



DR Report for Calgary District – January 2021
Barnett House: 1-800-232-7208 SARO: 1-800-332-1280

Karen.Nakaska@ata.ab.ca



[@nakaskak](https://twitter.com/nakaskak)



[@nakaskak.dr](https://www.facebook.com/nakaskak.dr)

<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>	DEC/JAN District Representative Activities – ZOOM	
	DEC 7	Foothills CSR
	DEC 7	PEC / ESA Negotiations
	DEC 8	Christ the Redeemer CSR
	DEC 8	Canadian Rockies TOC
	DEC 9	PEC Emergent
	DEC 9	Rocky View Executive
	DEC 10	PDTCA Executive
	DEC 10	PEC NSC
	DEC 13	Bargaining Advisory Committee Emergent
	DEC 15	PEC NSC
	DEC 15	LaGrange Telephone Townhall
	DEC 17	Resolutions Committee
	DEC 18	PEC / ESA Negotiations
	JAN 04	Foothills CSR
	JAN 05	PEC Emergent
	JAN 05	PDTCA Emergent
	JAN 06	Rocky View POLEC
	JAN 10	Political Engagement Committee
	JAN 11	Foothills TW
	JAN 12	Canadian Rockies CSR
	JAN 12	ATA CSR Emergent
	JAN 13	Rocky View Executive
	JAN 15	Christ the Redeemer CSR
JAN 17	POLEC PREP	
JAN 18	Christ the Redeemer TW	
JAN 20/21	Provincial Executive Council	
JAN 21	PEC NSC	
JAN 23	PEC / ESA Negotiations	
JAN 24	Member Information Meeting (MIM)	

2022 01 07 Memo from Executive Secretary Theobald:

Effective immediately, and notwithstanding direction set out in previous communication, all Association and Association subgroup meetings and activities are to be conducted virtually until future notice.

The emergence of the omicron variant of COVID-19 and related developments, including the delay in many school jurisdictions in opening in January, staff shortages, rapid increases in the number of infections (including breakthrough infections of previously vaccinated people), and the continued failure of government to mount a coherent and comprehensive response to insure student and staff safety in schools, have required the Association to revisit the direction it previously provided to locals and subgroups.

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 – “As we approach the two-year anniversary of the global pandemic, Table Officers Committee, which has been charged by Provincial Executive Council with managing the Associations’ internal and policy response to the pandemic, has requested that I express its deep appreciation for your understanding and continued cooperation as we all have attempted to respond to the ever-changing situation confronting our Association and our schools. On behalf of Association staff, I share this sentiment.” Dennis Theobald, ATA Executive Secretary
- Bill 32 is presenting challenges for all labour unions in Alberta.

2. Government – Table officers met with representatives from Alberta Catholic School Trustees Association to discuss COVID-19, curriculum, the ATA’s discipline process, Bill 32, ATA’s support for Catholic teachers.

The final report of the compassion fatigue study undertaken by the Association, the ASEBP and the U of C—entitled **Compassion Fatigue, Emotional Labour, and Educator Burnout: Executive Summary**—

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-30-7%20Compassion%20Fatigue-Executive%20Summary.pdf>

In response to the multiple and significant threats to the Association, including the government’s stated intention to remove the disciplinary process, virtual Member Information Meetings (MIMs) are being held in January. A variety of dates and times for the MIMS have been arranged, with each meeting connected to convention association regions. The agenda will include an update on current issues, time for discussion/questions from members and a call to action. These meetings are the beginning of a detailed and comprehensive campaign designed to exert pressure on members of the legislative assembly to stop government efforts to attack the Association and public education in Alberta.

3 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>

A letter of understanding (LOU) has now been signed between the Central Table Bargaining Committee (CTBC) and the Teacher Employer Bargaining Association (TEBA) which enables the new grievance procedure language to come into effect before ratification of the central table terms.

4. Professional Development – All work on the 7-12 curriculum has been postponed as AE staff is focused on K-6 implementation, which will be an abbreviated implementation of ELA , Math, and PE/Wellness. This will begin in Fall 2022 – which grades, timing, resources, assessments, and in-servicing are yet to be determined! The Minister’s Curriculum Implementation Committee has no ATA representatives.

