



DR Report for Calgary District – November/December 2021

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NOV/DEC District Representative Activities – ZOOM	
<p>Guidelines for attendance of meetings for District Representatives as approved by ARA</p> <p>“28.6 The following shall be observed as the appropriate order of priority among Council member assignments:</p> <ol style="list-style-type: none"> 1. Council Meetings 2. Provincial Committee Meetings 3. Assigned Representation Functions 4. Organized meetings with members of the Association at any level involving government political leaders or Alberta Education officials at the Assistant Deputy Minister level or higher 5. Local Association Meetings 6. Specialist Council Liaison Assignments 7. Teacher Convention Association Meetings 8. Area Conferences 9. Consultants Meetings <p style="text-align: right;">(1981 12, 2006 04)”</p>	<p>NOV 2 Political Engagement</p>
	<p>NOV 2 Foothills Executive</p>
	<p>NOV 4/5 Fall Planning</p>
	<p>NOV 4 Rocky View Political Engagement</p>
	<p>NOV 9 Foothills Teacher Welfare</p>
	<p>NOV 13 Christ the Redeemer Teacher Welfare</p>
	<p>NOV 16 PEC NSC</p>
	<p>NOV 17 Canadian Rockies CSR</p>
	<p>NOV 18 Rocky View Executive</p>
	<p>NOV 18 PEC NSC</p>
	<p>NOV 19 Indigenous Advisory Circle</p>
	<p>NOV 19-21 Parkland Institute Conference</p>
	<p>NOV 25 Rocky View CSR</p>
	<p>NOV 25 AFL Webcast on Bill 81</p>
	<p>NOV 26 Central Bargaining Conference</p>
	<p>NOV 28 PEC NSC</p>
	<p>NOV 29 Rocky View Teacher Welfare</p>
	<p>NOV 30 Foothills Executive</p>
	<p>NOV 30 PEC NSC</p>
	<p>DEC 01 CTF – Alberta Caucus</p>
<p>DEC 2/3 PEC</p>	
<p>DEC 2 Canadian Rockies Teacher Welfare</p>	
<p>DEC 3/4 PDAC</p>	
<p>DEC 6 Indigenous Education</p>	
<p>DEC 6 PEC NSC</p>	

2021 09 09 Memo from Executive Secretary Theobald:

The following COVID-19 directives apply immediately to all Association subgroups (locals, convention associations, specialist councils and committees) with respect to their meetings, activities, and events until they are rescinded by motion of Table Officers Committee:

1. Recognizing the potential of subgroup events to bring teachers from multiple cohorts together, the preferred and default option is for subgroup events to be conducted virtually.
2. Subgroup activities that might, contrary to the general direction provided, take place, partially or entirely, in congregated settings must comply with all orders, regulations and directives of the Chief Medical Officer of Health, regional medical officers of health, the province, the municipality and/or school authority and/or venue in which they are occurring; furthermore, such activities must comply with the following conditions:
 - a. In-person attendance must be voluntary; and
 - b. Provision to attend virtually must be made for individuals who choose to do so (with the expectation that Council members and Association staff will attend virtually).

The Association’s goals in managing its response to the evolving COVID-19 pandemic are to mitigate risk to the health and wellbeing of staff and members as well as their families and school communities; maintain its capacity to provide critical services to members; and to limit the reputational risk to the Association that might result if an Association event or staff were to be a vector of infection.

1. Executive Secretary – Bill 85: Taken as a whole, *Bill 85* can be viewed as mainly an effort to address long-standing deficiencies in the government’s own discipline processes and, in particular, the very real lack of transparency surrounding investigations and hearings conducted under the auspices of the provincial registrar and decisions made by the minister concerning the certification status of teachers found to be guilty of unprofessional conduct. Staff and legal counsel continue their analysis of Bill. *Analysis from an Academic Integrity Perspective*: <https://bit.ly/3Dgk1cr>
The Teacher Qualifications Service (TQS) is currently piloting a new online application process that not only allows members to apply, pay and submit their documents online but also allows TQS to communicate with members online.

2. Government – Fall 2021 Pulse Survey (#6) The full report will be posted on the Association’s website under COVID-19. A new three-year agreement with the Government of Alberta for the Educator Exchange Program has been signed. This funding will ensure the continuity of exchange opportunities and programming including the growth of the E-Exchanges with Iceland, Spain, Germany, and Australia. Staff continue to monitor the pandemic situation and will work with partner organizations to collaboratively resume in-person exchanges when possible and appropriate.

3. Professional Development – Fall PDAC was held virtually DEC 03-04. Theme: Pathways to Professional Development. Morgex Insurance is once again generously sponsoring all shared Zoom licensing for the 2022 teachers’ conventions. In addition, Morgex is also offering to sponsor a featured session by Dr Robyne Hanley-Dafoe at each teachers’ convention in 2022. ATA Staff will be providing a great deal of support for online conventions, not limited to Sched and Zoom.

