



## DR Report for Calgary District – October 2022

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<p><b>Guidelines for attendance of meetings for District Representatives as approved by ARA</b>          “28.6 The following shall be observed as the appropriate order of priority among Council member assignments:</p> <ol style="list-style-type: none"> <li>1. Council Meetings</li> <li>2. Provincial Committee Meetings</li> <li>3. Assigned Representation Functions</li> <li>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</li> <li>5. Local Association Meetings</li> <li>6. Specialist Council Liaison Assignments</li> <li>7. Teacher Convention Association Meetings</li> <li>8. Area Conferences</li> <li>9. Consultants Meetings</li> </ol> <p>(1981 12, 2006 04)”</p>	<b>October District Representative Activities</b>	
	<b>OCT 04</b>	Christ the Redeemer Induction (Brooks)
	<b>OCT 05</b>	Rocky View POLEC (Calgary)
	<b>OCT 06</b>	Rally Update (Zoom)
	<b>OCT 07</b>	Indigenous Advisory Circle (Edmonton)
	<b>OCT 11</b>	Foothills TW (Zoom)
	<b>OCT 11</b>	Indigenous Education Specialist Council (Zoom)
	<b>OCT 12</b>	Christ the Redeemer Executive (Zoom)
	<b>OCT 13</b>	Rally Update (Zoom)
	<b>OCT 20/21</b>	PEC (Edmonton)
	<b>OCT 21/22</b>	Local Presidents (Edmonton)
	<b>OCT 22</b>	Stand for Public Education Rally (Edmonton)
	<b>OCT 24</b>	Rocky View TW (Calgary)
	<b>OCT 25</b>	Foothills Executive (Okotoks)
<b>OCT 26</b>	Canadian Rockies CSR (Banff)	
<b>OCT 27</b>	Rocky View CSR (Zoom)	

**1. Executive Secretary** – Interim policies concerning Association representation of teachers in matters relating to professional conduct and practice have been approved by PEC and will be brought to 2023 ARA. Association staff have been engaged with teacher organizations, notably in BC and Ontario, to determine what policies might be implemented in response to the coming into force of Bill 15, Education (Reforming Teacher Profession Discipline) Amendment Act, 2022, and associated changes to professional regulatory processes relating to conduct and practice. These unions provide representation, albeit subject to limitations, as part of their core service. For the Alberta Teachers’ Association, doing likewise will be a significant departure from almost 85 years of practice during which the Association’s role was to uphold conduct standards and prosecute members who behaved unprofessionally. Complicating the Association’s task is the large number of unresolved questions concerning the operation of the commissioner’s processes. Although staff have been in contact with government to make sense of the convoluted legislative and regulatory regime being implemented and to manage the transition of individual cases and responsibility to the commissioner, it is still unclear what the Association can expect after 2023 01 01. Despite all this uncertainty, the Association must provide direction to members and to staff with respect to representation of members prior to 2023 01 01. At this point, the direction is necessarily fairly abstract and high level. As government’s intentions and practices become clearer, it will be necessary to develop additional administrative guidelines and processes.

**2. Government** – The feature on anti-Black racism that appeared in the fall 2021 issue of the *ATA Magazine* won first place for “Best Editorial Package” at the 2022 Alberta Magazine Awards, orchestrated by the Alberta Magazine Publishers Association. Alberta teachers Gail-Ann Wilson, Andrew Parker, Rosalind Smith, Jennifer Kelly, Sarah Adomako-Ansah, Maxine Hackett, Kyle Smith, and Stefan Legacy contributed to the feature.

The fall 2022 pulse research study was conducted from 2022 09 29–10 11, attending to such matters as teacher and school leader well-being, class sizes, complexity, the new K–6 curriculum, the effects of COVID-19, awareness and use of Association supports, and members’ career plans for the future. This pulse research study also aimed to gain deeper insights into the effects of changes to education funding in a context of increased testing, diverse student needs and pandemic recovery. Some key findings:

- Members are feeling much less isolated than last year at this time; however, levels of stress and fatigue still remain high
- 65% report increases in their class sizes over last year with the average size being in the mid-30s; teachers report an 86% increase in the complexity of their classrooms, with the top five complexities identified being social/emotional, behavioural, cognitive, linguistic and socioeconomic.
- Respondents who teach K–6 (about 400 rural/urban/suburban teachers) were asked about their level of satisfaction with the new programs of study and reported the following: K–3 Mathematics Dissatisfied 58% Satisfied 14%, K–3 English Language Arts and Literature Dissatisfied 43% Satisfied 21%, K–6 Physical Education and Wellness Dissatisfied 60% Satisfied 15% ; 72% of respondents report that they did not have the teaching and learning resources for the new curriculum necessary for a successful start in September 2022, the majority of teachers report spending their own personal funds to acquire resources for the new curriculum, and 78% of respondents did not feel they had the curriculum in-servicing and planning time required to successfully implement the new K–6 curriculum by September 2022.
- Effects of COVID-19: 84% of teachers report students having gaps in their understanding of curriculum, while 86% of teachers report students in their classrooms are generally struggling with learning.

**3. Teacher Employment Services** – Teachers are reminded to call the ATA before agreeing to any kind of leave with their jurisdiction. Teachers experiencing violence while at school have OH&S protocols to follow but may also seek help outside of the school community.

Staff officers in Teacher Employment Services (TES) are meeting with their bargaining units to prepare for 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>

**4. 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.

**5. Table Officers** – The Association needs to ensure that it has up-to-date contact information for members, including a personal email address, and up-to-date phone numbers for telephone town halls and various polling that the Association conducts. With a PEC election being held in March of 2023, it is imperative that members have updated their profile, so they are able to vote. Last election, Association staff were inundated with members who waited until the last minute to update or create their profile. There is no way of knowing how many members attempted to vote and, when they were not able to because of profile issues, just gave up. In order to encourage members to verify their profile, update if needed, or create a profile well in advance of the PEC election, a communications plan has been developed that includes social media, videos, web material and a contest. All members who ensure they have an up-to-date profile will be entered to win one of three \$1,000.00 prizes. The contest will run from 2022 10 17 to 2022 12 16.

Roundtable Discussions – Phase II of Election Readiness Plan. The purpose of this project is to advance and promote a hopeful vision for public education in Alberta in a rapidly changing society. These roundtable discussions will be used as an opportunity to unearth the diversity of students’ academic, social, and emotional challenges in pandemic recovery, and, in doing so, assert the teaching profession’s credibility in relation to our defined expertise in the learning sciences. Phase II will run NOV-FEB.

**6. CTBC** - The Central Table Bargaining Committee (CTBC) sent out compensation letters to each school division with the new teacher compensation rates. A Worth Knowing entitled “check your pay statement” has been sent out. Bill 85 stipulates all teachers will require a criminal record check every 16 months. The compliance on the checks commenced 2022 09 01.

The Collective Bargaining Conference (CBC) will be held 2022 11 18–19 in Edmonton. As in the past, release time will be paid for Friday, 2022 11 18 for three in-person delegates only per bargaining unit.

**7. Professional Development** – The Fall Professional Development Area Conference will be held at the Glenmore Inn & Convention Centre in Calgary, 2022 11 25(eve)–26. The normal updates and skill sessions will be provided.

Eight of the twelve three-minute, closed-captioned videos in the Beginning Teachers’ Video series are posted on the Association website under the “Beginning Teachers” section of the “Teaching Career” menu. Current titles include: What is the ATA, Certification, Types of Teaching Contracts, Your Teaching Contract and Collective Agreement, Professional Growth Plans, Teacher Qualification Services, Teacher Supervision, and Evaluation. The next 4 videos are in production: Health Benefits in Your Collective Agreement, ATA PD Resources, The Role of ATA Locals, and ATA Policy Beliefs

There are currently two Executive Staff Officer vacancies in the PD program area. The jobs openings will be posted on NOV 2, application deadline NOV 16, interviews NOV 30.

<https://legacy.teachers.ab.ca/About%20the%20ATA/Careers%20at%20ATA/Pages/Index.aspx>

**8. Public Facing Teacher Registry** – The Association has requested that the Privacy Commissioner of Alberta launch an investigation under Section 53 of the Freedom of Information and Protection of Privacy Act.

