



DR Report for Calgary District – NOV/DEC 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>	NOV/DEC District Representative Activities	
	NOV 01	Foothills TW (Zoom)
	NOV 01	By-election Education Forum (Zoom)
	NOV 04	LPEO/LCO (Barnett House)
	NOV 05	Christ the Redeemer CSR (Zoom)
	NOV 07	Indigenous Education Specialist Council (Zoom)
	NOV 08	Canadian Rockies Induction (Canmore)
	NOV 09	Rocky View Exec (Calgary)
	NOV 10	Rocky View POLEC (Zoom)
	NOV 16	Canadian Rockies CSR (Zoom)
	NOV 17	Indigenous Education Conference (Edmonton)
	NOV 17	Indigenous Education Council Meeting (Ed)
	NOV 19	PEC Emergent (Zoom)
	NOV 23	PD ESO Shortlisting (Zoom)
	NOV 24	Rocky View CSR (Zoom)
	NOV 25	Provincial POLEC (SARO)
	NOV 25/26	PDAC (Calgary)
	NOV 29	Foothills Executive (Zoom)
	NOV 30	PD ESO Interviews (BH)
	NOV 30	CTF (BH)
DEC 01/02	PEC (BH)	
DEC 01	Phase II Roundtable (BH)	

1. Executive Secretary – The provincial government has recognized that the Association discipline process has been a “good” one in terms of investigations and conduct hearings. The Association is transitioning from prosecuting members to representing them in accordance with the law and natural justice. Members MAY see a new Code of Conduct before Christmas.

2. Government – The Alberta Assessment work plan for 2022/23 focuses on stakeholder collaboration, the provision of meaningful assessment activities, and tasks that align with the new curriculum, and the provision of PD opportunities in person and online (both synchronous and asynchronous sessions).

3. Teacher Employment Services – Teachers are reminded to call the ATA before agreeing to any kind of leave with their jurisdiction. Self-directed PD days are assignable time. Employment Standards Code creates a floor that Collective Agreements can improve upon.

Bargaining Unit General Meetings: Several bargaining units have been discussing the BUGMs, specifically virtual versus in-person. The concerns around the in-person format have related to engagement, safety, and geography. Given the need for bargaining units to ratify initial proposals for this round of local bargaining, this issue has been reviewed and discussed at length. Bargaining units will have the ability to choose either in-person or virtual for their BUGMs, whichever best meets the needs, realities, and context for their teachers. The use of hybrid meetings has significant challenge and are not something that can be easily supported. As

BUGMs are tied to the labour relations constructs, it is important that the representative of the bargaining agent (RBA) be able to manage the environment and be confident in the delivery.

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>

4. Professional Development – The Association’s *land acknowledgements* have been updated to reflect the original names of Indigenous Peoples, communities, and nations. Additional information has been included in the suggested guidelines to increase the deeper meaning, understanding, and pronunciation of land acknowledgements. The updated versions of the land acknowledgements will be available on teachers.ab.ca > Professional Development > Indigenous Education and Walking Together > Land Acknowledgements. An accompanying video and audio recordings to support pronunciations within the updated land acknowledgements will be released in the new year.

Meeting for Presidents, Treasurers, Editors and Communication Directors of Specialist Councils: The annual meeting for Specialist Council executives will be held from 0900–1600 on 2023 01 27 at Barnett House. This year, plenary sessions will focus on council renewal and recruitment, and role-specific sessions will be offered for council presidents, treasurers, editors, and social media/communications officers.

Preservice Carousels Two specialist council preservice “carousel” events will be held this year on 2023 01 21 at Mount Royal University in Calgary and on 2023 01 28 at Barnett House in Edmonton. Breakout sessions will be provided by a combination of specialist council executives, staff, and association instructors. All councils will be able to operate display tables at each event so they can network with preservice teachers and register them in their councils.

5. Table Officers – dates for the 2023 (ARA) information sessions:

- The Purpose of the Annual Representative Assembly (description of ARA, the resolutions process and how to prepare)—Monday, 2023 04 24, 1900–2030
- ARA Rules of Procedure—Monday, 2023 05 08, 1900–2030
- Budget/Finance 101—Monday, 2023 05 15, 1900–2030

These sessions will be held via Zoom and will include an informational component as well as a question-and-answer period. The links to the sessions will be provided to registered delegates closer to the date of each session. For those who are unable to attend, the live sessions will be recorded and posted in the online space dedicated to ARA materials.