4. TES, Program Area – The biennial, two-day seminar Legal Issues for System Leaders (LISL) was held virtually on 2021 10 27–28 and was well received. 41 people attended, most of whom were principals (13) and assistant principals (6). Other attendees included directors, associate superintendents, managers, superintendents, and counsellors. TES continues to provide presentations for administrators, the general membership, and preservice teachers.

5. TES, Collective Bargaining – Worth Talking About documents containing information for teachers continue to be published on the Association website: <https://www.teachers.ab.ca/membersonly/CollectiveBargainingUpdates/WorthTalkingAbout/Pages/index.aspx>

ASEBP began the Short-Term Disability Management (STDM) pilot in January 2021, providing administrative and case management services for sick leave absences greater than two weeks (14 calendar days) but less than 90 days. Since that time, several meetings have occurred between the leadership of both ASEBP and the Association to share concerns, work on communication challenges, and address the problems with the pilot in a meaningful and tangible way. Changes to the pilot will come into full effect on 2022 01 01. *Teachers cannot be mandated to take part in this pilot.*

6. Table Officers – An in-person 2022 Summer Conference is anticipated. The 2021 10 29 30 Local Presidents’ Meeting was held virtually. 54 local presidents from 55 local associations, the president of ARTA Special Local No 1, 18 PEC members, and 14 executive staff members attended the meeting.

7. Finance – The BDO audit was successfully completed with no major compliance or risk issues identified. There will be no increase to the grant-in-aid rates for 2022/23. The advertising rates and the teacher qualification service rates will remain the same for the proposed 2022/23 budget. Implementation plans for the refresh of the ATA website are being finalized. Progress continues on ITS’ ability to support M365 collaboration across subgroups. ITS is partnering with Finance and HR to collaboratively lead the modernization of ATA’s corporate systems (Finance, HR, Payroll).

8. President – Schilling continues a full schedule of meetings and interviews. He advocates on a wide range of issues affecting teachers and the profession – curriculum, COVID protocols including contact tracing, Stand for Education campaign, supports and resources required to fill learning gaps.

9. Political Engagement – As per its Terms of Reference, in the period leading up to a provincial election, the committee expands by three additional members: one additional member of Council, one local president, and one local political

engagement officer (LPEO). The committee expressed a desire for the expansion to be in place in time for the spring meeting, which takes place on 2022 03 09.

Due to some scheduling conflicts, the POLEC Spring Seminar will move from April 1/2 to March 11/12.

Stand For Education Campaign is rolling out well with a lot of positive feedback overall. Member stories videos are now circulating which are also receiving excellent feedback. <https://standforeducation.ca/>

A brochure has been created to provide information about the Association for new school board trustees. It will be distributed via locals and include a sample letter to accompany it. It was suggested that additional materials could also be included particularly around the curriculum and the pandemic pulse surveys. A one-day virtual event for trustees is being planned for mid-January or February.

Alberta Federation of Labour on Bill 81 “The UCP’s Anti-Democracy Gag Law” <https://bit.ly/2ZNRfNG>

10. Teacher Education and Certification – Universities are grateful to cooperating teachers working with preservice teachers. They are struggling with the vaccine mandates with so many different placements and universities. If an exceptional situation arises, COVID-19-related, and a student was unable to fulfill the requirement of their field experiences, the institution has the ability to notify Alberta Education. Each situation will be reviewed, case-by-case with an outcome of an issued certificate with provisions. This has not occurred since the beginning of the pandemic. TQS is launching an online application process, providing members the ability to apply, pay and submit documents, including electronic transcripts. The department will be able to communicate with members in real-time. When universities provide a graduate list, TQS is able to fast-track application and certification.

11. Steering Committee – Will request that the Premier, Minister of Education, Leader of the Official Opposition and Education Critic of the Official Opposition provide written greetings for inclusion in the 2022 ARA Handbook. Emergent resolutions and substantial amendments to resolutions submitted one-week in advance of the 2022 ARA will be accorded a privileged place on the order paper. Delegates can introduce emergent resolutions and substantial amendments to resolutions at the 2022 ARA.

Prior to ARA, ARA 101 sessions will be conducted by ATA staff most: 1) Purpose of the Annual Representative Assembly; 2) Rules of Order and Procedure; and 3) Budget/Finance 101. The sessions will be recorded and posted to an ARA share site. A decision on holding the 2022 ARA in-person or virtually will be made at the 2022 02 28–03 01 meeting of PEC. It will not be held in a hybrid format.

12. Central Table Bargaining – ongoing. Login to <https://www.teachers.ab.ca> for updates to the Bargainer’s Blog: My ATA >> Members Only >> Collective Bargaining Updates

CTBC ordered 10,000 “#We are ATA” pins to promote solidarity. Pins have been couriered to local presidents for distribution to TWC members to circulate further, and to DRs and table officers. More pins can be ordered through TES.

13. ASEBP – Trustees gave final approval to several plan design changes including an increase to psychological services hourly maximum, the removal of age 70 termination for extended health care, vision care, and dental care, as well as approval to a number of changes in the Statement of Investment Policies.

