working on a pilot project to enhance online services for teachers and school leaders' professional growth planning.

The pilot project will develop a program to support teachers as they fulfill their obligations under Alberta Education Policy 2.1.5 (Teacher Growth, Supervision and Evaluation) as well as school leaders in meeting their professional obligations in The Alberta School Leadership Framework: Building Leadership Capacity in Alberta's Education System (Alberta Education, February 10, 2012).

The program will provide teachers and school leaders with robust tools for growth planning while ensuring that they have access to information about professional development (PD) opportunities.

The online tool will offer teachers and school leaders a one-stop opportunity to participate in guided self-reflection activities; to consider the requisite knowledge, skills and attributes for their professional practice; to search for relevant PD opportunities; and to access templates for creating, storing and tracking progress related to growth plans. Anonymous, aggregated data may be available to PD providers within Alberta's education system to enhance their offerings based on teachers' and school leaders' identified needs.

An advisory committee consulted with stakeholders from Alberta's education system in planning and developing the program. The project includes a research component on how digital planning web service enhances and influences teacher professional growth planning. This information will guide future development of the service.

For more information, please contact Mark Yurick, Coordinator, Professional Development.

TEACHER PROFESSIONAL GROWTH PLANS

TEACHER QUALIFICATIONS SERVICE

The Teacher Qualifications Service (TQS), established in 1966, is the agency in Alberta responsible for evaluating a teacher's years of education for salary purposes. Evaluations completed by the service are released on a statement of qualifications. Statements of qualifications are accepted by all public, separate and francophone school boards in the province, as well as some private boards, for the purpose of determining the placement of teachers on salary scales.

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

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

1. Complete an application form and submit it to the ATA Teacher Qualifications Service with the appropriate fee and official supporting documents. The application form can be downloaded from the Association website.
2. Apply for an Alberta teacher's certificate from the Registrar, Teacher Development and Certification Branch, Alberta Education, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, AB T5J 5E6 and provide evidence to the ATA Teacher Qualifications Service (check out www.education.gov.ab.ca/k_12/teaching/certification).

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

SERVICES FOR SCHOOL ADMINISTRATORS

COUNCIL FOR SCHOOL LEADERSHIP (CSL)

The Council for School Leadership (CSL) sponsors uLead – an annual leadership conference for school leaders with a global impact. As well, the Council for School Leadership offers professional development activities throughout the year in a variety of locations in Alberta. The Council publishes *Leadership Times* for its members. For further information about the Council, contact Jeff Johnson at 780-447-9473 or 800-232-7208 (toll free in Alberta), or by e-mail at jeff.johnson@ata.ab.ca.

EDUCATIONAL LEADERSHIP ACADEMY (ELA)

Each Educational Leadership Academy experience is crafted to offer a significant professional learning experience to principals, assistant principals, central office personnel, consultants and teachers aspiring to school leadership. The focus of the academy changes each year, but is always grounded in informing the practice of school leaders and building their capacity to lead innovative change for students in Alberta. For further information, contact Jeff Johnson at 780-447-9473 or 800-232-7208 (toll free in Alberta), or by e-mail at jeff.johnson@ata.ab.ca.

FACILITATING SCHOOL LEADERSHIP SESSIONS, PROGRAMS AND RETREATS

Tailored to the needs of administrators in both public and Catholic schools, these workshops are designed on an individual basis to address varied issues and jurisdiction needs, including skill development and knowledge for school administrators.

INDIVIDUAL CONSULTATION (MEMBER SERVICES)

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

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

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

iTunes U

The Alberta Teachers on iTunes U site allows principals, assistant principals and aspiring school leaders to explore a wide range of resources, courses and Multi-Touch iBooks that are directly tied to their roles. These resources connect directly to Alberta's Professional Practice Competencies for School Leaders and have been created by Alberta school leaders who are sharing their leadership stories and knowledge with colleagues in their own school districts but with school leaders throughout Alberta, across Canada and around the world. To access the site, please visit tinyurl.com/ATAiTunes or scan the QR code on this page.



LEADERSHIP ESSENTIALS FOR ADMINISTRATORS CONFERENCE

The Leadership Essentials for Administrators Conference forms a key component of the Association's program of services for school-based administrators as a comprehensive orientation to school leadership within the Alberta context. The goals of the conference are to provide ongoing knowledge and skill development to beginning administrators; to continue to assist new administrators; to provide awareness around roles, responsibilities, professional and legal obligations; and to promote ATA services and supports to new principals and assistant principals. A grant-in-aid is available to offset costs for participants. School leaders in the first or second year of their appointment or who are new to the province are eligible to attend. For further information, contact Jeff Johnson, Professional Development, at Barnett House.