2023 Summer Conference Twelve programs will be offered: Local Association Programs Advanced Collective Bargaining, Initiatives in Leadership, Introduction to Collective Bargaining, Local Communications Officers, Local Presidents, Local Program, Professional Development, Convention Association/Specialist Council Programs Convention, Specialist Council—Conference Directors, Specialist Council—Presidents, Association Corps Programs Association Instructors, Professional Development Facilitators

The Indigenous Education PD Facilitators’ Seminar will alternate annually with a land-based learning experience

The **Indigenous Education PD Facilitators corps** would like to annually alternate attendance at the Summer Conference in Banff with a three-day land-based learning experience. This will provide opportunities for Indigenous Education PD Facilitators to partake in both the Association’s Summer Conference and in land-based learning experiences. A three-day land-based learning experience where participants can experience gathering medicine, attending sweat lodge ceremonies, and visiting sacred sites will strengthen their capacity in learning from the land, on the land, and with the land through guidance and support from Indigenous Elders and Knowledge Keepers. The Indigenous Education PD Facilitators corps will attend a three-day land-based learning experience in the summer of 2023 with the dates and location to be determined.

Proposed New Bachelor of Education in Early Years Education Program in the Faculty of Education at the University of Lethbridge: This program will focus on developing the knowledge and skills for teachers to teach in Grades K–3. The fundamental skills of literacy and numeracy will be the main foci within the program. Students will complete courses to qualify for a degree in elementary education. All Education courses must be completed at the University of Lethbridge. Students enrolled in this program may graduate with an additional area of specialization. The proposed program augments the existing offerings within the Faculty of Education and seeks to fill a growing need in the province. There is a recognition that Early Years Education within itself is becoming an increasingly specialized field.

6. Finance –

The current grant-in-aid structure is:

a) 40¢ per kilometre for travel by automobile (effective 2013 09 01)

b) \$37.50 per day for subsistence (effective 2017 09 01)

c) \$130 per night for accommodation (effective 2019 09 01)

The grant-in-aid structure is designed to reimburse locals in a range of 60 to 80% of actual costs incurred.

With the adjustment to \$130 per night for accommodation in 2019, the present grant-in-aid structure is within that range. Overall, there are three factors considered in arriving at the decision. First, while inflation continues to be an important concern, there are at least initial indicators of it perhaps having peaked.

Furthermore, at the current rates, The Association continues to operate within the acceptable range of 60 to 80%. Finally, the average surpluses held by Locals are also relevant.

There will be no increase to the grant-in-aid rates for 2023/24.

The **Project Charter** for the next phase of the website project has been completed, focusing on finishing work that did not get completed in phase one and migrating content from the legacy site to the new one. Foundational components will also be developed to provide member portal functionality that will come in the next phase.

7. 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. He has reached out to Premier Smith to set up a meeting. He does have a meeting scheduled with Ms LaGrange, which will be the first scheduled since February 2021!

8. Curriculum – Smaller divisions do not have the capacity to create their own **resources**, so they are purchasing resources from other providers, with a shift from print to digital. Disparity is huge, big boards have time, support and access; this has created an uneven curriculum implementation space. Teachers are spending an average of \$100 to \$300 out of their pockets for materials/resources.

Collegiate school models being discussed more. In this model, trades people will teach the course without a certificated teacher in the room at all.

Implementation Plan: The 2023/24 school year includes the implementation of: English Language Arts and Literature (4–6), Mathematics (4–6), Fine Arts (K–3), Science (K–3), Français langue première et littérature (K–3) and French Immersion Language Arts and Literature (K–3). The 2024/25 school year includes the implementation of: Fine Arts (4–6), Science (4–6), Français langue première et littérature (4–6), French Immersion Language Arts and Literature (4–6) and Social Studies (K–6).

LearnAlberta Website The website provides Alberta’s teachers and system leaders a quick overview of how to start engaging with the curriculum, learning and teaching resources and how to use the teacher planning tools

(Boards) <https://www.learnalberta.ca/>. The Curriculum Implementation Information Hub on the New LearnAlberta site has other resources to help teachers understand the new curriculum. Videos about each subject are available in the on-demand professional learning section. The bridging documents provide information to support the transition of the three subjects being implemented this year. The new LearnAlberta site is where teachers can access new and existing curriculum.

<https://curriculum.learnalberta.ca/curriculum/en/c/laneng2>. When looking at the digital version of the curriculum one will see a small “i” in a circle in the right-hand corner of each learning outcome. When one clicks on this link, it will take one to a flyout where one can see the Knowledge, Understanding and Skills & Procedures, Alberta Education resources and the progressions that fit with that organizing idea, guiding question and learning outcome. This may be another helpful support to teachers as they are planning and resourcing for specific learning outcomes.

