

# 2011 **Resolutions Bulletin**

**March 8, 2011**



**The Alberta Teachers' Association**



# RESOLUTIONS BULLETIN

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March 8, 2011

## Resolutions—2011 ARA

This copy of resolutions and their explanatory statements is being mailed to all members of the Association in accordance with Administrative Procedure A.1.4. These are the resolutions submitted in the 2010 calendar year by local associations and by the Provincial Executive Council for the agenda of the 2011 Annual Representative Assembly, to be held at the Westin Hotel, Edmonton, 2011 05 21–23.

Resolutions being submitted by the Provincial Executive Council are so identified, as are resolutions from local associations. The latter have been reviewed by the Resolutions Committee of Council and may have been edited for clarification.

If more than one local has submitted a resolution dealing with the same subject matter, or if the subject matter was included in an executive resolution, a composite resolution incorporating the intent of the similar resolutions has been prepared. If more than one idea was included in a resolution, the Resolutions Committee may have separated it into two or more resolutions. Local associations are reminded that their representatives have the right to ask that the original resolution, as submitted under declaration, be read when a resolution covering the same matter or concept is before the Annual Representative Assembly. Local associations should be aware that Bylaw 30 requires that resolutions or bylaws involving the expenditure of money of the Association be referred to the Provincial Executive Council for

recommendation or report before being presented to the Annual Representative Assembly. The Resolutions Committee may have assigned a classification that appears to be more consistent with the intent and wording of the resolution than the classification proposed by a local. Locals desiring to have the original classification may make a reclassification motion.

Administrative Procedure A.1.5 provides that Council shall refer resolutions on matters of concern to Association committees for study and report and, after considering the report of a committee, shall take action that is consistent with established policy or make such recommendations as it deems proper.

The explanatory note for each resolution is that supplied by the local association or by the Provincial Executive Council, as the case may be. Resolutions that have financial implications have been costed by the Finance Committee and an estimate of the cost of implementation is included parenthetically. When reference is made in a resolution to existing Association policy, such policy is printed beneath the explanatory note. In cases in which a resolution is amending existing policy, such policy is printed beneath the explanatory note with words in the current policy to be deleted placed in brackets and crossed out, new wordings and/or additions are shown in boldfaced type and are underscored. The *ARA Handbook* does not include a policy section.

In accordance with Administrative Procedure A.1.3, long-range policy

statements classified as working conditions for professional service; and professional development have been scheduled by Provincial Executive Council for review by the 2011 Annual Representative Assembly. Council has submitted a number of resolutions dealing with these policies. Policy statements in these sections not specifically dealt with by way of amendment or deletion will be shown as continuing and will show 2011 as the date of review.

The terms “delete,” “transfer to non-active policy” and “policy achieved” may be employed in resolutions and in notes in the report of the Resolutions Committee (*Resolutions Bulletin*) from time to time. They are used in the following way—

1. A resolution to delete indicates that (a) the policy is redundant, (b) the Association no longer believes the policy direction is correct, or (c) the policy addresses a program or situation that no longer exists.
2. A transfer to non-active policy indicates that the policy (a) addresses a situation that does not require constant attention, or (b) is put forward only as need arises, and is removed from the active policy section of the *Members' Handbook*.
3. A transfer to policy achieved indicates that the Association has substantially achieved the policy.

[Note: The Association maintains a record of all transferred policies.]

*The information in the bulletin is for the use of members of the Association only.*

## Curriculum, Student Assessment and Evaluation

### 1/11 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.3 be reaffirmed.

Note—Provincial achievement tests are inadequate to appropriately assess student learning. Teachers have a professional obligation to accurately assess and diagnose the learning needs of students, as such provincial achievement tests are lacking. This policy is consistent with the Association position on professional accountability.

**1.B.3 BE IT RESOLVED**, that the Alberta Teachers' Association urge its members to refrain from using the provincial achievement test marks as part of their evaluation of students.  
[2002/05/08]

### 2/11 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.9 be reaffirmed.

Note—Association policy stipulates that large-scale evaluations such as the achievement tests be utilized to evaluate the success of the program of studies. Thus, the release of which standards are being consistently achieved is appropriate for considering the success of the program of studies as opposed to individual student achievement. Full-cohort reporting is unfair to schools because students who do not or are unable to write the achievement test are assigned a zero and are deemed to have not met the requirement.

**1.B.9 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education to report on the standards reached only by those students who write achievement tests.  
[1999/2002/05/08]

### 3/11 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.10 be reaffirmed.

Note—The Association does not support provincial achievement tests in their current form and urges teachers to utilize their own assessment and diagnostic tools for evaluation. However, should the board direct teachers to mark the provincial achievement tests, then the teachers must comply.

**1.B.10 BE IT RESOLVED**, that the Alberta Teachers' Association urge its members to refrain from marking provincial achievement tests unless they receive a lawful order of the board to do so.  
[2002/05/08]

### 4/11 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.12 be reaffirmed.

Note—Developing teacher assessment capacity is important and ongoing. The policy is particularly relevant given the Department of Education decision to remove written responses from the science and mathematics diploma examinations. The department's decision provides an opportunity for the profession to reclaim its full authority on best assessment practices.

**1.B.12 BE IT RESOLVED**, that the Alberta Teachers' Association promote and enhance the teacher's role in student evaluation through its contacts with groups and individuals and through ongoing Association programs.  
[1993/96/99/2002/05/08]

### 5/11 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.15 be reaffirmed.

Note—The development of Social Studies Programs of Study have been completed; however, well-rounded programs of study should include labour relations and the role of unions in the formation of democratic society. In an increasingly globalized free market based on individual gain, the value of collective action has been diminished.

**1.B.15 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education to revise the Program of Studies to incorporate the instruction of labour history, the contributions of labour to society and workplace rights.  
[1999/2002/05/08]

### 6/11 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.20 be reaffirmed.

Note—Association policy opposes the utilization of large-scale testing instruments for the purposes of evaluating the performance of schools, individual students or teachers.

**1.B.20 BE IT RESOLVED**, that the Alberta Teachers' Association oppose the

distribution to the public of school-specific achievement test, diploma examination, and national or international test results.  
[1993/96/99/2002/05/08]

### 7/11 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.21 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to provide adequate funding on an ongoing basis for the maintenance, renewal and purchase of equipment and facilities to support the delivery of the Career and Technology Studies and Career and Technology Foundations curricula.”

Note—Career and Technology Studies programs were recently revised. The new junior high/middle years program is titled Career and Technology Foundations and is set for implementation in September 2011. The Government of Alberta created a Renewed Funding Framework to support evergreening. However, this funding is scheduled to end in 2010/11. Funding must continue over time to address changes in technological advancement and introduction of new program of studies.

**1.B.21 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education to provide [sustained] adequate funding on an ongoing basis for the maintenance, renewal and purchase of equipment and facilities to support the delivery of the Career and Technology Studies and Career and Technology Foundations curricula.  
[1993/96/99/2002/05/08]

### 8/11 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.24 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education and school boards to reduce the number of initiatives each year.”

Note—Alberta Education and school boards often introduce initiatives as if each were a stand-alone project. The intensification of initiatives diminishes the ability of teachers to focus on the core function of their job—helping students learn and be successful in their classrooms.

**1.B.24 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education **and school boards** to reduce the number of [new] initiatives each year. [2008]

**9/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.26 be deleted.

Note—Maintaining alternative programs, even those based on religion and culture, within schools in the public education system is preferable to seeing future programs being provided by charter or private schools. The policy should be deleted and efforts made to marginalize, to the greatest degree, charter and private schools in anticipated revisions to the *School Act*.

21(1) In this section, “alternative program” means an education program that (a) emphasizes a particular language, culture, religion or subject-matter, or (b) uses a particular teaching philosophy, but that is not a special education program, a program referred to in section 10 or a program of religious education offered by a separate school board.

**1.B.26 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to amend section 21(1)(a) of the *School Act* to eliminate the words “culture, religion.” [1996/99/2002/05/08]

**10/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.33 be reaffirmed.

Note—The minister needs to publicly denounce this activity.

