



DR Report for Calgary District – March/April 2022
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<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>(1981 12, 2006 04)”</p>	March/April District Representative Activities – ZOOM	
	MAR 01	Foothills CSR
	MAR 3	Rocky View Executive
	MAR 5	Women in Leadership Summit
	MAR 9	POLEC Meeting
	MAR 11/12	POLEC Summit
	MAR 14	Indigenous Education Committee
	MAR 14	PEC Emergent
	MAR 15	Foothills TW
	MAR 19	Christ the Redeemer CSR
	MAR 19	Christ the Redeemer Resolutions
	MAR 21	Rocky View TW
	MAR 21	Member Information Meeting - CTBC
	MAR 23	Canadian Rockies CSR
	MAR 23	Rocky View Resolutions
	MAR 24	Rocky View CSR
	MAR 25/26	PDTCA Executive / Board
	MAR 31	PEC/ESO NSC
	APR 1	Indigenous Advisory Circle
	APR 4	Foothills Resolutions
APR 5	Foothills CSR	
APR 7/8	PEC – in Barnett House Auditorium	
APR 11	Rocky View TW	
APR 12	Rocky View Executive	
APR 13	Christ the Redeemer Executive	

COVID-19 directives with respect to the activities of Council, Council committees and Council members are deemed over 2022 03 01.

- **COVID-19 directions provided to Association subgroups (locals, convention associations, specialist councils, committees other than committees of Council, etc) with respect to their meetings, activities and events are deemed over 2022 03 01.**
- **Meetings must comply with all orders, regulations, and directives of the chief medical officer of health, regional medical officers of health, the province, the municipality, or school authority in which they are occurring.**
- **To note, any previous decisions made to host an upcoming conference, convention, meeting, activity, or event in a virtual format shall remain in a virtual format.**

1. Executive Secretary –

On Thursday, 2022 03 31, the education minister presented for first reading by the legislative assembly *Bill 15, Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, intended to establish a new professional discipline model under the Education Act. *Bill 15* would amend both the *Education Act* and the *Teaching Profession Act*. The proposed bill would also amend and proclaim sections of the *Education Statutes (Students First) Amendment Act, 2021*, and the *College of Alberta School Superintendents Act*. The newly proposed model for professional discipline in *Bill 15* would render all teachers and teacher leaders (including superintendents) in Alberta subject to the same disciplinary system administered by government under the supervision of a commissioner. This is effectively a modification and expansion of the role currently played by the registrar (Alberta Education) in overseeing the disciplinary process for teachers and teacher leaders in independent schools, First Nations schools and charter schools, as well as for superintendents and other central-office teacher leaders who are not active members of the ATA and those who have left the profession. There was no consultation with the Association prior to the introduction of the bill concerning its specifics, nor was the Association allowed to participate in embargoed briefings prior to the bill's tabling in the legislature. The bill itself is complex and sweeping, and Association staff and legal counsel are currently undertaking an in-depth analysis. However, its general scope and implications are clear:

- Bill 15 removes the Association's authority to conduct the discipline process and the professional competence process.
 - Given that a college is not established to deal generally with professional issues, the removal of the Association's discipline process should not affect its ability to continue to focus on other aspects of professionalism. The amendments to the Association's objects remove the discipline process but do not appear to impede other activities.
 - There will be one discipline process, with the registrar's current processes being subsumed by the new process. The discipline process previously promised to the College of Alberta School Superintendents will also be subsumed.
 - Implications for transition and hand-off of responsibilities remain unclear. Government officials indicated in their briefing that cases in process when the new legislation comes into effect would continue under the processes that were already in effect. It is unclear, though, whether the Association or government has to complete these cases.
- Furthermore, it is unclear why either the Association or government would want to continue the current process, given that the minister of education has stated that "parents can't trust the Alberta Teachers Association to act in the best interest of students."
- The bill empowers government to make regulations in a variety of areas, most importantly with respect to transition.
 - **The bill also empowers the minister to unilaterally impose a standard code of conduct upon all teachers caught up by the legislation.**
 - **Most importantly, this legislation represents a massive concentration of power in the minister in that she has all final decision-making authority on both findings of professional misconduct and competence and the sanction.**