Palliser District Teachers’ Convention FEB 24-25. Convention Attendance Expectations for Online Conventions:

<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Teachers%20Conventions/Pages/Convention%20Attendance%20Expectations%20for%20Online%20Conventions.aspx>

5. Table Officers – Effective immediately, and notwithstanding direction set out in previous communication, all Association and Association subgroup meetings and activities are to be conducted virtually until future notice.

6. Finance – The committee, with assistance from program area coordinators, reviewed the 2022/23 proposed budget and have presented a balanced budget for the upcoming school year, with no increase to Association fees. Money borrowed from SEF has been paid back in full.

7. President – Schilling continues a full schedule of meetings and interviews. He advocates on 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. Over 700 interviews with media since elected. Has not had one-on-one meeting with Ms LaGrange since February 2021. Last Education stakeholders meeting was 2021 10 18.

8. Communications, Advocacy, and Public Education (CAPEC) – <https://standforeducation.ca/> Campaign will focus on funding prior to budget expected in February.

9. Canadian Teachers' Federation (CTF-FCE) – A new three-year strategic plan was highlighted, with three main strands: support and engage, connect and collaborate, and voice and visibility. The vision of CTF-FCE remains the same, and that is to be a strong advocate for and defender of publicly funded public education, labour rights, and social justice. Project Overseas 2022 is cancelled. All participants selected in 2020 who were legacied into the 2022 program have been informed of the cancellation. Five out of the nine participants have requested to let their name stand for another year to be included in the 2023 project overseas program.

10. Strategic Planning – Member Opinion Survey – look for this around the first week of February.

The group was briefed on the results of the sixth pandemic pulse survey, which had closed on 2021 11 19 with approximately 1,300 responses. The survey focused on well-being, vaccination status, class size and composition, curriculum and diagnostic assessments, school leadership issues and concerns, retention and attrition, and COVID-19 measures and experiences.

11. Resolutions –committee reviewed 32 resolutions submitted by six locals, one resolution submitted by a specialist council, and one executive resolution arising from the six-year review of policy. The resolutions were forwarded to staff, committees, and specialist councils for recommendation.

12. Steering Committee – Planning for in-person ARA underway, with final decision to be made at end of February. The committee was informed that to reduce the waste of paper, all required documents for the 2022 Annual Representative Assembly will be posted to an ARA share site at least one week in advance and made available to delegates, PEC and staff attending the 2022 ARA. Hard copies of the ARA Handbook and proposed budget will continue to be provided to delegates. Virtual ARA preparation sessions will be provided to delegates in advance of the 2022 ARA: 1. Purpose of the Annual Representative Assembly—Monday, 2022 04 25 1900–2030. 2. Rules of Order and Procedure—Monday, 2022 05 09 1900–2030. 3. Budget/Finance 101—Monday, 2022 05 16 1900–2030.

13. School Leaders Issues and Concerns – Resolutions for 2022 ARA:

“That the Government of Alberta should fully fund additional staffing necessary to support all out-of-scope tasks required as a result of any provincial health emergency.”

“That School authorities should provide staffing necessary to support all out-of-scope tasks required as a result of any provincial health emergency.”

“That school authorities develop a multitiered system of mental health supports that are adaptable and specific to each work site to meet the required needs of teachers, beyond the standard supports provided by benefit carriers.”

Current ATA research has identified that a significant area of concern for teachers and school leaders is the mental health of all staff within a school building. Mental health is not simply the absence of mental illness but also social, emotional, and behavioural health; and the ability to cope with challenges faced by teachers on a daily basis. Left unmet, mental health problems are linked to costly negative consequences such as teacher burnout, low retention rates and a necessity for medical leaves. Providing a continuum of school mental and behavioural health services is critical to effectively addressing the breadth of staff needs

A very high percentage of teachers and school leaders are feeling completely exhausted and burnt out. A conversation was held regarding the perception that school leaders are coping well when the reality is that they are not, but are potentially hiding it well to be the face of calm in chaos.