**1.B.33 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Minister of Education to prevent the use of achievement test and diploma examination results to rank order schools. [1996/99/2002/05/08]

**11/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.36 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association seek a moratorium on Grade Level of Achievement Reporting and all new provincial student achievement assessment and reporting initiatives

until a comprehensive consultation process, including education stakeholders, is established.”

Note—Given the support for the current model of Grade Level of Achievement and Reporting in the Webber Report issued to Alberta Education, this issue remains on the policy agenda of government and deserves a comprehensive approach from all stakeholders.

**1.B.36 BE IT RESOLVED**, that the Alberta Teachers' Association seek a moratorium on Grade Level of Achievement Reporting and all new provincial student achievement assessment and reporting initiatives until [the completion of the Alberta Student Assessment Study and a subsequent consultation process with education partners] a comprehensive consultation process, including education stakeholders, is established. [2008]

**12/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.42 be reaffirmed.

Note—Diploma examinations are developed using expertise from the teaching profession. The examinations are also validated using field tests in public education classrooms.

**1.B.42 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education to stop the practice of securing diploma examinations. [2005/08]

**13/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.43 be deleted.

Note—The intent of 1.B.43 is captured in the proposed amendment to 1.B.36 (see Resolution 11/11).

**1.B.43 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education to declare a moratorium on the implementation of the Grade Level of Achievement (GLA) initiative. [2005/08]

**14/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.44 be transferred to policy achieved.

Note—The project was terminated in June 2008 following strong Association objections.

**1.B.44 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education to immediately suspend all activity related to its Computer Adaptive Assessment project. [2005/08]

**15/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that current directive 1.B.45 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to create a provincial working group including representatives of the Alberta Teachers' Association to develop guidelines and protocols for the collection and reporting of provincially and locally determined student achievement information.”

Note—In the context of the anticipated transformational changes to curriculum and assessment practices and policies in Alberta, such a review would be timely given the ongoing misuse of school and performance data.

**1.B.45 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education to create a provincial working group including representatives of the Alberta Teachers' Association to develop guidelines and protocols for the collection and reporting of provincially and locally determined student achievement information [; including online reporting to parents]. [2006/09]

**16/11** (Current Directive)  
Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to fund an online lesson depository for Alberta teachers to share resources, to be managed by the Alberta Teachers' Association.

Note—In this digital age, there should be an easy way for teachers all over the province to share their best practices, lessons and ideas. Unfortunately, there is no systematic way to do this. An online depository could be initiated and organized by the Alberta Teachers' Association. Teachers could upload or download activities and lessons for their classrooms.

**17/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge teachers

to refrain from promoting and participating in test preparation programs provided by private for-profit vendors.

Note—Online testing initiatives inflate the importance of provincial testing programs and undermine the important role of teacher-based assessment. They are a growth industry and do not add value to the teaching learning process. Assessment processes, including development, should be the primary responsibility of the teacher supported by the Government, as stated in long-range policy 1.A.33.

**1.A.33** Assessment and evaluation of student learning are primarily the responsibility of those teachers providing the instruction. [1976/88/98/2001/08]

**18/11 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to enhance resources and supports that assist teachers in developing school-based assessment capacity.

Note—Rather than enabling the growing provision of private for-profit testing programs in Alberta, the government should be providing comprehensive programs of assessment support for teachers. A major component would include professional development in the context of the government's stated commitment to advance informed transformation.

**19/11 (Current Directive)**  
Pembina Hills

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to create useable programs of study, free of gender bias, for the social sciences.

Note—Quality social science programs are an important component of a well-rounded education that enables students to develop values and attitudes essential to living in a global society. Programs of study for the social sciences have not been updated in 35 years and are incomplete; they provide little guidance to teachers new to these subject areas. The program of study for World Religions 30 consists of 29 words and the terminology used in Philosophies of Man 30 is gender biased. In addition to the title being biased, the three main content areas are "The nature of man," "How free is man," and "Man and man."

**20/11 (Current Directive)**  
Pembina Hills

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to include the social sciences in the "10 credits in any combination" section of the Alberta High School Diploma Graduation Requirements chart.

Note—Quality social science programs are an important component of a well-rounded education that enables students to broaden their knowledge, acquire transferable skills and develop values and attitudes essential to living in a global society. Because of this, students should have the opportunity to take social science courses as option courses that would fulfill graduation requirements. There is no demonstrable reason for these courses to be excluded from this section.

**21/11 (Current Directive)**  
Pembina Hills

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to allow for a year of optional implementation of new curriculum that is not available to teachers for at least six months before the mandatory implementation date.

Note—New Career and Technology Studies curriculum introduced in September 2010 was very late in being developed and released; in some cases just weeks before the start of the school year. As a result, teachers had little or no opportunity to develop resources or plan their classes before coming back for the 2010/11 school year. Some schools accidentally continued to offer clusters like Community Health, unaware of its deletion and changes. New curriculum is valuable, but teachers need time to plan effectively for it.

**22/11 (Current Directive)**  
Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to review the reading level at which diploma examination questions are written.

Note—Diploma examinations from the 1980s were written using clear, straightforward and easy-to-understand language. Over the years, the wording, the vocabulary level and the amount of reading a student needs to do to correctly interpret a question have increased. Nowadays, high school students who normally could

demonstrate a learning outcome may be unable to do so on the examination simply because the language used to write the examination tends to veil or muddle the objective of a question.

**23/11 (Current Directive)**  
Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to review writing time limits on all provincial examinations.

Note—Since no time limit is imposed by the curriculum on the students for demonstrating an outcome in the regular classroom, it follows that a provincial examination testing these outcomes should not either. The department should attempt to alleviate the pressure of an imposed time limit to finish the examination. For these high-pressure, high-stakes tests, students need unnecessary and unwarranted restrictions, such as time limits, increased or adjusted so they can more effectively demonstrate their learning.

## Teacher Education and Certification

**24/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 2.A.34 be amended to read—"The Government of Alberta should limit the right to grant degrees in education to accredited teacher education programs recognized by the Alberta Teachers' Association."

Note—Changes at the provincial level have allowed for an expansion of institutions that can be named as universities. The Association currently has no role in this process, nor does the profession have a role in determining which institutions have been given the right to grant degrees in education. This has resulted in an increase in teacher education programs in the province in institutions that can now be designated as universities, and these institutions might not have received such designation in previous times. Amending the policy to include the words "recognized by the Association" gives the profession a voice in determining who gets to grant degrees in education, based upon clearly defined criteria established by the profession.

**2.A.34** *The Government of Alberta should limit the right to grant degrees in education to [Alberta universities with professional faculties of education] accredited teacher*

education programs recognized by the Alberta Teachers' Association.  
[1987/90/95/97/2007]

**25/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 2.A.35 be amended to read—  
“Members of the Alberta Teachers' Association should participate only in field experiences offered by accredited and/or transfer programs recognized by the Alberta Teachers' Association.”

Note—Amending the policy to include the words “recognized by the Association” guides members to support programs that have fulfilled the requirements of a clearly defined recognition process as determined by the profession. Currently, the Association has no representation in the processes through which an institution can gain the right to grant degrees in education or become an Alberta university. The absence of the voice of the profession in each of these instances under the current policy encourages members to support programs for which the profession had no role in determining their suitability to provide teacher education.

**2.A.35** *Members of the Alberta Teachers' Association should participate only in field experiences offered by accredited and/or transfer programs recognized by the Alberta Teachers' Association. [of the faculties of education of Alberta universities and/or approved transfer programs.]*  
[1995/97/2007]

**26/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.1 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to limit the use of letters of authority for individuals who do not meet the qualifications of teacher certification in a Canadian province to emergency situations and that the Association be consulted on the definition of ‘emergency.’”

Note—This remains an issue for the Association. The amendment provides for the recognition of circumstances created by the Agreement on Internal Trade where individuals certified in other provinces come to Alberta to teach but must upgrade their professional qualifications over a period of three years. The amendment still calls for

the consultation of the Association should a noncertificated individual be considered the only option in an “emergency” situation.

**2.B.1** *BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to limit the use of letters of authority for individuals who do not meet the qualifications of teacher certification in a Canadian province to emergency situations and that the Association be consulted on the definition of “emergency.”*  
[1990/93/96/99/2002/05/08]

**27/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that current directive 2.B.3 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to limit the right to grant degrees in education to accredited teacher education programs, recognized by the Alberta Teachers' Association.”