LEADERSHIP UPDATE

The *Leadership Update* is sent monthly to all principals in the school mailing and is posted on the Association website. The update provides school administrators with information from the ATA on current issues and initiatives.

PUBLICATIONS FOR SCHOOL ADMINISTRATORS

The following Association publications, which can be ordered from Barnett House, contain information that may be of interest to administrators.

- *A Reference Guide for School Administrators*
- *French Immersion: Tips for Administrators*
- *Public Relations Tips for Principals*
- *School and Program Evaluation: A Manual for Teachers*

Teacher Growth, Supervision and Evaluation

A workshop for school administrators that is designed to develop skills and understanding of supervision and evaluation under the new provincial policy and regulations (two days—offered by Member Services at ms@ata.ab.ca).

Leadership Development for School-Based Administrators

PD staff members are available to present and facilitate workshops for school staff, local professional development days, and convention and specialist council conferences.

PD FOR SUBSTITUTE TEACHERS

SUBSTITUTE TEACHERS' ANNUAL CONFERENCE

Each year, the Association organizes a conference for substitute teachers. The conference is held in Edmonton and Calgary on alternate years. For further information contact Doreen Link.

doreen.link@ata.ab.ca 403-265-2672 or 1-800-332-1280

TEACHERS' CONVENTIONS

Active substitute teachers can attend their local teachers' convention. Procedures for obtaining convention identifiers and registration vary by convention association. Visit the directory of convention association websites to contact conventions to confirm this information at www.teachers.ab.ca>For Members>Professional Development>Teachers' Conventions.

ATELIERS DE PERFECTIONNEMENT PROFESSIONNEL

ATELIERS DE FORMATION

Des ateliers en français peuvent être présentés lors de journées de perfectionnement au niveau de l'école ou du conseil scolaire, de réunions locales ou régionales, à l'occasion d'un congrès, etc. Ces ateliers ou présentations visent à améliorer la pratique de l'enseignement, à perfectionner des aptitudes professionnelles ou à fournir des renseignements aux enseignants ou aux directions d'école. Coût d'un atelier : 100 \$ plus TPS.

Ateliers du secteur Perfectionnement professionnel

- *Gestion de classe : ce qui fonctionne*
- *Enseignants et parents : mêmes buts, rôles différents*
- *Améliorer la capacité de résilience des élèves*
- *Ici, tout le monde est le bienvenu : enseigner dans une classe interculturelle*
- *L'art de questionner et de cultiver la réflexion critique en classe*
- *L'art d'enseigner efficacement pour susciter la participation des élèves*
- *Plans de croissance professionnelle (Atelier gratuit)*
- *Leadership des équipes collaboratives au sein des Communautés d'apprentissage professionnelles (CAP) et des Communautés de pratique (CDP)*
- *Conseils, trucs et stratégies pour une présentation réussie (offert également en anglais)*
- *Support for Administrators of French Immersion Programs*

Ateliers du secteur Services aux membres

Ateliers de formation

Les animateurs bilingues de l'Association offrent des ateliers en français qui peuvent être présentés lors de journées de perfectionnement au niveau de l'école ou du conseil scolaire, de réunions locales ou régionales, ou à l'occasion d'un congrès de conseil de spécialistes. Ces ateliers visent à améliorer la pratique de l'enseignement, à perfectionner des aptitudes professionnelles, et à fournir des renseignements aux enseignants.

Certains cadres supérieurs de l'Association présentent également des ateliers d'information sur des sujets précis au personnel des écoles et aux directions scolaires.

Assurer la réussite des élèves immigrants et de leur famille

Chaque année, la composition ethnique des classes albertaines est de plus en plus diversifiée et engendre de nouveaux défis et de nouvelles opportunités pour les enseignants. Cet atelier permettra aux participants d'accroître leur sensibilisation aux cultures et leur connaissance culturelle, et de mieux comprendre les défis que doivent surmonter les familles qui immigreront. Il propose également des stratégies à utiliser en classe et des stratégies communes à appliquer à l'ensemble de l'école pour travailler avec des élèves immigrants et leurs parents.