Association Curriculum Supports and Services: specialist councils and teachers’ conventions are great resources for supports. A list of Association Conferences/Events: teachers’ conventions, specialist council, school leader and substitute teachers’ events can be viewed on the ATA PD Sched site at:

<https://atapd.sched.com>

9. Strategic Planning – Roundtable discussions will be held from November 2022 to February 2023 as part of Phase II of the election readiness plan. Phase II emerged from resolution 3-27/22, adopted by the 2022 Annual Representative Assembly, which calls on the Association to “initiate a broadly based, outwardfacing program of research, expert consultation, public dialogue and member outreach to examine the academic, social and emotional challenges facing students in the postpandemic period with the objective of identifying potential education policy responses to improve student well-being and success.”

10. Women in Leadership – The Speaker Series will continue virtually. The 2023 Summit will return to an in-person format. The theme of the Summit is Leaders in Learning. Keynotes will focus on brain research, post-covid trauma and diversity, equity and human rights. Grants-in-aid will be available to one registrant per local. The cap on attendance is limited only by the capacity of the Barnett House Auditorium.

Reid, E. (2023). *Secrets of the Sprakkar: Iceland's extraordinary women and how they are changing the world*. Naperville: Sourcebooks Inc.

11. School Leaders Issues and Concerns (SLICC)

Upcoming events include:

- 2023 01 25—LeadMeet, Calgary
- 2023 01 26—LeadMeet, Edmonton
- uLead 2023 The Summit of Educational Leadership (<https://www.ulead.ca/>)
 - 2023 04 15—uLead Pre-Conference Full-Day Workshops: Women in Leadership and Indigenous stream
 - 2023 04 16–18—uLead The Summit of Educational Leadership, Banff
 - 2023 04 18—CSL AGM, Banff

CAP Journal Call for Articles Please share this request with anyone who you feel may be interested in publishing an article. 2023 Winter—Changing Role for School Leaders—Strategies for Principal Teachers 2023 Spring—Helping Students and Staff Navigating Social Media (What is Fake News, Why Is Society Angry?) **Deadline for the Winter 2023 CAP Journal is Tuesday, 2022 12 20.**

12. Benefits, Insurance, Pension – AIMCo, ATRF’s investment manager, has informed ATRF that they do not hold any active or direct investments in any cryptocurrencies or crypto-related assets on behalf of ATRF or any other AIMCo client. AIMCo also says exposures through passive investment vehicles or external fund investments are virtually nil. In short, ATRF has no material exposure to FTX and the overall exposure to crypto and crypto-related assets is immaterial.

13. Political Engagement – What are your hopes for Alberta’s children and our public schools, so that they can thrive now and into the future? On the registration page for the roundtables (<https://standforeducation.ca>) an advance opportunity for individuals/groups to submit a response to the guiding question will be made available. The addition of an online submission process to the guiding questions also allows those unable to attend the discussions to provide their input and considerations. Election Readiness Plan: Seven roundtable events are taking place as part of Phase 2 of the Stand for Education campaign. Taking place this winter are four in-person roundtables in Edmonton, Calgary, Grande Prairie and Medicine Hat plus three virtual sessions. These will be organized provincially. Locals have received training in how to facilitate their own focus group/round tables and many have indicated they plan to take this on. The Association has hired two mobilizers to assist with this work and additional work that will take place up to the next provincial election.

Interested in running in the 2023 PEC Election?

<https://legacy.teachers.ab.ca/News%20Room/Campaigns/PEC-Elections/Pages/index.aspx>

Indigenous Education: The National Centre for Collaboration – <https://www.nccie.ca/>

Visit the ATA Library for books, classroom resources, and digital sources: <http://library.teachers.ab.ca/Presto>

Alberta Curriculum Analysis 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/StandforEducation.ca>

Check your profile (and win)!

It's been an eventful year in public education news, and there's no sign of it slowing down. We want to make sure that we can contact you about important developments.

Please take a few minutes to log in to your account and make sure your contact information is correct. You could win one of three cash prizes of \$1,000!

How do I win?

You must log in and check your contact information OR create your online account between November 14 and December 16, 2022

How the contest works

Three names will be drawn shortly after the survey closes via a random number generator.

How do I check my profile?