Note—Limiting the right to grant degrees in education to institutions recognized by the Association will provide the profession with a significant role in the process. Recognition will be determined as a result of a clearly defined process that may be based upon such factors as the ability of the program to produce graduates that will meet or exceed the requirements for interim certification, as well as other components such as the willingness to provide and participate in structured opportunities for formal representation with the profession. Further criteria for recognition would be developed based upon relevant Association policy. Recognized programs would be audited on a continual basis to ensure they continue to meet the standards for recognition.

**2.B.3** *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to limit the right to grant degrees in education to [public Alberta universities with professional faculties of education] accredited teacher education programs, recognized by the Alberta Teachers' Association.*  
[1995/98/2001/04/07/10]

**28/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.9 be reaffirmed.

Note—Given the introduction and passage of legislation such as Bill 44, *Human Rights, Citizenship and Multiculturalism Amendment Act*, this is a particularly relevant part of preservice teacher education.

**2.B.9** *BE IT RESOLVED, that the Alberta Teachers' Association urge the Alberta universities to ensure that teacher preparation programs formally and effectively address diversity, equity and human rights issues.*  
[1999/2002/05/08]

**29/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current direction 2.B.10 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association support Alberta's accredited teacher education programs, recognized by the Alberta Teachers' Association, in their efforts to maintain the integrity and to build the capacity of their teacher preparation programs.”

Note—The proposed change allows for the Association to have more agency in its support of teacher education programs in the province. The recognition of the program would be based upon criteria developed by the profession, and support of a program would be based upon its ongoing ability to meet the established standards. Therefore, the support to programs from the Association and its members would be based upon a process and criteria developed by the profession, which is a key step to self-governance.

**2.B.10** *BE IT RESOLVED, that the Alberta Teachers' Association [take the necessary action to (a) prevent the further proliferation of degree-granting institutions in teacher education in Alberta, and (b)] support Alberta's [university faculties of education] accredited teacher education programs, recognized by the Alberta Teachers' Association, in their efforts to maintain the integrity [of] and to build the capacity of their teacher preparation programs.*  
[2005/08]

**30/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta universities to develop and implement programs which prepare teachers to recognize and respond to social, emotional and economic factors that affect the learning opportunities of students.

Note—Factors such as poverty, homelessness, hunger/malnutrition, transiency, language barriers, cultural literacy barriers, family dysfunction and



mental health all have a significant impact on children's ability to learn and benefit from education. Therefore, teacher education programs must prepare teachers so they are better equipped to address these factors that they will encounter among students.

**31/11 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to amend its current process for accrediting institutions to grant degrees in education to provide for formal representation from the Association.

Note—Currently the Association has no voice in the process that is used to determine if an institution will be accredited with the right to grant degrees in education. The ability to have formal representation in the process is a critical component of becoming a fully self-regulating profession.

## Professional Development

**32/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 3.A.1 be amended to read—  
“Professional development is the wide range of programs, activities and services teachers identify and undertake individually or collectively to further understand the nature of teaching and learning, enhance professional practice and contribute to the profession.”

Note—*Professional development* or *professional learning* are terms commonly used interchangeably. They are used to refer to three general types of teacher learning. There is the individual learning teachers participate in that is the result of their self-assessment of needs in pursuit of professional growth. Inservicing is the process of upgrading specific skills and knowledge to remain current in curricula, teaching tools, strategies and other supports. Staff development initiatives are collective efforts to implement a specific initiative, often in response to school, jurisdiction or ministry goals.

**3.A.1** Professional development is the wide range of programs, activities and services teachers [do] identify and undertake individually or collectively to [improve their] further understand the nature of teaching and learning, enhance professional practice and [to enhance student learning] contribute to the profession.  
[2001]

**33/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 3.A.2 be amended to read—  
“School boards must provide sufficient and dedicated funding which may include release provisions during the school day for self-directed teacher professional development opportunities which are responsive to the context of the teacher, equitable and not contingent on school-based or system initiatives.”

Note—Funding should be equitable across the profession and must be enshrined in legislation, collective agreement language and policy. Dedicated funding will ensure that the professional growth needs of teachers will not be eclipsed by school, jurisdictional and ministry initiatives. Equitable funding across the profession will ensure that professional enhancement needs are met in all areas of the profession.

**3.A.2** School boards must provide [adequate] sufficient and dedicated funding which may include release provisions during the school day for self-directed teacher [for individual] professional development opportunities which are responsive to the context of the teacher, equitable and not contingent on school-based [professional development and] or system-wide initiatives.  
[1967/69/74/79/84/91/2001]

**34/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 3.A.3 be amended to read—  
“Meaningful professional learning opportunities must be embedded in the daily work-life of teachers with adequate time dedicated to support this work.”

Note—Embedded time for professional development is a necessary condition of practice.

**3.A.3** [Adequate time for] Meaningful professional [development should be built into the day-to-day] learning opportunities must be embedded in the daily work-life of teachers with adequate time dedicated to support this work.  
[1969/74/79/84/91/2001]

**35/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 3.A.4 be amended to read—

“Professional development is integral to the success of any education change and must be reflected in school and school jurisdiction improvement plans.”

Note—School and school jurisdiction improvements must be supported by articulated professional development to ensure accountability for professional development resourcing.

**3.A.4** Professional development is integral to the success of any education change and must be reflected in school and school jurisdiction improvement plans.  
[2001]

**36/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 3.A.5 be amended to read—  
“To be effective, professional development programs should

1. be determined by teachers;
2. focus on enhancing professional practice;
3. be ongoing, coherent and coordinated;
4. be based on (a) a clear statement of purpose and objectives, (b) a flexible long-term plan that provides opportunities for self-reflection and evaluation, and (c) the needs of participants as identified within individual contexts;
5. incorporate the principles of sound research into professional practice;
6. provide a climate of trust, peer support, open communication and collaboration;
7. involve participants in decision making at all stages of planning and implementation;
8. incorporate an array of learning models;
9. acknowledge personal experiences and professional expertise;
10. be responsive to the learning needs of the professional teacher; and
11. reflect a wide range of practices such as collaborative learning, peer-assisted learning, teacher-as-researcher and independent learning.”

Note—Research demonstrates that effective professional development needs to be content rich, contextual, relevant and related to practice. The ultimate goal of professional development is to improve professional practice.



3.A.5 To be effective, professional development programs should

1. ~~[effect a balance among the needs of the teacher, the school and the jurisdiction]~~ **be determined by teachers;**

**2. focus on enhancing professional practice;**

3. ~~be ongoing [and school-based],~~ **coherent and coordinated;**

[3] **4. be based on (a) a clear statement of purpose and objectives [that is shared by all participants], (b) a flexible long-term plan that provides [an] opportunit[y]ies for self-reflection and evaluation [and monitoring], and (c) the needs of participants as identified within [the particular school-setting] individual contexts;**

[4] **5. incorporate the principles of sound research into [classroom] professional practice;**

[5] **6. provide a climate of trust, peer support, open communication and collaboration;**

[6] **7. involve participants in [appropriate] decision making at all stages of planning and implementation;**

[7] **8. incorporate [theory, demonstration or modeling, coaching and feedback in their presentation] an array of learning models;**

[8] **provide practical experience to teachers in a variety of activities;**

9. ~~recognize and use the expertise of participants;~~

10. ~~provide teachers with adequate time to participate in ongoing professional development programs;~~

11. ~~focus on student learning; and~~

12. ~~include various forms of school-based learning, such as action research, peer-coaching, study groups, joint planning, reflection on student learning, and school and classroom visitations;]~~

**9. acknowledge personal experiences and professional expertise;**

**10. be responsive to the learning needs of the professional teacher; and**

**11. reflect a wide range of practices such as collaborative learning, peer-assisted learning, teacher-as-researcher and independent learning.**

[1991/2001]

**37/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 3.A.6 be amended to read—

“Education stakeholders have a responsibility to provide teachers with access to professional developmental opportunities and support throughout their careers as follows:

1. for school professional communities, to (a) develop and implement a long-term program of school improvement

and (b) to provide an environment supportive of change;

2. for the Association, to (a) enhance professional expertise and practice, (b) facilitate career-long professional development, (c) advocate on professional issues, (d) build communities of practice, (e) ensure that opportunities for professional development are available for teachers;

3. for Association locals, to (a) establish a professional development committee, (b) provide sufficient resources to support an effective professional development program, (c) advocate support for effective and equitable professional development for its teachers, (d) enhance professional expertise and practice, (e) facilitate career-long professional development, (f) advocate on professional issues, and (g) build communities of practice;

4. for school boards, to (a) provide equitable and adequate support and resources including time for all schools within their jurisdictions to enable teachers to plan, implement, evaluate and participate in effective professional development programs and opportunities, and (b) specify objectives of professional development programs in policy statements of the board;

5. for the Department of Education, to (a) provide funds for professional development programs that are based on sound principles of effective professional development and (b) provide support and resources for curriculum inservice that is based on the principles of effective professional development; and

6. for universities, to (a) offer courses about emergent education issues, trends and new teaching strategies to teachers and (b) cooperate with teachers at the provincial, local and school levels to develop effective professional development programs, which may include collaborative research projects.”

