



DR Report for Calgary District – June 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>	April / May District Representative Activities	
	May 10	Christ the Redeemer Executive (Zoom)
	May 15-17	CTF Women’s Symposium (Halifax)
	May 18	Canadian Rockies CSR (Zoom)
	May 19	Calgary MIM (Calgary)
	May 20	PEC Emergent AND Local Presidents (Calgary)
	May 21-23	ARA (Calgary)
	May 24	Foothills Executive (Okotoks)
	May 25	Christ the Redeemer AGM/CSR (Zoom)
	May 26	Edmonton MIM (Edmonton)
	May 27	Indigenous Advisory Circle (Edmonton)
	May 30	Indigenous Education Committee (Barnett House)
	May 30	Central and North MIM (Zoom)
	May 31	Edmonton MIM (Zoom)
	June 1	Canadian Rockies AGM/CSR (Canmore)
	June 1	Telephone Townhall
	June 2	Political Engagement (Barnett House)
	June 2	Rocky View AGM/CSR (Zoom)
	June 2	Calgary MIM (Zoom)
	June 7	Foothills CSR (Zoom)
	June 7	Foothills TW (Zoom)
	June 8	CTF (Barnett House)
	June 9-10	PEC (Barnett House)
	June 11	Strategic Planning (Barnett House)
	June 13	Rocky View TW (Zoom)
	June 14	Rocky View Executive (Calgary)
	June 15	CTR Executive (Zoom)
June 17	Indigenous Advisory Circle (Zoom)	

1. Executive Secretary – The Executive Secretary has implemented two new honours that could be awarded at various times and in recognition of a variety of contributions. A “President’s Award of Merit” may be awarded to an individual, group of individuals, or organization, at the discretion of the sitting president of the Association, for meritorious service to public education and in a number and manner specified. An “Association Award of Merit” may be awarded to an individual, group of individuals, or organization, by motion of Provincial Executive Council, for meritorious service to public education and in a number and manner specified.

2. Government – As previously reported, the ATA has established a research project to gauge the use of standardized diagnostic assessment products across Alberta classrooms. Dr Richelle Marynowski, principal investigator for this project, and Association staff, recently met with the Curriculum Committee to discuss the findings of the 2014 and 2018 Association research studies on diagnostic assessments in Alberta schools. Based on the feedback received, the research instrument and focus group questions are being updated. The research survey and focus groups will now be conducted in October 2022—rather than spring 2022—once teachers have had a full cycle of using the standardized diagnostic assessment tools in their classrooms and schools.

- The longitudinal Beginning Teachers Research Study, including survey and focus groups, was conducted throughout May 2022. Preliminary data show the following trendlines of interest: 81% of respondents do not have a formal mentor assigned to them in their school jurisdiction, 85% of respondents reported being stressed, while 88% report feeling

exhausted by the end of the day, 16% of the respondents indicate their intent to leave the teaching profession for another occupation, while an additional 9% say they will be leaving the province of Alberta to teach in another location. Of this subset, 24% say they will leave—and 33% say they may leave—at the end of June 2022. Only one-half of respondents see themselves being a teacher for the next 10 years!

3. Professional Development – The Beginning Teachers Conference will be held SEP 23-24 at the Fantasyland Hotel.

- Through guidance from the Indigenous Advisory Circle, Indigenous Education Council and Indigenous Education Committee, the Association's land acknowledgements have been updated in response to societal change and ongoing learning in Indigenous education. The updated land acknowledgements have been reviewed by Indigenous subgroups and Association staff and will be finalized through guidance from Elders and Knowledge Keepers from the Indigenous Advisory Circle. The land acknowledgements will be released in the summer of 2022 and will include an accompanying video resource and workshop to support pronunciations and deeper connections to the meaning and significance of land acknowledgements.

- Guidance and feedback have been gathered from Indigenous Elders and Knowledge Keepers from the Indigenous Advisory Circle, the Indigenous Education Committee, the Indigenous Education Council and ATA staff, on the guidelines for reclaiming Indigenous place names for ATA subgroups. Learning about and reclaiming Indigenous place names within a local area can support an increased understanding of Indigenous peoples, languages, cultures, histories, and traditions of the land that people are residing or working on. Renaming ATA subgroups with Indigenous place names would support Indigenous languages to acknowledge and respect the original peoples of the land and supports members in relating and understanding their connections to the land. Indigenous place names provide an opportunity for Indigenous peoples to see themselves reflected within the education system and its structures rather than feeling left outside of it.