ATELIERS DE PERFECTIONNEMENT PROFESSIONNEL

Gestion de classe : ce qui fonctionne

Tout ce qui peut être modifié dans une salle de classe doit servir à faciliter l'apprentissage des élèves. L'atelier est basé sur trois points clés : (1) chaque élève doit réussir (2) chaque élève est responsable de ses propres actions et (3) la dignité et le respect sont des éléments indissociables des méthodes de gestion de classe qui fonctionnent le mieux. Les participants apprendront à enseigner par l'exemple de comportements positifs, à inculquer aux élèves des aptitudes sociales leur permettant de réagir positivement en cas de conflit, à créer des structures et à mettre en place des procédures qui aideront les élèves à comprendre ce que l'on attend d'eux et à accepter la responsabilité de leurs actions. L'atelier donnera lieu à la démonstration de stratégies très précises que les enseignants pourront utiliser face à des élèves aux comportements difficiles ou pour communiquer avec les parents de ces élèves. Cet atelier pourra être adapté aux besoins des enseignants débutants à l'élémentaire ou au secondaire.

Enseignants et parents : mêmes buts, rôles différents

De nombreux écrits ont été publiés sur le rôle des parents dans la réussite scolaire des élèves. Les recherches démontrent que la participation efficace des parents au processus éducatif, et ce, de la maternelle à la 12^e année, peut accroître la réussite des élèves, réduire leur absentéisme et le taux de décrochage scolaire, et augmenter le soutien de la communauté. Cet atelier aidera les enseignants à saisir les occasions de travailler plus efficacement avec les parents afin d'atteindre leur but commun, la réussite de tous les élèves. L'atelier insiste sur les avantages de la participation des parents et propose au personnel éducatif des approches communicatives plus efficaces, des façons de reformuler ses réponses dans le cas de situations délicates et d'impliquer de manière significative les parents.

Améliorer la capacité de résilience des élèves

Cet atelier pose la question suivante : « Comment les enseignants peuvent-ils développer leurs propres capacités de résilience pour créer et maintenir de bonnes relations avec leurs élèves provenant de milieux à risque? » Les participants considéreront différentes approches pour intégrer à leur pratique enseignante « l'optique d'une résilience reposant sur leur propre force », et examineront leurs perspectives et paradigmes personnels susceptibles de les aider 1) à bâtir de bons rapports avec les élèves et 2) à trouver des façons d'intervenir conformes aux pratiques recommandées par la recherche pour accroître la capacité des élèves à réussir à l'école et dans la vie.

Ici, tout le monde est le bienvenu : enseigner dans une classe interculturelle

Du fait des grands changements démographiques des écoles albertaines, les méthodes et stratégies d'enseignement d'autrefois ne sont peut-être plus aussi efficaces de nos jours. Cet atelier permettra d'examiner le concept de la compétence culturelle. Grâce à ce concept, vous apprendrez à reconnaître croyances, attitudes, politiques, structures et fonctionnement des établissements ainsi que les méthodes d'enseignement qui permettent aux écoles interculturelles, d'après les études démographiques, de bien

fonctionner. La compétence culturelle succède aux idées de sensibilisation et de prise de conscience des différences culturelles qui très souvent aboutissaient à des changements minimes de comportements individuels ou organisationnels. Au cours de cet atelier, les participants développeront des capacités qui les amèneront à évaluer leur propre compétence culturelle et prendront davantage conscience des dynamiques des interactions interculturelles.

L'art de questionner et de cultiver la réflexion critique en classe

Aider les élèves à perfectionner la réflexion critique est essentiel pour les préparer à devenir des apprenants efficaces au 21^e siècle. L'atelier d'une demi-journée est conçu pour préparer les enseignants à faire participer leurs élèves à des activités aptes à stimuler leur désir de questionner, d'analyser, d'explorer et de créer. C'est un atelier d'initiation à l'approche contemporaine de la réflexion critique, pas un document de fond. Nous recommandons aux enseignants de participer à des formations professionnelles approfondies telles celles offertes par The Critical Thinking Consortium www.tc2.ca.