Note—Separating and clarifying the role and responsibilities of teachers and other education stakeholders in professional development is critical to achieving greater teacher control and autonomy over their learning. Teacher responsibility for professional development is addressed in Resolution 43/11.

**3.A.6 [Professional development is a shared responsibility of the] Education [partners]**

**stakeholders have a responsibility to provide teachers with access to professional developmental opportunities and support throughout their careers as follows:**

~~[1. for teachers, to (a) maintain, individually and collectively, teaching proficiency, (b) hold membership in professional organizations, (c) be current with changes in educational approaches through professional literature and courses, (d) participate in curriculum activities, (e) attend conferences and teachers' conventions and (f) engage in reflective practice and disciplined inquiry;]~~

**1 [2]. for school [staffs] professional communities, to (a) develop and implement a long-term program of school improvement and (b) to provide an environment supportive of change;**

**2 [3]. for the Association, to [to (a) ensure that opportunities for professional development are available for teachers, (b) design and promote professional development programs and (c) advocate support for effective professional development programs]**

**(a) enhance professional expertise and practice, (b) facilitate career-long professional development, (c) advocate on professional issues, (d) build communities of practice, (e) ensure that opportunities for professional development are available for teachers;**

**3 [4]. for Association locals, to (a) establish a professional development committee, (b) provide [adequate] sufficient resources to support an effective professional development program, [and] (c) advocate support for effective and equitable professional development for its teachers, and (d) enhance professional expertise and practice, (e) facilitate career-long professional development, (f) advocate on professional issues, and (g) build communities of practice;**

**4 [5]. for school boards, to (a) provide equitable and adequate support and resources including time for all schools within their jurisdictions to enable teachers to plan, implement, evaluate and participate in effective professional development programs and opportunities, and (b) specify objectives of professional development programs in policy statements of the board;**

**5 [6]. for the Department of Education, to (a) provide funds for professional development programs that are based on sound principles of effective professional development and (b) provide support and resources for curriculum inservice that is based on the principles of effective professional development; and**

**6 [7]. for universities, to (a) offer courses about emergent education issues, trends and new teaching strategies to teachers and (b) cooperate with teachers at the provincial,**

*local and school levels to develop effective professional development programs, which may include collaborative research projects.*  
[1991/2001]

**38/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that the teaching profession should be responsible for determining, establishing and monitoring the standards of professional practice for its members.

Note—These are defining characteristics of a profession and ensures professional responsibility is overseen by expert practitioners most closely attuned to the changing knowledge, skills and attributes necessary for optimal practice.

**39/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that communities of practice provide enhanced opportunities for teachers to engage in professional learning.

Note—Collaboration, shared inquiry and learning from and with peers have been identified as central to professional learning.

**40/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that the cost of developing and implementing new curricula and resources, and other ministerial and jurisdictional initiatives, be funded and resourced independent of other professional development supports.

Note—Currently, school jurisdiction and ministry based initiatives tend to appropriate a disproportionate share of resources leaving little for the autonomously chosen growth goals of teachers.

**41/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that, teacher professional development goals, plans and growth are best considered through reflective practice and self-assessment that take into consideration the depth, breadth and complexity of professional practice.

Note—Teacher learning should be considered in the context of the teacher's growing sense of self-efficacy. Self-assessment of professional practice provides

insight and critical information on which to base individual professional development goals. Multiple sources of evidence are required to effectively evaluate the complex and multifaceted nature of successful professional development. (eg, observation, portfolios, behavioural measures, assessment data, etc).

**42/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that professional development is best assessed by a variety of strategies (such as, teacher efficacy, personal reflection and self-assessment).

Note—Evaluation of professional development is key to ongoing program improvement and changes in focus and should not rely on the relationship to student learning outcomes.

**43/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that teachers have a professional responsibility through continuous growth and development over the course of their careers to (a) maintain teaching proficiency, (b) be current with changes in educational approaches (c) engage in reflective practice and systematic inquiry, (d) hold membership in professional organizations including a specialist council and (e) attend conferences and teachers' conventions.

Note—Teachers have the primary responsibility for ensuring their professional practice meets the standards in place.

**44/11** (Current Directive)  
Edmonton Public

BE IT RESOLVED, that current directive 3.B.4 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to offer and fund, including pay at the daily rate, voluntary programs for professional development specific to substitute teachers to assist them in remaining current with curriculum changes as well as new educational technology and trends in teaching and learning.”

Note—Most curriculum-related professional development is offered during normal working hours. Substitute teachers need

to take time off and, therefore, lose pay to attend those sessions.

**3.B.4 BE IT RESOLVED**, that the Alberta Teachers' Association urge school boards to offer and fund, including pay at the daily rate, voluntary programs for professional development specific to substitute teachers to assist them in remaining current with curriculum changes as well as new educational technology and trends in teaching and learning.  
[2006/09]

## Working Conditions for Professional Service

**45/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.2 be amended to read—  
“All matters that affect the quality of education are subject to negotiation between teachers and their employers and, where appropriate, between the Association and government.”

Note—With the renewed relationship between the Association and government, there may well be opportunities for negotiation with the government on key issues.

**5.A.2** All matters that affect the quality of education are subject to negotiation between teachers and their employers and, where appropriate, between the Association and government.  
[1970/91/2001]

**46/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.4 be amended to read—  
“Working conditions of all teachers must be guaranteed in collective agreements.”

Note—As funding has not kept pace with inflation, it has become obvious that the only way to protect teachers' working conditions is through the collective agreement. Strong enforceable language is required.

**5.A.4** Working conditions of all teachers ~~or the mechanisms providing for them~~ must be guaranteed in collective agreements.  
[1981/85/91/2001]

**47/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.5 be amended to read—

“Teachers have the right to a voice in the determination of educational policy both provincially and locally.”

Note—Given the renewed relationship with the government, teachers should also be provided with a voice on education policy provincially.

**5.A.5** *Teachers have the right to a voice in the determination of educational policy **both provincially and locally.***  
[1970/91/2001]

**48/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.10 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.11.

**5.A.10** *Unilateral government action to impose a settlement in a collective bargaining dispute is opposed.*  
[2003]

**49/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.11 be amended to read—  
“Neither compulsory arbitration nor unilateral government action to impose a settlement should be used in collective bargaining disputes.”

Note—The relationship between teachers and boards is severely compromised when the government interferes in the bargaining process. The most satisfactory settlements are reached when the two parties meet at the table. Arbitration should only be used when both parties agree that it is the appropriate method for their dispute.

**5.A.11** ***Neither** compulsory arbitration **nor unilateral government action to impose a settlement** should [not] be used in collective bargaining disputes.*  
[1970/75/80/85/91/2001]

**50/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.12 be amended to read—  
“The right to strike is part of the process of collective bargaining and Alberta legislation should prohibit activities which minimize the impact of strikes, such as the hiring of replacement workers.”

Note—Alberta labour legislation is tilted significantly towards employers. It is time

for the government to build some safeguards to protect the constitutionally granted right to assemble and bargain collectively.

