



The Alberta Teachers' Association

ATA CENTRAL EAST DISTRICT REPORT

by Murray Lalonde
District Representative

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Transfer of Teacher Discipline and Competency to GoA - Through Bill 15, the Government of Alberta (GoA) will be taking control of teacher discipline and competency functions on January 1, 2023. The new Code of Professional Conduct was released earlier today. **Teachers will need to know this new code before going back to school in the new year.** I have attached the new Code and the ATA's reaction to the end of this report.

Local Table Bargaining - Many ATA Locals have surveyed their members and are at the Bargaining Unit General Meeting (BUGM) portion of Local Table Bargaining. Several bargaining units have been discussing the format for 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 (BUs) to ratify initial proposals for this round of local bargaining, this issue has been reviewed and discussed at length. **Please watch for your Local's bargaining announcements and attend your BUGMs to have your say on your collective agreement.**

Land Acknowledgement Update - 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.

Staff will release an accompanying video and audio recordings to support pronunciations within the updated land acknowledgements in the new year.

Concerns? Questions?
Call or text: (780) 656-5952
email: murray.lalonde@ata.ab.ca
Website: bit.ly/molalo29

www.teachers.ab.ca
alberta-curriculum-analysis.ca
www.ibelieveinpubliced.ca

standforeducation.ca
[#ISTandWithAbTeachers](https://twitter.com/ISTandWithAbTeachers)

Annual Representatives' Assembly 2023 - In order to assist locals with planning, dates for the 2023 Annual Representative Assembly (ARA) information sessions have been considered by Table Officers Committee. Since these sessions started, the same date ranges and topics have been used and seem to work well for delegates.

- The Purpose of the Annual Representative Assembly (description of ARA, the resolutions process and how to prepare)—Monday, 2023 04 24, 7:00 - 8:30 pm
- ARA Rules of Procedure—Monday, 2023 05 08, 7:00 - 8:30 pm
- Budget/Finance 101—Monday, 2023 05 15, 7:00 - 8:30 pm

Stand For Education - A debrief of the rally was held, at which all agreed that the rally had achieved its objectives: To portray the Association as leading the advocacy for public education; To send a clear message to all political parties about the need to commit to a positive vision of public education; To unite teachers, parents and other partner organizations in support of public education; To provide an opportunity to celebrate; To kick off the campaign leading up to the election. The rally was truly a team effort: everyone pulled together.

Phase 2 is now in full gear as our first in-person roundtable discussion was held in Edmonton on Thursday, Dec 1st. Teachers, school leaders, board members, parents, community members, and one MLA attended and made the evening a success.

New Curriculum - 46 school authorities are piloting science, with 976 teachers working on the pilot all together. Some have chosen to pilot the whole curriculum; some have selected to pilot what they have already done and some have elected to not pilot what they find problematic.

- The pilot is more flexible, allowing teachers to participate if they agree to pilot a minimum of two outcomes. The pilot goes all year; however, the intake of feedback stops at the end of January. Alberta Education has stated that they will continue to take feedback in an unofficial way after January.
- 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.
- Government has opened resource selection. This will create issues as teachers source items. Copyright may be a concern.
- 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.

Curriculum 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/>.

Implementation Realities - 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.

Curriculum Resources - 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/>.

Strategic Planning Grant - strategic planning grants provide subgroups with up to \$2,000 each to offset the costs of organizing strategic planning activities to discuss plans and set long-term goals. In considering the applications, the Strategic Planning Group takes into account such factors as previous strategic planning efforts, indication of working with other subgroups and alignment with the provincial strategic framework. If a subgroup needs assistance with their application, please contact Dr. Philip McRae (philip.mcrae@ata.ab.ca). The deadline for the next round of applications is 2023 01 15.

Notice of Upcoming Events for Administrators - School leaders are encouraged to visit tiny.cc/ATALeadersPD

- Leadership Essentials for School Leaders (Edmonton, 2022 11 20–22)
- Women In Leadership Speaker Series (2022 10 17, 2022 11 28 and 2023 01 23)
- Virtual School Leaders Speaker Series (2022 11 30, 2023 01 24 and 2023 03 22)
- Women in Leadership Symposium (Edmonton, 2023 03 10-11)
- Council for School Leadership uLead Conference (Banff, 2023 04 15–18 with preconference and post-conference workshops). Discount codes available for ATA members “ATAmbr”

o Committee members are encouraged to share this discount code with any active members.

o Only 1,000 rooms at the Banff hotel are available, so participants are encouraged to book their rooms as soon as possible.

