



DR Report for Calgary District – May 2022

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<p>Guidelines for attendance of meetings for District Representatives as approved by ARA “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>	April / May District Representative Activities	
	APR 26	Foothills Executive (Zoom)
	APR 27	Canadian Rockies CSR (Zoom)
	APR 28	Rocky View CSR (Zoom)
	APR 29/30	Collective Bargaining Conference (Calgary)
	May 3	PEC Emergent (Zoom)
	May 5/6	PEC (Barnett House)
	May 10	Foothills TW (Zoom)
	May 10	Christ the Redeemer TW (Zoom)

1. Executive Secretary – Seven resolutions approved for submission to 2022 ARA.

2. Government – “Datafication And Learning Loss—The Extent And Impact Of Standardized Diagnostic Tests Implemented In The 2021/22 School Year In Alberta” On 2022 04 20 the Government of Alberta announced that in response to the pandemic “learning loss”, school authorities will now be required to administer literacy and numeracy screening assessments—selected from an approved list—starting in September 2022. Standardization through these new literacy and numeracy screening tools will further narrow the Alberta K–6 curriculum and learner choice to match specific UCP digital testing regimes. Datafication—an accelerating technological trend that is turning many aspects of our lives into computerized data—also narrows teachers’ professional autonomy to ensure the creation of “good data” for the government based on these testing regimes. Having anticipated this move by the government in fall 2021, the ATA had established a research project to articulate the standard diagnostic testing landscape. The project, contracted to Dr Richelle Marynowski at the U of L, will gauge the use of standardized diagnostic assessment products across Alberta classrooms. It seeks to understand which instruments are being utilized, as well as how teachers and school leaders perceive the value and impact of these instruments. This project is intended to evaluate the nature and growth of diagnostic testing/assessments across Alberta schools, as well as articulate the efficacy and impact of this movement and potential questions or policy considerations that will address the work intensification and bureaucratic burdens placed on the teaching profession. This research activity is important as a baseline environmental scan, given the increasing adoption of systematic standardized testing regimes across the entire Alberta K–12 system.

3. Professional Development – *Curriculum Update*: To ensure teachers can contribute effectively to the curriculum redevelopment process, the Association relaunched the curriculum rewrite feedback project to determine the extent to which they believe the revised draft curriculum is appropriate for elementary student learning and how well it supports teachers’ planning and instruction. To ensure continued excellence in student learning and quality teaching, the information gathered will be compiled by the Association and shared with Alberta Education, education partners and all Albertans, who are key stakeholders in the K–12 education system. The Association hosted a Curriculum Circle to examine the April 2022 version of the curriculum, provide feedback on it, and discuss implementation. An invitation was sent to those specialist councils whose members would be directly impacted by the curriculum implementation in September 2022: Council for Inclusive Education, Early Childhood Education Council, English as a Second Language Council, English Language Arts Council, Health and Physical Education Council, Indigenous Education Council, Le Conseil français, Math Council, and Middle Years Council. Each council was invited to send up to four representatives who teach

in grades K–6. Specialist councils play an important role in providing teachers’ voice when new curriculum is developed and in providing professional development when a curriculum is implemented. The Association is committed to promoting the voice of teachers in the curriculum development process so that excellence in student learning and quality teaching can continue.

All 2023 teachers’ conventions will be held in person on their assigned dates.

4. TES, Collective Bargaining – Central Table Bargaining Committee (CTBC) and Teachers’ Employer Bargaining Association (TEBA) entered informal mediation in mid-April. **As of early May, the mediator has issued recommended terms of settlement for central table bargaining.**

Collective Bargaining Member Information Meetings (MIMs) will be held both virtually and in-person throughout the province. The meetings will provide an update from the CTBC on Agreed-to Items and the Mediator’s Report.

MIMs will run from May 10 - June 2, with voting on the proposal June 5 - 8.

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>

4. Table Officers – September 30, 2022, the National Day for Truth and Reconciliation, has been designated as a paid Association holiday for all staff.

5. Finance –The ATA web refresh project is still on track for an initial launch in June 2022.

Finance staff have continued to discuss the steps required to align investments and accounting approach to the Association’s Bill-32 strategy. In short, this continues to be that as of 2022 07 31, no membership fees collected after that time will be used to fund category one activities (non-core). Instead, as of that date, any non-core expenses incurred shall be funded by “legacy assets” accrued by the Association prior to 2022 07 31. For example, payments would be made from investment revenue earned or simply from cash held on hand before that date.

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. Teacher Education and Certification Committee – The 2022 ATA Doctoral Fellowships in Education were awarded to Linda Doyle (Calgary Public Local No 38) and Mathew Campbell (Fort McMurray Local No 48).

The John Mazurek Memorial—Morgex Insurance Scholarship was awarded to Angelo Delli Santi (Red Deer Catholic Local No 80), with no alternate recipient.

The Nadene M Thomas Graduate Research Bursary was awarded to Jillian Marino (Edmonton Public Local No 37), with no alternate recipient.

8. Steering Committee – The resolutions for the 2022 ARA will be scheduled as follows: 170 resolutions will be handled in the block 1; 46 resolutions will be handled in block 2; Resolutions with budget implications (3-15 to 3-18) have been scheduled for debate; Budget and fee resolutions (3-19 to 3-20) have been scheduled for debate. Due to the continuing pandemic, delegates will be required to comply with safety protocols at the 2022 ARA: masking will be required within the Assembly hall; delegates and guests will be provided with a KN95 mask at registration; food consumption will not be permitted in Assembly hall (delegates will be requested to consume food in the lobby during breaks); beverages will be permitted in Assembly.

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>

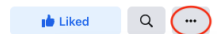
CURRICULUM!

- **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.