**5.A.12** *The right to strike is part of the process of collective bargaining **and Alberta legislation should prohibit activities which minimize the impact of strikes, such as the hiring of replacement workers.***  
[1970/75/80/85/91/2001]

**51/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.14 be amended to read  
“The provision of high-quality education to Alberta students requires the following teaching conditions to enable teachers to provide effective professional service:

1. sufficient time for the preparation of lessons and effective assessment of students;
2. an appropriate amount of time incorporated into the school/teaching day to perform nonteaching professional activities;
3. a limit to the number of students with whom a teacher interacts; and
4. a limit to the total amount of student/teacher interaction time, such as instruction and supervision.”

Note—The proposed amendments incorporate long-range policy 5.A.17 (see Resolution 53/11), 5.A.20 (see Resolution 56/11), 5.A.21 (see Resolution 57/11) and 5.A.22 (see Resolution 58/11). Good teaching conditions for teachers provide good learning conditions for students. The provision of preparation time, limits on instructional time and reasonable class size are the backbone of good learning conditions.

**5.A.14** *The provision of high-quality education to Alberta students requires [acceptable] **the following** teaching conditions [for teachers] **to enable teachers to provide effective professional service:***  
**1. sufficient time for the preparation of lessons and effective assessment of students;**  
**2. an appropriate amount of time incorporated into the school/teaching day to perform nonteaching professional activities;**  
**3. a limit to the number of students with whom a teacher interacts; and**  
**4. a limit to the total amount of student/teacher interaction time, such as instruction and supervision.**  
[1981/91/2001]

**52/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.15 be amended to read—  
“School boards and others must recognize that high-quality education, attractive schools and favourable working conditions are important in the recruitment and retention of teachers. Negotiations should include all matters which affect the quality of the educational system and the teacher’s ability to provide a high level of professional service. Without limiting the generality of the foregoing, collective agreements negotiated by the Association should include clauses as follows:

1. membership in the Association as a condition of employment;
2. inclusion in the collective agreement of all certificated teachers employed by a school board, except the superintendent;
3. no reduction in salary in whole or in part for any teacher by the coming into effect of a new agreement;
4. a continuation clause;
5. an arbitration process as required by the *Labour Relations Code* with an employer grievance committee composed of elected trustees and the opportunity for grievors to appear before the grievance committee;
6. the time required to conduct Association business, including holding office, attending provincially-sponsored Association functions and negotiations, at no loss of salary to teacher representatives and no reimbursement of salary to employers;
7. a single salary scale based upon teacher education and teaching experience following certification;
8. a formula for calculating the salary of a part-time teacher using the formula T/FTE x salary where T equals the instructional time for the teacher and FTE equals the instructional time for a full-time teacher;
9. additional remuneration for part-time teachers who are required to attend professional activities outside their usual instructional time;
10. an automatic cost-of-living adjustment clause;

11. evaluation of years of teacher education by the Teacher Qualifications Service of the Association;
12. definition of a year of teaching experience with recognition of all prior Canadian teaching experience and substitute teaching;
13. recognition of journeyman's certificates as additional years of education when not accepted by the Teacher Qualifications Service;
14. long-service allowances for teachers whose service has taken them beyond maximum grid experience;
15. an early retirement incentive plan;
16. the daily rate of remuneration for a teacher performing professional tasks during a holiday period or on other than normal teaching days, as the equivalent of at least 1/200 of the annual salary of that teacher;
17. allowances for administration, supervision, additional responsibilities and special functions;
18. a definition of "school" for the purpose of assigning administrative duties and designations;
19. recognition of each half day of early childhood instruction as at least 0.5 full-time equivalent;
20. 90 days of sick leave renewed without limitations and available upon commencement of employment;
21. maternity, adoption and parental leave provided at the request of the teacher with return to the same position or a mutually agreeable alternate position;
22. a supplementary unemployment benefit program paying 100 per cent for 17 weeks of maternity and adoption leave with such leave recognized as service for both seniority and salary increments;
23. leaves of absence with and without pay;
24. a deferred salary leave plan;
25. leave for the purpose of attending citizenship court to acquire Canadian citizenship;
26. a group insurance program, including life, disability, extended health, dental and vision care with 100 per cent employer paid premiums; and Health Spending Accounts;
27. a benefit package for substitute teachers that provides board premium contributions;
28. continuation of employer contribution to benefit plans for the duration of leaves;
29. provision of full employer paid benefit contributions for part-time teachers;
30. liability insurance for teachers;
31. accident insurance to protect teachers injured in the course of their duties;
32. payment of substitute teachers at a rate of not less than 1/200 of the teacher's salary according to years of teacher education and years of experience for each day taught;
33. processes for substitute teachers to request evaluation and to appeal when their service is discontinued;
34. sick leave for substitute teachers;
35. substitute teachers to be assigned the regularly scheduled supervision duties and workload of the teacher being replaced;
36. the employment of a substitute teacher when a teacher is absent;
37. an appropriate number of substitute teachers available for service with the school jurisdiction;
38. adequate time and facilities during the school day for administration and supervision and for preparation of materials for classroom work by principals, assistant principals, vice-principals and teachers;
39. a maximum workload per teacher;
40. limits on assigned duties, including instructional and assignable activities;
41. a process for weighting days which provides full benefits to teachers in schools with calendars that vary from the traditional calendar;
42. a maximum instructional time of 20 hours per week for a full-time teacher;
43. participation in extracurricular activities only on a voluntary basis;
44. class size appropriate to type of learning situation;
45. a duty-free lunch period with no requirement for supervision;
46. at least a day free of instructional duties for scheduled parent-teacher interviews for each reporting period;
47. assistance to teachers in the form of teachers' assistants and consultants;
48. identification of 400 credit enrolment units in a distributed learning program as equivalent to 1.0 FTE for salary and workload purposes;
49. a pupil-teacher ratio for distance and online education that is equal to the average PTR in the jurisdiction;
50. no reduction in certificated teachers as a result of the implementation of nontraditional learning environments, outreach, distributed learning or home-schooling programs;
51. a process for addressing teaching and/or administration assignment disputes;
52. travel allowances and sufficient liability and collision insurance for teachers travelling on school business;
53. a procedure for transfer of teachers that includes appeals to persons other than those making the decisions;
54. moving expenses to be borne by school boards in all cases of transfer of teachers not requested by the teacher;
55. payment of kilometrage for travel when the teacher is unable to live near the school site and the school site is more than 30 km from the teacher's residence;
56. provision for the protection of salaries and allowances in the event of an imposed transfer;
57. payment of location allowances;
58. natural attrition to be used for staff reduction necessitated by declining enrolment;
59. reinstatement, at the earliest opportunity, of teachers whose contracts were terminated or not renewed as a result of staff reductions;
60. the continuation of contracts between boards and part-time teachers from year to year without variations in the amount of time that the teacher is required to teach except by mutual agreement;
61. the definition of seniority as all periods of employment as a teacher;
62. time with full pay for curriculum-making or writing of new curricula;
63. time with full pay for inservice education;
64. the establishment of teacher-board committees to discuss educational matters with teacher representatives selected by the local;
65. notice of increases in teacherage rentals to be given in time to allow a teacher to resign if the individual so desires;
66. other provisions pertinent to local situations consistent with Association policy; and

67. non-discrimination clauses protecting all teachers from direct or adverse effects of discrimination on the basis of prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.”

Note—This policy has been revised to gather like sections and import other policies that should be part of the omnibus collective agreement policy (5.A.18, new item 42; 5.A.19, new item 41; 5.A.23, revised item 24; 5.A.26, new item 51; 5.A.32, revised item 3; 5.A.35, new item 13; 5.A.41, new item 18; 5.A.43, new item 8; 5.A.53, new item 22; and 5.A.76, new item 59).

The following comments are provided with respect to amendments to specific items as noted:

5. (previously item 8) Removing teachers from the grievance committee minimizes the potential failure in the duty to represent teachers. However, teachers should still have the opportunity to present grievances to trustees who can provide a sober second thought to a superintendent’s decision.

6. (previously item 40) A number of employers have refused to allow teachers release time to attend Association events and serve office.