My DR Calendar

December

1-2 - Provincial Executive Council
1 - Lakeland Catholic Local Council
3 - ESTCA Council
5 - Indigenous Education Committee
7 - Middle Years Council
8 - Battle River Executive
8 - Battle River Induction
9 - Indigenous Advisory Circle
12 - Aspen View BUGM (Bargaining Unit General Meeting)
13 - Buffalo Trail BUGM
13 - Greater St Paul Local Council

January

11 - Battle River Executive
13 - Benefits, Insurance, and Pension Committee
16 - Northern Lights Local
18 - Northern Lights BUGM
18 - ESTCA
19 - Provincial Executive Council
20 - Provincial Executive Council
23 - Park Plains East Executive
25 - Park Plains East Local Council
26 - Battle River Local Council

In whichever way you celebrate the upcoming holidays, I hope you are able to rest, recover, and spend good times with loved ones.



Check your ATA profile and win! Do this by Dec 16 to enter your name for a chance at 1 of 3 prizes of \$1000!

www.teachers.ab.ca/news/check-your-profile-and-win



Code of Professional Conduct for Teachers and Teacher Leaders

This document shows the contents of Schedule 1.1 of the Practice Review of Teachers and Teacher Leaders Regulation.

Definitions

1 In this Regulation,

- (c) “ideological advantage” means perspectives taught to students in a biased manner with the intent to take advantage of a student’s uninformed or under-informed opinions, but does not include programs of study established under the Act;
- (d) “student”, for the purposes of the code of professional conduct referred to in section 225.5 of the Act, includes a child enrolled in an early childhood services program.

Preamble

This code of professional conduct for teachers and teacher leaders is established in accordance with section 1.1 of this Regulation.

This code does not prejudicially affect any right or privilege guaranteed by the *Canadian Charter of Rights and Freedoms* or any constitutionally protected religious instruction right or privilege under section 93 of the *Constitution Act, 1867*.

Teachers and teacher leaders shall comply with this code.

Sections 225.4, 225.5, 225.91 and other sections of the Act provide the legal framework for this code, including mandatory compliance and procedures for alleged non-compliance.

Conduct that does not comply with this code constitutes unprofessional conduct in accordance with the Act.

Any person may make a complaint pursuant to the Act about alleged unprofessional conduct of a teacher or teacher leader, which may result in disciplinary action impacting a teacher’s or teacher leader’s suitability to hold a certificate.

Unprofessional conduct and professional incompetence are defined separately in the Act. This code does not apply for the purposes of determining professional incompetence.

The Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard establish professional development requirements for teachers and teacher leaders.

This code applies to the conduct of an individual teacher or teacher leader. Matters pertaining to the administration of school authorities are subject to applicable legislation.

The conduct of teachers and teacher leaders, both on and off duty, bears directly on the community’s perception of the ability of teachers and teacher leaders to fulfill their unique position of trust and influence. Society and the school community hold teachers and teacher leaders to a high standard of conduct. Teachers and teacher leaders are accountable for their conduct, on and off duty, and are expected to conduct themselves with due regard to the honour, dignity, welfare, rights and best interests of students and the teaching profession.

Professional Conduct Requirements

1 In relation to students,

- (a) the teacher or teacher leader shall respect the dignity and rights of all students and persons without prejudice as to the prohibited grounds of discrimination set out in the *Alberta Human Rights Act* and with regard to rights as provided for in the *Canadian Charter of Rights and Freedoms*, and be considerate of the circumstances of students and persons.
- (b) the teacher or teacher leader is required to demonstrate a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging, which students are entitled to under the Act.
- (c) the teacher or teacher leader shall teach or lead in a manner that does not intentionally contravene applicable
 - (i) legislation, and
 - (ii) policies of Alberta Education
- (d) the teacher or teacher leader shall not
 - (i) intentionally harm or abuse a student verbally, psychologically or emotionally, or
 - (ii) harm or abuse a student physically or sexually.
- (e) the teacher or teacher leader shall not
 - (i) intentionally engage in an illegal activity or other activities that may cause a student to be put at or to remain at risk of harm or abuse, or
 - (ii) knowingly encourage or enable a student to engage in an illegal activity or other activities that may cause a student to be put at or to remain at risk of harm or abuse.
- (f) the teacher or teacher leader shall not disclose information received about a student in confidence or in the course of performing the teacher's or teacher leader's professional duties except
 - (i) as required by law, or
 - (ii) where
 - (A) in the teacher's or teacher leader's judgment, it would be in the best interests of the student to disclose the information, and
 - (B) the disclosure of the information is permitted by law.
- (g) the teacher or teacher leader shall not
 - (i) accept pay for tutoring a student in any subjects in which the teacher or teacher leader is responsible for giving classroom instruction to that student, but may provide tutoring to other students not in the teacher's or teacher leader's charge, subject to local school policy,
 - (ii) take advantage of a professional position to profit from the sale of goods or services to or for students in the teacher's or teacher leader's charge, or
 - (iii) while in a position of authority, teach or lead in a manner that exploits the teacher's or teacher leader's relationship with students for ideological advantage, material advantage or other advantage.