It is modeled on the registrar's process for teachers who are not members of the ATA, and while there are hearing committees and appeal committees established in the legislation, they are not autonomous. Instead, they can only make recommendations to the minister, which she is free to accept, reject or modify. This is different than every other profession in Alberta.

o The complete and total authority of the minister is demonstrated in section 225.9997(2) on page 41 of the bill. On receiving a decision of a hearing committee or an appeal committee, the minister may undertake one or more of the identified actions "whether or not it is the recommendation of the hearing committee or appeal committee."

o In other words, in all discipline matters involving whether a teacher has committed unprofessional conduct or is professionally competent or incompetent, the minister is the full and final arbiter. As noted above, *this constitutes a massive concentration of power in the minister's office in a role that this minister has repeatedly politicized.*

- While superintendents have been reluctant to use the Association's competence process, they may take advantage of the new competence process, knowing that the minister as the final arbiter will have their back and that the committees do not have the autonomy that a board of reference does. *Generally, the model conflates conduct and competence in a way that is conceptually confused and that will be exceedingly difficult to administer.*

Fundamental Flaw #1: The bill is a massive power grab for the minister and the government.

Fundamental Flaw #2: Bill 15 completely removes the notion of self-governance for teachers.

Fundamental Flaw #3: The government is adopting the model used *only* by BC, which has notoriously poor relations with its teachers.

2. TES, Collective Bargaining – Mediation has been confirmed for 2022 04 19–20, 25–28 and 2022 05 02. As the parties enter into mediation, the CTBC will continue to provide Bargainer’s Blogs and PEC Bargaining Updates, to the best of its ability. Pre-meditation Collective Bargaining Member Information Meetings (CB-MIMs) were held virtually on 2022 03 21 and 2022 03 22, providing an update from CTBC on the status of bargaining, the successes and challenges to date, and the application for informal mediation. Access to the recording of each event has been placed on the Bargaining Update page, behind the password, and requires members to provide their name and email to access, mimicking the process for live attendance.

Sign up to receive updates from CTBC. The most recent Bargainer’s Blog is available at <https://www.teachers.ab.ca/Pages/Home.aspx> >> My ATA >> Members Only >> Members Only site >> login >> Collective Bargaining Updates >> scroll down to “Bargainer’s Blog” to read the most recent information. Worth Talking About documents containing information for teachers continue to be published on the Association website: <https://www.teachers.ab.ca/membersonly/CollectiveBargainingUpdates/Worth-TalkingAbout/Pages/index.aspx>

Spring Collective Bargaining Conference – April 29/30 Glenmore Inn, Calgary

3. Professional Development – PDAC: April 22 (eve) and 23, Sheraton Cavalier, Calgary

There have been some resolutions proposed at ARA to change the funding model for conventions and the Committee on Convention Review’s preliminary and final reports include directions and implementation goals to this end. Any change, however, will take an estimated 2 to 3 years to implement, as the current structure has been in place for almost 130 years. A potential goal for 2022/23 is to develop a new provincial funding model for conventions to promote equity across convention programs and result in convention boards being paid directly by the Association.

4. Table Officers – In prior years, the Association’s Indigenous Education Council (IECATA) has accepted nominations for their annual Indigenous Educator of the Year award. The successful award recipient is typically forwarded to table officers for consideration as a potential nominee for the CTF’s Outstanding Indigenous Educator award. Association staff will be discussing the possibility of developing an Elder of the Year award, similar to the IECATA’s Indigenous Educator of the Year award. The Elder of the Year award recipient could be forwarded to table officers for consideration as a potential nominee for the Canadian Teachers’ Federation Outstanding Indigenous Educator award.