L'art d'enseigner efficacement pour susciter la participation des élèves

Un des éléments essentiels pour bien enseigner est d'inciter les élèves à participer à leur propre apprentissage. Cet atelier est une parfaite introduction à l'enseignement différencié. Il met l'accent sur l'importance des activités à niveaux multiples et présente diverses stratégies pratiques d'enseignement. Pendant l'atelier, les participants auront l'occasion d'aborder divers sujets comme la création d'un environnement propice à l'apprentissage, ou encore le rôle de l'enseignant dans une salle de classe différenciée, et participeront aussi à la planification de leçons différenciées. Durée de l'atelier : Une journée ou une demi-journée

Plans de croissance professionnelle (gratuit)

Tout enseignant employé par un conseil scolaire dans la province de l'Alberta doit élaborer un plan de croissance professionnelle annuel. Les buts de cet atelier sont : de revoir la *Norme de qualité de l'enseignement* et la politique provinciale sur la croissance professionnelle, la supervision et l'évaluation des enseignants; d'examiner les plans de croissance professionnelle des enseignants afin d'identifier les problèmes et questions connexes; d'examiner des pratiques efficaces de perfectionnement professionnel; et enfin de travailler à l'élaboration de son plan personnel.

Leadership des équipes collaboratives au sein des Communautés d'apprentissage professionnelles (CAP) et des Communautés de pratique (CDP)

Au cours de cet atelier, les participants apprendront non seulement à travailler en équipes collaboratives au sein des CAP et CDP, mais aussi à diriger ces équipes. Pour cela, diverses stratégies en vue de faciliter la création d'équipes collaboratives y seront présentées. Les objectifs de l'atelier sont : de passer en revue le rôle des équipes collaboratives au sein d'une CAP ou d'une CDP, de présenter des stratégies types pour favoriser leur croissance, d'examiner diverses stratégies de groupe, et de faire le point sur les outils dont elles disposent.

Pour réserver un atelier, veuillez contacter Debra Augustyn au secteur Perfectionnement professionnel de l'Alberta Teachers'Association

Adresse : 11010 142 Street NW, Edmonton, AB T5N 2R1

Téléphone : 1-800-232-7208 sans frais en Alberta 780-447-9485 à Edmonton

Courriel : debra.augustyn@ata.ab.ca

Cout : 100 \$ plus TPS par atelier.

PD RESOURCES

LIBRARY

The Association maintains a professional library that contains an extensive collection of books, periodicals and DVDs/videos available to all Association members. Members may access these materials by coming into the library, or they may reserve items directly from the online catalogue located on the ATA's website www.teachers.ab.ca. Access to two full-text databases is available by logging into online services and clicking on "Journal Articles Online" (lower right-hand corner).

Reference services and materials are available in English and French.

Requested print items are sent by mail (return postage prepaid) and can be borrowed for one month. Renewals may be arranged by telephone or e-mail, provided the item has not been requested by another patron. DVDs/videos are loaned for 10 days and are sent by courier. Because the collection is limited, these items should be booked in advance.

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

PROFESSIONAL DEVELOPMENT PUBLICATIONS

The Association publishes professional development monographs, research, reviews, reports, proceedings, studies and guides, as well as material on learning and teaching issues developed for teachers, administrators and parents.

Recent publications include the following:

- *A Framework for Professional Development in Alberta*—outlines the purpose and principles of effective professional development.
- *Administrator Mentorship Handbook*—provides guidance for **ENGLISH/FRENCH** planning and implementing an administrator mentorship program in a jurisdiction.
- *Education Is Our Buffalo: A Teachers' Resource for First Nations, Métis and Inuit Education in Alberta*—includes information on history, spirituality and teachings, cultural traditions and recent developments in K–12 Aboriginal education.
- *Guide to Comprehensive Professional Development Planning*— **ENGLISH/FRENCH** describes the process for developing jurisdiction and school comprehensive professional development plans.
- *Guide to Curriculum Implementation Processes*—describes a number of curriculum implementation strategies and processes that can be easily replicated or adapted by schools and school jurisdictions.
- *Here Comes Everyone—Teaching in the Intercultural Classroom*— **ENGLISH/FRENCH** a resource designed to support the needs of practicing teachers, included with the workshop of the same name.