- (h) the teacher or teacher leader may delegate specific and limited aspects of instructional activity to non-certificated personnel, provided that the teacher or teacher leader supervises such activity.

2 In relation to parents of students, the teacher or teacher leader shall

- (a) respect parents and be considerate of their circumstances,
- (b) treat information received from and about parents with discretion,
- (c) be respectful in communications with and about parents, and
- (d) not discuss other students except where the matters being discussed are relevant to their child and then only to the extent that, in the teacher's or teacher leader's judgment, is necessary.

3 In relation to colleagues, the teacher or teacher leader shall

- (a) not undermine the confidence of students in other teachers or teacher leaders,
- (b) not criticize the professional competence or professional reputation of another teacher or teacher leader, except
 - (i) in confidence to appropriate officials, or
 - (ii) in making a complaint about the alleged unprofessional conduct or alleged professional incompetence of a teacher or teacher leader under the Act,
- (c) not take any steps to pursue the discipline or dismissal of another teacher or teacher leader because of animosity or for personal advantage, and
- (d) in addition to other reporting required by law, report to the Commissioner the conduct of another teacher or teacher leader who is alleged to cause or have caused psychological, emotional, physical or sexual harm or abuse to a student.

4 In relation to the teaching profession, the teacher or teacher leader shall

- (a) behave in a manner that maintains the honour and dignity of the profession, and
- (b) not engage in activities that adversely affect the quality of the teacher's or teacher leader's professional service.



News Release

The Alberta Teachers' Association

Release Date 2022 12 07

Government releases new code of conduct. Questions remain about discipline process.

The government's Code of Professional Conduct for Teachers and Teacher Leaders released earlier today responds to many concerns and suggestions that were raised by the Alberta Teachers' Association (ATA); however, aspects of its interpretation and administration still require clarification.

"We have been awaiting the new teacher code of professional conduct since Bill 15, the *Education (Reforming Teacher Profession Discipline) Amendment Act*, was passed in the legislature over six months ago. This foundational document provides a standard for every certificated teacher and teacher leader in the province, applying not only to members of the Alberta Teachers' Association, but to those in central office roles and in private and charter schools."

Jason Schilling, president of the ATA

Teachers will be pleased that the code directly references the Canadian Charter of Rights and Freedoms and the *Alberta Human Rights Act*, ensuring that students, staff and other persons will be protected from discrimination on all protected grounds.

"This will be particularly welcomed by those whose have previously questioned the government's commitment to ensuring that all the province's schools are safe places for all gender minorities."

Jason Schilling, president of the ATA

The Association notes that the government stepped back from some initial proposals that would have confused issues of conduct with issues relating to practice and employment. At the same time, the code contains some novel concepts that are potentially problematic and whose meaning and practical application will become clear only over the course of time, such as a provision preventing teachers from taking "ideological advantage" of students.

-more-

Please direct all media inquiries to:

Mark Milne, Media Liaison, Alberta Teachers' Association

11010-142 St, Edmonton, Alberta T5N 2R1

C: 780-905-0014 T: 780-447-9462

Mark.milne@ata.ab.ca www.teachers.ab.ca

There also remains considerable uncertainty about how the government's enforcement of its code will proceed, and teachers remain concerned, as should all Albertans, about previously legislated provisions that give the minister of education the ability to overrule findings and penalties imposed by hearing committees charged with enforcing the code.

“As long as the minister can meddle in the application of the code, its enforcement cannot be described as being at “arm’s length” and independent of political interference.”

Jason Schilling, president of the ATA

The Association will still need time to examine the details of this new code to determine what impact it will have on our members and the teaching profession in just over two weeks' time.

The Alberta Teachers' Association, as the professional organization of teachers, promotes and advances public education, safeguards standards of professional practice and serves as the advocate for its 46,000 members.