14. Benefits, Insurance, and Pension – Morgex is celebrating 35 years with the Association this year. Program and membership continue to be solid. The ATRF Board recently validated and confirmed what ATRF does and what ATRF does not do. As “what they do” is imbedded in legislation (ATRF is the trustee, administrator and custodian of the Teachers’ Pension Plan and the Private School Teachers’ Pension Plan), they continue to ensure this is their mandate. Pension and Retirement Workshops: <https://bit.ly/3xUu71k>

15. Women in Leadership – DEC 6 WIL Sharing Circle will include conversations around success and challenges locals have experienced. Ideas for the program for the WIL session at Summer Conference will be discussed. A grant to support the meaningful work local WILs are doing will be proposed for the 2023/24 budget. The WIL summer conference sessions will be for the training of Women in Educational Leadership (WIEL) chairs, so topics will most likely revolve around an Association focus rather than a school leadership focus.

CURRICULUM!

Curriculum Analysis and Critique of Alberta Education's 2021 Draft K–6 Curriculum Report

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-184%20Curriculum%20Response%20Report.pdf>

See infographic at end of report for key findings. Linked here:

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/News%20and%20Info/Issues/K-6-Curriculum/COOR-186%20Curriculum%20Report%20Key%20Findings%2009-23.pdf>

Which Boards Are Piloting?

https://docs.google.com/spreadsheets/u/0/d/1RECxk7HopT9GKLZ_uXZJtYyjuO0EvhfIE4kq_rDdGaE/htmlview

Alberta Curriculum Analysis – MANY LINKS - https://alberta-curriculum-analysis.ca/general/?fbclid=IwAR1GfygxlCfH9qwwxAE9_ITMLro5ZsM-oCYIU3XcK8VERoG618tEz9HFKbg

Dr. Angela Grace on The Breakdown Podcast – third in the series on curriculum:

https://podcasts.apple.com/ca/podcast/the-breakdown-with-nate-pike/id1493155854?i=1000543206789&fbclid=IwAR3wahjhS2GLnx23pAJY7LUtOzhDiHE7KmWdp4eF_FFjN5pdC_wKOMOrHO4

PROFESSIONAL DEVELOPMENT

Services for School Leaders

<https://abschoolleaderspd.sched.com/>

Online PD Opportunities and Resources

<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Pages/%E2%80%8BOnline%20Education.aspx>

ATA PD on YouTube

<https://www.youtube.com/c/ATAProfessionalDevelopment>

ATA PD Webinars

<https://atapd202122.sched.com/>

Taking Flight: Navigating Field Experiences

<https://fieldexperience.teachers.ab.ca/>

The ATA Library!

<http://library.teachers.ab.ca/Presto/home/home.aspx>

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2. Select **Follow Settings**.

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KEY FINDINGS

Curriculum Analysis and Critique

The Alberta Teachers' Association's *Professional Curriculum Analysis and Critique of Alberta Education's 2021 Draft K-6 Curriculum* is a detailed analysis and assessment of the draft curriculum by expert teachers.

The 6,500 teacher participants include elementary generalists, subject specialists, diversity specialists, and school and system leaders from across Alberta.

Key Findings

The draft curriculum does not meet Alberta Education's overall vision, guidelines and considerations for curriculum development.



- 1** **Little relationship between the government's own vision** and guidelines for student learning and the draft curriculum
- 2** **Not logically sequenced** and not appropriately designed for teacher use
- 3** **Developmentally inappropriate** learning outcomes that lack high academic standards and do not adequately describe what students must know and be able to do
- 4** **Narrowly defined content** that does not reflect the development of knowledge, understanding and skills for the 21st century
- 5** **Insufficient reinforcement** of essential knowledge and skills across subjects
- 6** **Lack of support** for all students to do their best **in an inclusive classroom**, and knowledge outcomes with **low-level learning** and thinking skills
- 7** **Inclusion of Indigenous content that is not authentic** and appears as tokenism
- 8** **Inadequate inclusion of francophone** histories, contributions and perspectives
- 9** Twice as many learning outcomes as the current curriculum, which means that teachers will have **less time to ensure student understanding** and that struggling students will be left behind
- 10** **Lack of support** for developing students' **acceptance of diversity** and sense of belonging, empathy and community, and a failure to acknowledge the *Alberta Human Rights Act*
Almost no content related to gender identity, gender expression and sexual orientation, which **discriminates against 2SLGBTQ+** students and their families
- 11** **Lack of respect for Alberta's diversity** and support for a peaceful, pluralistic society
- 12** **Failure to address racism, sexism and other forms of bigotry**, and the use of language that, in fact, promotes such bigotry
- 13** Inclusion of world religions as a mandatory topic in K-12, which **infringes on the religious freedoms** of Alberta parents
- 14** Language meant for the layperson, not for teachers with professional expertise, and **failure to provide the information and flexibility** they need to address classroom learning needs



The Alberta Teachers' Association

See full report at www.teachers.ab.ca.