This registry is having a negative impact on trans and non-binary teachers; female teachers are also impacted as the registry lists all names the individual has gone by, thereby possibly “outing” an individual. While individuals can apply to the Minister for exemption, this again impacts the individual as part of the process is submitting documentation proving validity of the risk it would impose on the teacher. It is recommended members contact Teacher Employment Services, as well as Dr M Shane, Privacy Officer, for additional support.

**9. DEHR** – The first meeting of the Status of Racialized Teachers Working Group is OCT 26 at Barnett House, with three further dates scheduled this school year. The ATA GSA is hosting monthly virtual meetings – seven locals are actively participating and have committed to hosting one monthly meeting each. A dedicated email address (atagsa@ata.ab.ca) was created to ensure a high level of confidentiality for teacher members and invited guests who wish to join the mailing list.

**As one means to support Ukrainian refugee students and teachers, the publication “Supporting the Mental Health of Alberta’s Refugee Students” was sent in School Mailing #1.**

**10. Indigenous Education** – An Indigenous song for the Association is being crafted. Many First Nations, Métis, and Inuit songs are a traditional way to offer prayer, gratitude, and a symbol of respect. Often songs are respectfully gifted or transferred to individuals, families, and communities through appropriate protocols. Respecting and offering the appropriate cultural protocol for an honour song from a local First Nation drum carrier will be a gift and reminder of the Association’s commitment to advancing truth and reconciliation.

**11. Substitute Teachers** – Local substitute teacher chairs are being asked to gather information with regard to hiring and management of substitute teacher lists/rosters. The purpose of this is to get clarification on the hiring process, retention requirements, and updating practices of these lists.

**12. Benefits, Insurance, Pension** – The ATRF Board determines the types and amounts of risk that are appropriate to keep the plan sustainable and affordable. Within these determinations, ATRF monitors the asset classes in the fund and their proportion. They also allow a certain degree of latitude of the investment manager to implement the investment policy. The portfolio must add value to the plan. ATRF ensures the portfolio is consistent with investment policy. AIMCo manages the asset classes and chooses the individual securities to add value. However, ATRF is responsible for plan success and accountable to sponsors and contributors if investments fail to meet expectations. AIMCo needs to put ATRF policy into action and requires AIMCo to respect investment policy in various areas: 1) in efficiency in operations and in risk; 2) in market access and the ability to access a broad set of investment opportunities in an efficient manner; 3) in understanding of what leads to pension success; in alignment (as AIMCo’s success should be aligned with ATRF’s); and, 4) in clarity where reporting should be relevant, concise, and correct. AIMCo does not see ATRF as the typical client as ATRF personnel have deep investment expertise and direct experience running investment management operations; they hold assets that are segregated from other AIMCo clients and will remain so for years; and they have clear ideas on how to evolve in the years ahead. ATRF has a comprehensive, board-approved ATRF Third Party Risk Management Framework that involves vendor engagement, operational management assessment, compliance monitoring, and assurance. They build upon direct dialogue with AIMCo, receive AIMCo reporting, and review third party reporting. ATRF states that they will never let a relevant question go unasked and endeavor to improve the system with each conversation. Periodic meetings are held with board chairs of AIMCo, ATRF, and other public sector pension clients and at least monthly dialogue between ATRF and AIMCo chief executive officers. ***ATRF believes that the ATRF–AIMCo relationship is heading in the right direction***

**13. CAPEC** – There is a need to increase applications to the Community Relations Grant, as the grant and the supplement for activities promoting mental health saw little uptake during the pandemic. The Association will explore ways to enhance the application process and encourage applications. Ad campaigns to be directed at the general public (not just teachers) to stress the importance of public education and why it must be an important election issue.

**14. POLEC** – **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.

**Interested in running in the 2023 PEC Election?**

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

**Alberta Curriculum Analysis** [https://alberta-curriculum-](https://alberta-curriculum-analysis.ca/general/?fbclid=IwAR1Gfygxlcfh9qwwwxAE9ITMLro5ZsM-oCYIU3Xck8VERoG618tEz9HFKbg)

[analysis.ca/general/?fbclid=IwAR1Gfygxlcfh9qwwwxAE9ITMLro5ZsM-oCYIU3Xck8VERoG618tEz9HFKbg](https://alberta-curriculum-analysis.ca/general/?fbclid=IwAR1Gfygxlcfh9qwwwxAE9ITMLro5ZsM-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>

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