- The Association has updated *Taking Flight, Navigating Field Experience* website containing a variety of resources for students, university consultants, teachers, administrators alike. (<https://fieldexperience.teachers.ab.ca>)

- In response to the government's announcement to proceed with implementation of the K–3 Math, K–3 ELA & Literature, and K–6 PE & Wellness SEP 2022, the ATA held a Curriculum Circle to review the new K–6 Curriculum on May 12, bringing teachers together to discuss implementation and gather their feedback. The delegates considered the planned curriculum implementation through the ORID (Objective, Reflective, Interpretive and Decisional) focused conversation method. There were approximately 40 representatives who attended from 8 of the 21 Specialist Councils (Council for Inclusive Education, Early Childhood Education Council, Educational Technology Council, English as a Second Language Council, Health and PE Council, Indigenous Education Council, Le Conseil français and the Mathematics Council); the Curriculum Committee, Provincial Executive Council, and staff. The feedback received will be analyzed and reviewed by Professional Development staff and used in future planning and prognoses with a curricular focus.

4. TES, Collective Bargaining – Six Member Information Sessions (MIMs) dealing with the Mediator's Report were held virtually, including one dedicated to Francophone teachers, and seven in-person, at various venues throughout the province from May 10-June 2, with a Telephone Town Hall on June 1. The online ratification ran from June 5-8, with results released June 9. Members voted to accept the Mediator's Recommendations by a narrow margin of 51%.

- 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>

5. Teacher Employment Services – The role of school leaders is multifaceted and requires adaptive leadership that focuses on teaching and learning. The 2022 Virtual School Leaders' Speaker Series provided an opportunity for school leaders to hear from numerous speakers from different disciplines and areas of expertise. The overall goal of the series was to focus on advancing leadership excellence, and the challenges associated with leading through theoretical and practical guidance. In total, there were 306 registered participants for the series.

6. Table Officers – Due to geographical dispersity, some locals currently assign their members to two different teachers' conventions. The process for the assignment of these members currently varies among locals with some locals deciding which schools go where (such as Livingstone Range Local #14), and other locals having their schools vote on a school-by-school basis (such as Chinook's Edge Local #17), and one local allowing each member to vote on an annual basis on which convention to attend (Palliser Local #19). The current Administrative Guidelines do not match some of the practices being followed (such as member annual voting), and were updated to ensure the process to be clear, consistent, and fair for these locals and their members to choose the best teachers' convention on an annual basis, while at the same time keeping the Association and their convention associations informed. With members moving to different schools, new schools opening, and others closing, allowing a local to request approval for each member to select one of two convention associations annually will alleviate the current disparity in practice and will serve member needs more effectively. While the Final Report of the Committee on Convention Review does include a recommendation that the Association develop a system that would permit members to annually elect which convention they attend, that is not the intent of these recommended Administrative Guideline updates and proposing recommendations for such a system would require a very thorough process outlined in new guidelines in the future.

7. Finance –The ATA web refresh project is still on track for an initial launch in June 2022, with a full launch in early September. Digital self-service will expand into the next school year, including updating member profile and TQS information. The next phase of Teacher Qualification Services process automation has begun and will involve an end-to-end analysis of what remains to be done and an estimate of cost to fully complete the automation.

- The Teacher Qualifications Service Manager stated that the number of old TQS microfiche files to be digitized turned out to be twice the number as was originally estimated. As a result, the contracted company will only be able to digitize about half of the 95,000 files before budgeted dollars are used up. All of the files will eventually need to be digitized, as the microfiche reader is obsolete and has not been supported for quite some time. In the fall, project status will be assessed and will most likely require a request to PEC for additional monies, in order to complete the work in 2022/23.

8. 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, Stand for Education campaign, supports and resources required to fill learning gaps, teacher discipline process.

9. Strategic Planning – If implemented, Bill 15, Education (Reforming Teacher Profession Discipline) Amendment Act, 2022, would fundamentally change the nature and role of the Association. How the Association responds to this challenge will be informed by how it conceptualizes what it and the teaching profession are going to be. Having a regulatory function is basic to the definition of a profession. The Association cannot surrender agency or let others define it; it must chart a course forward. CASS is proof that the government's policy approach is incoherent.