Wellness Together Canada: <https://wellnesstogether.ca/en-CA>

14. Benefits, Insurance, and Pension – ATRF Webinars: <https://www.atrf.com/new-webinars-for-a-new-year/>

15. Political Engagement – Discussion occurred regarding the seriousness of the most recent government legislation, the importance of fighting back, the malicious nature of this current government and their apparently ultimate goal of dismantling public education. The group reviewed the communications and political engagement plan that was approved by the Executive Secretary

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>

See “One Profession United” brochure on pages 6-9 of report.

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 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>

Which Boards Are Piloting?

https://docs.google.com/spreadsheets/u/0/d/1RECxk7HopT9GKLZ_uXZjtYyjuO0EvhfIE4kq_rDdGaE/htmlview

Alberta Curriculum Analysis – MANY LINKS - [https://alberta-curriculum-](https://alberta-curriculum-analysis.ca/general/?fbclid=IwAR1GfygxlCfH9qwwxAE9_ITMLro5ZsM-oCYIU3XcK8VERoG618tEz9HFkbg)

[analysis.ca/general/?fbclid=IwAR1GfygxlCfH9qwwxAE9_ITMLro5ZsM-oCYIU3XcK8VERoG618tEz9HFkbg](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](https://podcasts.apple.com/ca/podcast/the-breakdown-with-nate-pike/id1493155854?i=1000543206789&fbclid=IwAR3wahjhS2GLnx23pAJY7LUtOzhDiHE7KmWdp4eF_FFjN5pdC_wKOMOrHO4)

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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.



The Alberta
Teachers' Association

One Profession United

A united Association establishes a culture of professionalism and collegiality that focuses on what's best for both students and teachers.

#WeAreATA



On December 9, 2021, Alberta's minister of education announced a plan to split the Alberta Teachers' Association and remove its responsibility for teacher discipline. This decision will *dramatically change* the culture of the teaching profession and public education in Alberta. A united Association establishes a culture of professionalism and collegiality that focuses on what's best for both students and teachers and includes

- ▶ a teachers' union that views issues through a professional lens, not solely that of teachers' interests and union responsibilities;
- ▶ principals as professional colleagues and instructional leaders, not managers; and
- ▶ principals and teachers working together to improve practice through support and guidance, not a system hampered by adversarial conflict between union and management.

Why change something that is working well?

Ultimately, the motive is political. The premier and minister are trying to distract from the minister's own inability to handle the education file and they are attempting to punish the Association for standing up to their bad decisions. They are responsible for funding cuts, a disastrous curriculum and an inadequate response to COVID. This is an attempt to change the channel, pure and simple.

The Association has always stood up and will continue to stand up for what is best for public education in this province. The government is attempting to silence teachers and the Association as strong, effective voices of the teaching profession.

This attack on the Association is an attempt to weaken the profession.

- ▶ **Call your MLA and tell them to back off their plans to split the profession.**

#WeAreATA

The Myths vs Facts

1	Myth The ATA decides whether a complaint is investigated.	Fact Anyone can file a request for investigation of unprofessional conduct, and the ATA is obligated to investigate every request it receives.
2	Myth The ATA defends and protects bad teachers.	Fact The ATA does not represent teachers in professional conduct hearings; teachers are responsible for their own defence.
3	Myth The ATA has a conflict of interest when it comes to disciplining teachers.	Fact The ATA takes the position of the public interest when it comes to teacher discipline; management and performance of ATA professional regulatory functions are strictly separated from other union and representation functions within the organization.
4	Myth The ATA's process for teacher discipline is secretive and nontransparent.	Fact All hearings are open to the public, and all decisions of the hearing committee are available to anyone on request.
5	Myth The ATA has the power to revoke a teacher's certificate.	Fact Only the minister of education can revoke a teacher's teaching certificate.
6	Myth A teacher given a penalty of suspension by the ATA automatically returns to teaching when the suspension lapses.	Fact A suspended teacher loses their job and a permanent mark is placed on their record. Only 1 teacher in 100 years has successfully returned to teaching after suspension—and they were suspended for an unpaid fine.
7	Myth Every other province has separated teacher discipline from the teachers' union or association.	Fact Four provinces and two territories have teacher discipline conducted by the profession. In British Columbia, the splitting of their professional association has resulted in a dramatically different, more confrontational culture in schools.



The Discipline Process That Works