Field member positions for the Status of Racialized Teachers Working Group of the Diversity, Equity and Human Rights Committee were advertised this March. Staff vetted the 10 applications received, taking into consideration members’ eligibility and qualifications for the positions. Feedback from district representatives was solicited and taken into account, as well. Five members recommended by staff were unanimously accepted by PEC.

5. Finance –The ATA’s kilometrage rate, not adjusted since 2012, will change, effective 2022 04 01, to 58¢/kilometre. Grant-in-aid is not increasing, as not set in 2022/23 Budget, but could be presented at ARA as an emergent resolution. Progress continues with the ATA web refresh, currently on track for a June 1, 2022 initial roll out, and a Sept 1, 2022 updated site.

The Association will hold an information session, for local presidents and treasurers, along with Q&A, in order to support members as they prepare their annual budgets and plans, in light of *Bill 32* regulations.

6. President – Schilling continues a full schedule of meetings and interviews, advocating on a wide range of issues affecting teachers and the profession – curriculum, safety of working/learning conditions in schools, COVID protocols, Stand for Education campaign, supports and resources required to fill learning gaps, teacher discipline process.

7. Indigenous Education Committee – The committee discussed the nomination process for the CTF Indigenous Elder of the Year award. It was noted that things can be quite political within communities and that an award highlighting one Elder over another may be divisive. It was also noted that such an award may have a positive and inspirational outcome. Creating a re-occurring article in the *ATA News* which showcases the work of Elders from around the province was suggested.

8. School Leaders Issues and Concerns – some of the issues and concerns related to the profession noted were: not as much school leader support in schools for teachers due to the return-to-in-person obligations. Previously, school leaders could cover classes with online meetings, but now that meetings and obligations are in person again, it is challenging for leaders to juggle it all; teachers and school leaders are stating that they feel stress between colleagues because of the change to the CASS legislation; substitute teacher numbers are still low and access to substitutes is limited; disgruntled teachers or support staff who do not like a school leader are making anonymous complaints or “whistleblower” complaints. School leaders are facing investigations and time away from work to accommodate the investigative process, and the allegation often turns out to be unfounded. This is causing extra stress and undue hardship on school leaders; teachers and school leaders are feeling anxious about the rollout of the new curriculum and perceived expectations of teachers to ensure it is successful; there will be a new refugee-influx from war-torn countries and a need for teachers to meet these students’ needs; teachers are feeling pressure regarding the lack of preparation time, especially for K-3 students. This is in addition to increased classroom size/complexity needs and an increased workload for school leaders; lack of assigned time limits for school leaders. Nonoperational days are not being respected by division offices, e-mails are being sent by district office and are required to be responded to during nonoperational days.

9. Political Engagement – The Stand for Education campaign has been running since the fall and was suspended for the duration of the Ft. McMurray byelection until March 15, 2022. There is an additional campaign that is ready to launch. As of March 31, 2022, there are changes in effect to the *Election Finances and Contributions Disclosure Act*, which allows for the ATA to do advertising without having to register as a third-party advertiser. *Bill 81* has removed the Association’s ability to undertake effective paid advertising during an election period; however, it can run campaigns that support education much like was done in 2015. Social media organic posts would not qualify as paid advertising.

10. DEHR – An ad hoc ATA Gender and Sexuality Alliance will be established under the general direction of DEHR to organize activities to support sexual and gender minorities, encourage cooperation amongst local GSAs, and provide service to teachers who cannot access a local GSA. Dr K Robinson provided an overview of the grave concerns with the lack of diverse perspectives in the draft K–6 Music Program of Studies. Some of the key findings are that the draft music curriculum is heavily focused on acquiring knowledge which leaves limited time for children to make music. The first draft of the curriculum did not include any Canadian (except Frère Jacques) or Indigenous songs and 86% of the songs had British or American origins with the most recent song on the list being composed in 1959! This list came from songs published by the Core Knowledge Foundation in Virginia, USA!!! The information to be learned is abstract and is heavily Eurocentric. April 30 is the deadline for local grant submissions. In lieu of the former Local Awards program, a Local Showcase program is being created. Materials will be sent to locals asking for submission of local activities (related to DEHR, Political Engagement, Public Relations, Indigenous Education and others) that will then be highlighted at summer conference. Alberta Teachers’ Gender and Sexuality Alliance Staff held its inaugural meeting on 2022 03 08 with 89 participants. New online ordering system for the Safe Spaces, Pronouns and Pride materials: https://eventwizard.com/events/DEHR_Request_Form/