8. (new from 5.A.43) Employers continue to abuse part-time teachers. The calculation of the pay and provision for payment for attendance at professional development, organizational days and staff meetings that are not congruent with their teaching load are important issues.

20. (previously item 5) Most agreements do not provide for 90 days of sick leave until after at least one year of service. Some employers are interpreting that to mean continuous contracts. Other agreements require a teacher to work for 10–20 consecutive days after an absence before evergreening the 90 days.

26. These specific benefits should be in place in all agreements and the average employer contribution should increase from 96 to 100 per cent.

29. (previously item 52) Prorated premium contributions puts an unfair burden on part-time teachers. The need for benefits does not decrease for

someone working less than full-time. Benefits are an insurance, not a payment for service.

33. (previously item 57) Substitute teachers should be evaluated upon request, as well as provided reasons if their name is removed from the substitute teacher roster.

41. (new from 5.A.19) A number of jurisdictions are modifying calendars so students have fewer, longer days and still require that teachers to attend on the “earned lieu days.” Teachers should insist on language protecting them from increased workload before modified schedules are implemented.

60. (previously item 47) Some boards are using the “new contract” to require part-time teachers to sign more extensive contracts than were previously agreed.

64. (previously item 14) Some employers have used committees selected by them to demonstrate consultation with teachers. It is important the independence of the local be respected for legitimate consultation.

**5.A.15 School boards and others must recognize that high-quality education, attractive schools and favourable working conditions are important in the recruitment and retention of teachers. Negotiations should include all matters which affect the quality of the educational system and the teacher’s ability to provide a high level of professional service. Without limiting the generality of the foregoing, collective agreements negotiated by the Association should include clauses as follows:**

[1] 7. a single [preparational] salary scale based upon [the extent of] teacher education and [of] teaching experience following certification;

[2] 11. evaluation of years of teacher education by the Teacher Qualifications Service of the Association;

[3] 12. definition of [what constitutes] a year of teaching experience with recognition of all prior Canadian teaching experience and substitute teaching;

[4] 17. allowances for administration, supervision, additional responsibilities and special functions;

[5] 20. [continuous] 90 days of sick leave renewed without limitations and available upon commencement of employment;

[6] 23. leaves of absence with and without pay;

[7] 3. no reduction in salary in whole or in part for any teacher by the coming into effect of a new agreement;

[8] 5. an arbitration process as required by the Labour Relations Code [and a joint teacher–] with an employer grievance committee composed of elected trustees and the opportunity for grievors to appear before the grievance committee;

[9] 2. inclusion in the collective agreement of all certificated teachers employed by a school board, except the superintendent;

[10] 38. adequate time and facilities during the school day for administration and supervision and for preparation of materials for classroom work by principals, assistant principals, vice-principals and teachers;

[11] 47. assistance to teachers in the form of teachers’ assistants and consultants;

[12] 62. time with full pay for curriculum-making or writing of new curricula;

[13. teacher representation at such meetings of the board as is required to maintain satisfactory teacher–board liaison];

[14] 64. the establishment of teacher–board committees to discuss educational matters with teacher representatives selected by the local;

[15] 52. travel allowances and sufficient liability and collision insurance for teachers travelling on school business;

[16] 65. notice of increases in teacherage rentals to be given in time to allow a teacher to resign if the individual so desires;

[17] 63. time with full pay for inservice education;

[18] 39. a maximum workload per teacher;

40. [covering] limits on assigned duties, including instructional and assignable activities;

[19] 54. moving expenses to be borne by [divisional] school boards in all cases of transfer of teachers not requested by the teacher;

[20] 30. liability insurance for teachers;

[21] 31. accident insurance to protect teachers injured in the course of their duties;

[22] 1. membership in the Association as a condition of employment;

[23] 53. a procedure for transfer of teachers that includes appeals to persons other than those making the decisions;

[24] 45. [provision for negotiations concerning noon-hour supervision in keeping with other policy of the Association] a duty-free lunch period with no requirement for supervision;

[25. negotiation concerning extra duties and responsibilities];

26. a group insurance program, including life, disability, extended health, dental and vision care with 100 per cent employer paid premiums; and Health Spending Accounts;

[27. transferability and transportability of teaching service];

[28] 57. payment of location allowances;

[29] 32. payment of substitute teachers at a rate of not less than 1/200 of the teacher’s salary according to years of teacher

education and years of experience for each day taught;

[30] **58.** natural attrition to be ~~[the method]~~ used ~~[to compensate]~~ for staff reduction necessitated by declining enrolment;

[31] **14.** long-service allowances for teachers whose service has taken them beyond maximum grid experience;

[32] **44.** class size appropriate to type of learning situation;

[33] **10.** ~~[inclusion of]~~ **an automatic** cost-of-living adjustment clause;

[34] **46.** at least a day free of instructional duties for scheduled parent-teacher interviews for each reporting period;

[35] **4.** a continuation clause;

[36] **27.** a benefit package for substitute teachers that provides board premium contributions;

[37] **21.** ~~[adequate]~~ **maternity, adoption and parental leave [provisions] provided at the request of the teacher with return to the same position or a mutually agreeable alternate position;**

[38] **15.** an early retirement incentive plan;

[39] **66.** other provisions pertinent to local situations consistent with Association policy; **and**

[40] **6.** the time required to conduct **Association business, including holding office, attending provincially-sponsored Association functions and** negotiations, at no loss of salary to teacher representatives and no reimbursement of salary to employers;

[41] **24.** a deferred salary leave plan;

[42] **25.** leave for the purpose of attending citizenship court to acquire Canadian citizenship;

[43] **28.** continuation of employer contribution to benefit plans for the duration of leaves;

[44] **56.** provision for the protection of salaries and allowances in the event of an imposed transfer;

[45] **36.** the employment of a substitute teacher when a teacher is absent;

[46] **16.** the daily rate of remuneration for a teacher performing professional tasks during a holiday period or on other than normal teaching days, as the equivalent of at least 1/200 of the annual salary of that teacher;

[47] **60.** the continuation of contracts between boards and part-time teachers from year to year without variations in the amount of time that the teacher is required to teach except by mutual agreement ~~[and the writing of a revised contract]~~;

[48] **61.** the definition of seniority as all periods of employment as a teacher;

[49] **19.** recognition of each half day of early childhood instruction as **at least** 0.5 full-time equivalent;

[50] **48.** identification of 400 ~~[enrolment]~~ credit **enrolment** units in a distributed

learning program as equivalent to 1.0 FTE for salary **and workload** purposes;

[51] **50.** no reduction in certificated teachers as a result of the implementation of **nontraditional learning environments, outreach,** distributed learning or home-schooling programs;

[52] **29.** provision of full~~[-time]~~ **employer paid** benefit contributions for part-time teachers, ~~[paid by the employer]~~;

[53] **49.** a pupil-teacher ratio for distance and online education that is equal to the average PTR in the jurisdiction;

[54] **43.** participation in extracurricular activities only on a voluntary basis;

**55.** payment of kilometrage for travel when the teacher is unable to live near the school site and the school site is more than 30 km from the teacher's residence;

[56] **37.** an appropriate number of substitute teachers available for service with the school jurisdiction;

[57] **33.** ~~[an appeal]~~ **processes for substitute teachers to request evaluation and to appeal when their [whose] service is discontinued;**

[58] **34.** sick leave for substitute teachers;

[59] **35.** substitute teachers to be assigned the regularly scheduled supervision duties and workload of the teacher being replaced;

[60] **67.** ~~[clear]~~ **non-discrimination clauses [policies] protecting all teachers from direct or adverse effects of discrimination on the basis of prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.**

**8. a formula for calculating the salary of a part-time teacher using the formula T/FTE x salary where T equals the instructional time for the teacher and FTE equals the instructional time for a full-time teacher;**

**9. additional remuneration for part-time teachers who are required to attend professional activities outside their usual instructional time;**

**13. recognition of journeyman's certificates as additional years of education when not accepted by the Teacher Qualifications Service;**

**18. a definition of "school" for the purpose of assigning administrative duties and designations;**

**22. a supplementary unemployment benefit program paying 100 per cent for 17 weeks of maternity and adoption leave with such leave recognized as service for both seniority and salary increments;**

**41. a process for weighting days which provides full benefits to teachers in schools with calendars that vary from the traditional calendar;**

**42. a maximum instructional time of 20 hours per week for a full-time teacher;**

**51. a process for addressing teaching and/or administration assignment disputes;**

**59. reinstatement, at the earliest opportunity, of teachers whose contracts were terminated or not renewed as a result of staff reductions;**

[1970/73/76/78/79/80/82/83/84/85/86/87/90/91/92/96/97/98/2000/01/02/03/07/10]

**53/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.17 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.14 (see Resolution 51/11).