-2022 Member Opinion Survey: there is an urgent need for unity, COVID's impact on students may provide an opportunity for the Association to propose action along the lines of a blue-ribbon panel, members support "principals in" the Association, there are still real concerns about hope and hopelessness among members.

10. Women in Leadership – The theme for the 2023 Women in Leadership (WIL) Summit (March 2023 at Barnett House) will be "Leaders in Learning." Curriculum shortfalls and emergence out of the pandemic will allow for a wide variety of speakers and topics. Work will continue to include diversity in the selection of speakers in both the Speakers Series and the Summit. WIL Speaker Series will remain virtual for the 2022/23 year.

- The committee looked at the grant structures that exist in DEHR, Strategic Planning, Community Relations, Mentorship and Political Engagement to see if there are any aspects the committee could incorporate into its grant structure. The committee examined the purpose, criteria, and financial amount from each of the examples. The grants that offered larger amounts, matching elements, and clear criteria were seen as positives. A budget of \$20,000 was proposed for WIL grants and could be taken forward by the committee for next year's Annual Representative Assembly. It was suggested that recipients of the grants could present their results at both the annual Summit and Summer Conference.

11. Curriculum –Ministry representatives did not attend the meeting – staffing changes in the ministry continue. Members shared that the lack of resources, in-servicing and time needed for curriculum implementation is concerning

to all present; teachers are worried about the lack of correspondence from their boards regarding implementation; the curriculum is politicizing every corner of education, and this will have an impact on teachers' lives; concerns are being raised about the inconsistent weighting of Diploma exams during this school year and the impact this will have on students as they apply for post-secondary institutions, scholarships and bursaries; some schools are using PATs as final exams and that the weighting of those exams towards final marks varies considerably from 0-30%; several school divisions have taken teachers out of classrooms/plan to do so in near future to prepare resources for curriculum implementation; the numerous pressures felt by teachers is impacting their ability to focus on implementation while they are trying to finish the school year; restructuring in the universities will cause implications for not only the staff, but also pre-service teachers and researchers; it is becoming more difficult to get mentor teachers willing to take field experience students; Edmonton Public Schools will be hosting online summer institutes around curriculum. The division's planned supports for next year include broad planning of resources and collections, sample scope and sequencing, and bundling KUSPs. EPSS staff have created a Curriculum Implementation FAQ.

12. DEHR – New online ordering system for the Safe Spaces, Pronouns and Pride materials (https://event-wizard.com/events/DEHR_Request_Form/) can be purchased for community pride events.

- Alberta Teachers' Gender and Sexuality Alliance held its inaugural meeting, with meetings to occur monthly. The next virtual meeting is scheduled for 2022 06 02 and anyone interested in attending should contact rmdlawsrence@gmail.com. A central registration system is being developed and it is expected to be operational soon.

- The inaugural meeting of the Racialized Teachers Working Group is scheduled for June 16. The terms of reference have been established, and potential agenda items could include reviewing the terms of reference, reviewing ATA policy regarding racialized teachers and available resources. Future work of the DEHR committee could include reviewing/revising the work plan to include an examination of the supports that are available for racialized teachers, hosting group round table sessions, listening to staff and students about their experiences including anti-racism initiatives in their schools, hiring practices and recruitment, and developing and administering a demographic survey.

13. CAPEC – The new 2022/23 fall and winter campaigns are currently being prepared by TAG Advertising and Environics Analytics. Teachers are interested in advocacy for ideal classroom conditions. As the Association's Defend campaign was assertive, the next campaign would be more positive and hopeful about what public education would look like and help shape the vision for the ideal classroom. The Defend campaign will end in June.

- The Local Showcase campaign is currently running with a call for submissions. Six to seven submissions have been received so far. These will be shared at Summer Conference through a video presentation.

14. Political Engagement – The Election Readiness Plan 2023 has as its primary goal to make education a top issue in the upcoming provincial election. The three areas of focus are on curriculum renewal, class size and complexity, and the privatization of education. The issue of funding will be interwoven into the three key issues. It was noted that at the 2022 ARA, delegates had voted overwhelmingly in support of a resolution to undertake such a plan.

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

- **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

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.