11. Benefits, Insurance, and Pension – ATRF staff provided updates on investments. ATRF still sets investment policy which includes determining asset classes (eg public equity and fixed income) in which to invest and in what proportion. Within this policy is the heart of investment policy: the long-term asset mix. ATRF also continues to determine how much latitude to provide the investment manager in implementing the investment policy. AIMCo manages the asset classes by choosing the individual securities (eg. how many shares of which security). AIMCo must deliver investment exposures to the asset classes in a manner consistent with ATRF’s investment policy. While the policy allows AIMCo some latitude, the investment policy drives total return. A few years ago, the ATRF Investment Board set about to determine if there was a better way to manage the portfolio to achieve their mandate. They explored global best practices, consulted with global leaders, held workshops and working sessions, and strived for board engagement. This determined a different way of viewing the portfolio. One of the outcomes was a shift in funding focus from: periodic, external review of the funding risk to: more frequent and robust internal review of the funding risk and a deeper

understanding of the liabilities. Another was a shift on how they looked at risk factors from: traditional approach of allocating assets to asset classes to: viewing portfolio risk across factors to ensure sufficient diversification. Finally, they shifted total fund management from managing diversification and investment performance at the asset class level with a focus on relative returns to taking a total fund view of diversification with a focus on total returns and total fund risk. ATRF has termed this “project whiteboard”. ATRF continues to work closely with AIMCo to this transition to pursuing these goals and continues to push AIMCo to perform better. ATRF are the first clients with AIMCo of this nature. The second and subsequent Investment Management Agreements will be more focused. Other AIMCo counterparts in Alberta (LAPP, PSPP, etc) are being pulled along in this fashion. ATRF staff were asked about the cost of the funds transfer. It was noted that the transition was completed over two fiscal years. In the previous fiscal year, the cost was around \$5 million. The majority of the remaining costs will come in the next fiscal year. While costs are “upfront”, the savings are down the road. Benefits will show years later. Members are asked to be patient...it will be history paying out.

12. ASEBP – Trustees gave first reading to plan design, premium rates, and set Health Spending Account fees. They also reviewed and updated capital adequacy policy and discussed investments, governance effectiveness, and further committee appointments. The 2021 ASEBP Annual report is now available.

13. Steering Committee – With the announcement by Alberta’s CMOH on 2022 03 23 regarding the Omicron subvariant BA.2, the committee discussed potential safety protocols that delegates should comply with during the in-person 2022 Assembly, such as masking. The hours on the days of the ARA will be limited to 12 hours, with the Order of Business adjusted to reflect the change.

Proposed Teacher Discipline Process Changes

<https://www.teachers.ab.ca/News%20Room/Issues/Pages/Proposed-Teacher-Discipline-Process-Changes.aspx>

Defend Your Profession

<https://mydigimag.rrd.com/publication/?i=735242&ver=html5&p=1>

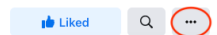
CURRICULUM!

- **Alberta Curriculum Analysis – MANY LINKS** - https://alberta-curriculum-analysis.ca/general/?fbclid=IwAR1GfygxlCfh9qwwxAE9_ITMLro5ZsM-oCYIU3XcK8VERoG618tEz9HFKbg
- **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>
- **Students Deserve Better / Support Our Students** <https://www.studentsdeservebetter.ca/>
- **See infographic on page 5 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>
- **Alberta Curriculum Analysis – MANY LINKS** - https://alberta-curriculum-analysis.ca/general/?fbclid=IwAR1GfygxlCfh9qwwxAE9_ITMLro5ZsM-oCYIU3XcK8VERoG618tEz9HFKbg

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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.