**5.A.17** Teacher interaction with students must be limited to the total amount of time that ensures effective professional service. [1970/76/91/2001]

**54/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.18 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.15 (see Resolution 52/11).

**5.A.18** The teacher's instructional time should not exceed 20 hours per week. [1970/71/73/74/79/80/85/91/2001]

**55/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.19 be amended to read—  
"An individual teacher's teaching time that deviates from the normal school day shall be determined between the teacher and the employer, having due regard for the provisions of the collective agreement."

Note—If a school or area is moving to a modified calendar, an addendum to the collective agreement should be negotiated and signed (see Resolution 52/11). However, in some cases, individual teachers may be interested in some variance (eg, storefront programs), which may be satisfactory to them.

**5.A.19** **An individual teacher's** teaching time that deviates from the normal school day shall be determined between the teacher and the employer, having due regard for the provisions of the collective agreement. [1982/91/2001]

**56/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.20 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.14 (see Resolution 51/11).

*5.A.20 The number of students with whom a teacher interacts must be limited to ensure effective professional service.*  
[1976/91/2001]

**57/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.21 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.14 (see Resolution 51/11).

*5.A.21 Teachers must be provided with an appropriate amount of time incorporated into the school/teaching day to perform nonteaching professional activities.*  
[1970/91/2001]

**58/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.22 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.14 (see Resolution 51/11).

*5.A.22 In determining the professional workload of teachers, due consideration must be given to the time required for the preparation of lessons and the effective assessment of students.*  
[1977/80/85/91/95/2001]

**59/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.23 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.15 (see Resolution 52/11).

*5.A.23 Teachers should not be required to provide noon-hour supervision.*  
[1970/73/78/83/91/2001]

**60/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.25 be amended to read—  
“It is the right of teachers

1. to be the final authority in the implementation of a prescribed, approved or authorized program in their classroom;
2. to be free from unwarranted interference in the organization of the learning experience in their classroom;
3. to be directly involved in all professional decisions in a school which affect them; and
4. to criticize the educational program within their school or school jurisdiction without reprisal or harassment, provided that such criticism occurs in accordance with the Code of Professional Conduct.”

Note—It is important teachers respect the Code of Professional Conduct at all times.

*5.A.25 It is the right of teachers*  
*1. to be the final authority in the implementation of a prescribed, approved or authorized program in their classroom;*  
*2. to be free from unwarranted interference in the organization of the learning experience in their classroom;*  
*3. to be directly involved in all professional decisions in a school which affect them; and*  
*4. to criticize the educational program within their school or school jurisdiction without reprisal or harassment, provided that such criticism occurs [ethically] in accordance with the Code of Professional Conduct.*  
[1978/90/91/2001]

**61/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.26 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.15 (see Resolution 52/11).

*5.A.26 Collective agreements should contain a grievance procedure for dealing with teaching assignment disputes.*  
[1967/68/69/70/75/80/85/91/2001]

**62/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.30 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.31 (see Resolution 63/11).

*5.A.30 All functions of teacher’s assistants related to students’ educational needs should be determined and directed by the teacher.*  
[1970/91/99/2001]

**63/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.31 be amended to read—  
“The educational functions performed by nonteaching professionals in schools including the functions of educational assistants related to students’ education needs must be determined and directed by teachers.”

Note—This combines long-range policy 5.A.30 (see Resolution 62/11) and emphasizes the importance of a certificated teacher in directing education.

*5.A.31 The educational functions performed by nonteaching professionals in schools including the functions of educational assistants related to students’ education needs must be determined and directed by teachers.*  
[1970/91/99/2001]

**64/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.32 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.15 (see Resolution 52/11).

*5.A.32 Full recognition of teaching experience for salary purposes should be accorded in all collective agreements.*  
[1970/75/80/85/91/2001]

**65/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.35 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.15 (see Resolution 52/11).

*5.A.35 In Career and Technology Studies strands requiring the delivery of courses by a qualified journeyman, teachers possessing the appropriate journeyman’s certificate should have an initial placement on a step of the salary grid in the column for years of teacher education as evaluated under the principles of the Teacher Salary Qualifications Board and such step should be determined by an arrangement provided in the collective agreement.*  
[1970/75/80/85/91/2001]



**66/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.37 be amended to read—  
“The rights and benefits of all teachers affected by annexation and amalgamation must be preserved and maintained.”

Note—This policy is important given the potential for further amalgamations if the government chooses to replicate what happened in the health system.

*5.A.37 The rights and benefits of all teachers affected by annexation and amalgamation must be [guaranteed] preserved and maintained.*  
[1982/91/2001]

**67/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.41 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.15 (see Resolution 52/11).

*5.A.41 For the purpose of assigning administrative duties, the definition of “school” will be subject to collective bargaining.*  
[1970/75/80/85/91/2001]

**68/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.42 be deleted.

Note—Only one collective agreement remains with accumulated sick leave. In addition, long-range policy 5.A.15 (see Resolution 52/11) contains an amendment to address this issue.

*5.A.42 All accumulated sick leave should be transferable from one school jurisdiction to another within the Province of Alberta.*  
[1976/77/82/91/2001]

**69/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.43 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.15 (see Resolution 52/11).

*5.A.43 The salary of a part-time teacher should be determined by the following formula:  $T/FTE \times \text{grid salary}$ , where  $T$*

*equals time a part-time teacher is employed and FTE equals full-time equivalent.*  
[1978/83/91/2001]

**70/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.44 be amended to read—  
“The *School Act* should

1. define a complete school year as 180 days;
2. require school boards to act reasonably in the matter of transfer of teachers and not use transfers as punitive or disciplinary measures;
3. require that any proposed transfers not mutually agreed upon be subject to appeal to a joint committee of the school board and local teachers, a neutral body or an appeal committee established pursuant to the collective agreement;
4. define the full-time teacher’s maximum instructional time within a teaching week as no more than 20 hours;
5. limit the use of temporary contracts to specific situations where a teacher is clearly on leave; and
6. limit the extension of probationary contracts to situations where there are clearly identified concerns about a teacher’s performance.”

Note—With proposed *School Act* amendments on the horizon, the Association should act now to ensure teacher safeguards in employment contract provisions are maintained. It is important to highlight two current areas of abuse and ensure temporary contracts are only used to replace teachers on leave, and the unscrupulous practice of offering teachers a second probationary contract, contrary to the *School Act*, is curtailed. Current provisions stipulate one year of probation, which can only be extended if the individual teacher’s evaluation warrants such a measure and the teacher agrees.

*5.A.44 The School Act should*

1. define a complete school year as 180 days;
2. require school boards to act reasonably in the matter of transfer of teachers and not use transfers as punitive or disciplinary measures;
3. require that any proposed transfers not mutually agreed upon be subject to appeal to a joint committee of the school board and local teachers, a neutral body or an appeal committee established pursuant to the collective agreement; [and]

4. define the full-time teacher’s maximum instructional time within a teaching week as no more than 20 hours;

5. limit the use of temporary contracts to specific situations where a teacher is clearly on leave; and  
6. limit the extension of probationary contracts to situations where there are clearly identified concerns about a teacher’s performance.  
[1986/89/92/93/96/2001]

**71/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.46 be amended to read—  
“The Department of Education should restrict enrolment in any Career and Technology Studies courses that are taught in hazardous and potentially dangerous environments (for example, courses offered in Construction Technologies, Electro Technologies, Fabrication, Mechanics, Fashion Studies and Foods) to a maximum of 18 students.”

Note—This policy is still important. The amendment removes the specific name of the Career and Technology Studies strands so the policy will remain current even while the names of the strands may change.