- *Mentorship For Beginning Teachers Program Guide*—provides background information and support for local school districts and administrators to develop a mentorship program.
- *Real Learning First: The Teaching Profession's View of Student Assessment, Evaluation and Accountability*—offers resources, ATA policy and information regarding assessment and accountability.
- *Success for All: The Teaching Profession's View of the Future of Special Education in Alberta*—a research update providing research, recommendations and rationale regarding issues surrounding special education in the province.
- *Handbook for Teachers New to the Profession and the Alberta Teachers' Association*—a rich compilation of suggestions, resource material and advice.
- *The Four Roles of PD Leadership*—a discussion paper on the proposed changes to professional development field services.
- *The Future of Teaching in Alberta*—based on focus groups discussions with teachers and a review of current trends in education, this publication examines the future of teaching in Alberta over the next 20 years in terms of what is possible, what is probable and what is preferred.
- *Teaching in the Early Years of Practice: A Five-Year Longitudinal Study*—An ATA Research Update: June 2013—contains the final report on a five-year study that the Association undertook on the experiences of a cohort of beginning teachers.
- *PRISM Toolkit for Safe and Caring Discussions About Sexual and Gender Minorities*—created to help teachers promote safe and supportive classroom discussions about sexual minorities and gender variance. PRISM is an acronym for “**P**rofessionals **R**epecting and Supporting **I**ndividual **S**exual **M**inorities.” The kit is available as an online resource only.
- *Transformation and Alberta's Schools: A Time for Action*—presents, in summary form, the ATA's vision for how education needs to change to ensure that Alberta continues to have a world-class education system. For a detailed discussion on the vision, see the 2012 monograph *A Great School for All—Transforming Education in Alberta*.
- *Reflections on Teaching: Teacher Efficacy and the Professional Capital of Alberta Teachers*—An ATA Research Update: April 2014—contains the final report on a study that examined the factors that influence teachers' sense of professional efficacy and their personal well-being.

GET INVOLVED

ASSOCIATION INSTRUCTORS

The Association instructor corps comprises 56 teachers and administrators from across the province who are trained to deliver workshops for school staff, system PD days and teachers' conventions. Each instructor delivers between 7 and 10 workshops a year, using materials prepared by the Association. A complete list of workshops can be found beginning on page 8 and on the Association website, www.teachers.ab.ca. Instructor training meetings are held twice during the year and at Summer Conference in August. The Association covers all expenses and provides an honorarium for Association instructors based on their assignments. Association instructors are appointed to the corps for three-year terms.

Teachers interested in becoming an Association instructor should send a letter of application, a resumé that includes workshop experience and areas of interest, and the names of three referees who have observed them facilitating a PD workshop for teachers to Mark Yurick at mark.yurick@ata.ab.ca.

ASSOCIATION ADMINISTRATOR INSTRUCTORS

The Association administrator instructor corps comprises 15 principals and vice-principals from across the province who are trained to deliver workshops for system PD days and teachers' conventions using materials prepared by the Association. The Association administrator instructor corps offers workshops for leaders and learning communities.

Instructor training meetings are held twice during the year and once during the summer. The Association covers all expenses and provides an honorarium based on instructor assignments.

Administrators interested in becoming an Association administrator instructor should send a letter of application, a resumé that includes workshop facilitation experience and the names of three referees to Jeff Johnson at jeff.johnson@ata.ab.ca.

PROFESSIONAL DEVELOPMENT CHAIRS

PD chairs, with the support of local PD committees, are expected to provide leadership, motivation and assistance in meeting the professional development needs of teachers at the local level. Local PD committees should have a policy and frame of reference to guide the work of PD chairs. PD committees are organized into seven geographic regions (pages 19 and 20) and each region has a PD executive staff member and two PD facilitators assigned to work with the local PD committees and PD chairs.

The Association has developed an ongoing program of knowledge and skill development to support PD chairs in their key leadership role. The training program begins with an intense four-day seminar held each year at Summer Conference in

August. Additional training and support is provided to PD chairs at two Professional Development Area Conferences—the first, held in the fall, and the second, in the spring. PD chairs focus their efforts on planning and coordinating local professional development programs, with a special emphasis on school-based activities.

PROFESSIONAL DEVELOPMENT FACILITATORS

A corps of PD facilitators supports the work of locals in developing professional development programs in their locals and schools. Direct assistance to local PD chairs across the province is provided in a wide variety of areas: developing needs assessments, refining district programs, planning and developing school-based programs, and coordinating district and PD committee activities. PD facilitators are assigned to each PD region to assist Association PD staff in liaising with local PD chairs. Requests for assistance for your district or school PD committee should be directed to the staff officer assigned to your region. Teachers interested in becoming a PD facilitator should send a letter of interest and a resumé detailing PD experience along with references to Joni Turville at joni.turville@ata.ab.ca.