Log into your ATA Online Account. (Need an account? [Here's how to get one](https://legacy.teachers.ab.ca/News%20Room/WebExtras/Pages/Online-ATA-Accounts-(Setup-Instructions).aspx) [https://legacy.teachers.ab.ca/News%20Room/WebExtras/Pages/Online-ATA-Accounts-\(Setup-Instructions\).aspx](https://legacy.teachers.ab.ca/News%20Room/WebExtras/Pages/Online-ATA-Accounts-(Setup-Instructions).aspx))

Why do I need to keep my profile up-to-date?

The Members Only area of the Association website is restricted and not accessible to the public. It's also where we post bargaining updates, where you vote on provincial collective agreements and in ATA elections. If you have a membership, you can use the library's services and have access to talking points about major issues facing Alberta public education. For more information, please check out: [Six great reasons to have an online ATA account](https://legacy.teachers.ab.ca/For%20Members/Online%20ATA%20Account/Pages/Six-great-reasons-to-get-your-Online-ATA-Account.aspx).

<https://legacy.teachers.ab.ca/For%20Members/Online%20ATA%20Account/Pages/Six-great-reasons-to-get-your-Online-ATA-Account.aspx>

ALBERTA CLASSROOMS

PULSE RESEARCH - FALL 2022*



TOP THREE COMPLEXITIES

- **1** SOCIAL/EMOTIONAL
- **2** COGNITIVE
- **3** BEHAVIOURAL



85%

Of teachers have seen a dramatic increase in the **COMPLEXITY + DIVERSITY OF STUDENT NEEDS** this year!



56%

Of teachers report a decline in support for students with special needs.



UNREASONABLE WAIT TIMES for speech, occupational therapy, physical therapy, psycho-educational assessments for students!

TEACHER'S VOICE

I teach Grade 3. I have one student that has been diagnosed with autism and a student with severe behaviour. Three of my students are reading at a beginning of Grade One level. One student moved from another country and had no schooling or English before last year. I have 7 English Language Learners who are at least one grade behind in reading and writing.

6 MONTHS to "NEVER"

Alberta Commission on Learning Recommendations (Circa 2003)

“**Class composition** should be considered by schools in setting class size.

“**Generally, classes with special needs students**, students whose first language is not English, and vulnerable and at-risk students should be smaller than the suggested guideline.

“**Classes should also be smaller** in cases where there are safety considerations such as vocational classes.

MORAL ⚡ DISTRESS

“When one knows the right thing to do, but institutional constraints make it nearly impossible to pursue the right course of action.”

Jameton, A. 1984. *Nursing Practice: The Ethical Issues*. Englewood Cliffs, NJ: Prentice Hall.

Further information about the Association's research is available from Dr Philip McRae at the Alberta Teachers' Association; e-mail: research@ata.ab.ca.

*Pulse Rapid Research Study - September 29 to October 11, 2022
Highly Representative Random Stratified Sample - Margin of Error +/- 2.8% (19 times out of 20)



The Alberta Teachers' Association

ALBERTA CLASS SIZES

CLASS SIZE MATTERS ⚡

“Class size doesn't matter unless you're one of too many kids or the only teacher. When people say class size doesn't matter, they are talking about other people's children.”

~Joe Bower 1978–2016

PULSE RESEARCH - FALL 2022*



64% + 4 in 10

Of Alberta teachers have seen **INCREASED CLASS SIZES** this year!

Alberta teachers have over **33+ STUDENTS**

LARGEST CLASS SIZES:

- 1 Elementary (Grades 4 to 6)
- 2 High-school Science
- 3 Junior High Math

SCHOOL LEADER'S VOICE

“Our classes size and complexity continue to increase and our supports decrease! [This year] class sizes for grade 7 increased from 25 to 35 students with increased complexity of student needs from behavioural to more significant identified exceptionalities.”

Alberta Commission on Learning Recommendations (Circa 2003)

“Establish and implement province-wide guidelines for average class sizes across school jurisdictions.”

Junior kindergarten to grade 3
17 STUDENTS

Grades 4 to 6
23 STUDENTS

Grades 7 to 9
25 STUDENTS

Grades 10 to 12
27 STUDENTS

Further information about the Association's research is available from Dr Philip McRae at the Alberta Teachers' Association; e-mail: research@ata.ab.ca.

* Pulse Rapid Research Study - September 29 to October 11, 2022
Highly Representative Random Stratified Sample (n=1085 teachers 165 school leaders)
Margin of Error +/- 2.8% (19 times out of 20)



The Alberta Teachers' Association