*5.A.46 [Recognizing that some] The Department of Education should restrict enrolment in any Career and Technology Studies [strands] courses that are taught in hazardous and potentially dangerous environments[-the Department of Education should restrict] (for example courses offered in [Communication Technologies;] Construction Technologies, [Design Studies;] Electro Technologies, Fabrication, Mechanics, [Cosmetology;] Fashion Studies and Foods) to a maximum of 18 students.*  
[1987/91/2001]

**72/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.48 be amended to read—  
“The Department of Education should reinstate allowances for teachers who live in areas with a high cost of living and/or isolation.”

Note—Remote locations are no longer the only issue. Some areas of the province, like Canmore, Jasper and Brooks, have significantly higher costs of living.

*5.A.48 The Department of Education should reinstate [location] allowances for teachers [that bear a reasonable relationship to cost;]*

*inconvenience and degree of] who live in areas with a high cost of living and/or isolation.*  
[1970/75/80/85/88/91/2001]

**73/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.50 be amended to read—  
“The Alberta Teachers’ Association endorses the concept of jointly-sponsored locally developed and operated employee assistance programs that meet the following criteria:  
1. All referrals and records are kept confidential.  
2. Employer administrators of the program are separate and apart from any human resources, evaluative and supervising personnel.  
3. All employees consult and participate in the program without the fear of disciplinary action.  
4. The program has no direct connection with the employee evaluation process.  
5. The program provides assistance for a broad range of personal life and job-related problems.  
6. Program participation is voluntary.  
7. The program includes preventive aspects as well as rehabilitative treatment.  
8. Services are equally accessible to all eligible employees in the program.  
9. Referrals are made to specialists or agencies in the community.  
10. The program is designed and monitored by an advisory committee with teacher representatives.  
11. Appropriate awareness and public relations programs related to the service are instituted.”

Note—Employee assistance programs provide a valuable service to teachers and their families; however, it is very important that the teacher’s confidentiality be maintained and that no possibility exist that any supervisor would know what services an employee accesses, unless the employee chooses to inform them.

**5.A.50** *The Alberta Teachers’ Association endorses the concept of jointly-sponsored locally developed and operated employee assistance programs that meet the following criteria:*  
1. All referrals and records are kept confidential.  
2. **Employer administrators of the program are separate and apart from any human**

**resources, evaluative and supervising personnel.**

[2] 3. All employees consult and participate in the program without the fear of disciplinary action.  
[3] 4. The program has no direct connection with the employee evaluation process.  
[4] 5. The program provides assistance for a broad range of personal life and job-related problems.  
[5] 6. Program participation is voluntary.  
[6] 7. The program includes preventive aspects as well as rehabilitative treatment.  
[7] 8. Services are equally accessible to all eligible employees in the program.  
[8] 9. Referrals are made to specialists or agencies in the community.  
[9] 10. The program is designed and monitored by an advisory committee with teacher representatives.  
[10] 11. Appropriate awareness and public relations programs related to the service are instituted.  
[1988/91/2001]

**74/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.51 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.50 (see Resolution 73/11).

**5.A.51** *The Alberta Teachers’ Association endorses the concept of joint sponsorship of employee assistance programs by locals and employing school jurisdictions.*  
[1988/91/2001]

**75/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.52 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.12 (see Resolution 50/11).

**5.A.52** *Alberta labour legislation should prohibit the hiring of replacement workers during a legal strike.*  
[1991/94/97]

**76/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.53 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.15 (see Resolution 52/11).

**5.A.53** *Collective agreements negotiated by the Alberta Teachers’ Association should make provision for maternity, adoption and parenting leaves that*  
1. are provided at the request of the teacher;  
2. allow the teacher to determine the date of commencement and return;  
3. make available the teacher’s previous position except when, through the application of the principle of seniority, the position is no longer available to the teacher returning from such leave;  
4. include a supplementary unemployment benefit plan that pays the teacher for 17 weeks at the rate of 1/200 for each day normally worked;  
5. require the continuation of employer contributions to benefit plan premiums; and  
6. recognize the leave as service for the purposes of both seniority and salary increment.  
[1985/88/91/94/97]

**77/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.56 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.15 (see Resolution 52/11).

**5.A.56** *Alberta school boards should include all periods of professional service to the board in determining seniority.*  
[1994/97/2001]

**78/11 (Long-Range Policy)**  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.58 be amended to read—  
“Teacher participation in school-sponsored extracurricular activities is voluntary, wherein voluntary is deemed to mean initiated solely by the teacher and not motivated by promise, threat or compensation.”

Note—Teachers should choose to participate in extracurricular activities according to their interest and time. When scarce resources are used to provide compensation, including release time, other teachers unfairly bear the cost.

**5.A.58** *Teacher participation in school-sponsored extracurricular activities is voluntary, wherein voluntary is deemed to mean initiated solely by the teacher and not motivated by [neither] promise, [nor] threat or compensation.*  
[1991/99/2001]

**79/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.61 be amended to read—  
“Where a teacher’s assignment is not in keeping with the teacher’s experience and/or preparation, the board should provide opportunities, funding and release time for the teacher to complete appropriate upgrading.”

Note—Employers should also be funding inservice and professional development for teachers, including providing additional time for the activity.

**5.A.61** *Where a teacher’s assignment is not in keeping with the teacher’s experience and/or preparation, the board should provide opportunities, funding and release time for the teacher to complete appropriate upgrading.*  
[1979/84/91/2001]

**80/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.64 be amended to read—  
“All school boards should be required to compensate full-time, part-time and substitute teachers for salary and for expenses incurred in excess of those paid from a teacher’s benefit plan as a result of accident or injury sustained in the performance of their duties.”

Note—Teachers should not be out of pocket for costs that arise from injuries at the workplace.

**5.A.64** *All school boards should be required to compensate full-time, part-time and substitute teachers for salary and for expenses incurred in excess of those paid from a teacher’s benefit plan as a result of accident or injury sustained in the performance of their duties.*  
[1970/75/80/85/88/91/2001]

**81/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.65 be deleted.

Note—The Association is no longer tracking such protest and the belief is captured in 5.A.66.

**5.A.65** *The provision of continuing medical services, including the supervision of self-application of medicines to students, is a noneducational function, and members*

*should protest such assignment and register their protest with the Association.*  
[1988/91/92/95/98/2001]

**82/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.66 be amended to read—  
“The Alberta Teachers’ Association opposes the regular or ongoing involvement of teachers in the administration of medication, supervision of self-application of medicines by students, medical treatment or nursing care of students.”

Note—The amendment integrates 5.A.65. Teachers should not be administering medical services to students other than in emergencies.

**5.A.66** *The Alberta Teachers’ Association opposes the regular or ongoing involvement of teachers in the administration of medication, supervision of self-application of medicines by students, medical treatment or nursing care of students.*  
[1992/2001]

**83/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.67 be amended to read—  
“The Alberta Teachers’ Association recognizes the importance of teacher wellness and supports the development and promotion of teacher wellness programs as a shared responsibility among the individual teacher, the employer and the professional association and are based on helping teachers improve their personal wellness and working to remove those systemic elements that are causing distress for teachers.”

Note—The amendment integrates 5.A.68. The Association supports teacher wellness activities because they assist in the retention of teachers and the reduction of the need for disability and the corresponding premium costs.

**5.A.67** *The Alberta Teachers’ Association recognizes the importance of teacher wellness and supports the development and promotion of teacher wellness programs as a shared responsibility among the individual teacher, the employer and the professional association and are based on helping teachers improve their personal wellness and working to remove those systemic*

*elements that are causing distress for teachers.*  
[1993/2001]

**84/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.68 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.67.

**5.A.68** *The Alberta Teachers’ Association’s actions to improve teacher wellness are based on*  
1. *helping teachers to improve their personal wellness, and*  
2. *working to remove those systemic elements that are causing distress for teachers.*  
[1993/2001]

**85/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.71 be amended to read—  
“The Government of Alberta should amend the *School Act* to provide that

1. school boards be required to maintain a single separate personnel file for each teacher;
2. all information concerning a teacher be contained in the teacher’s personnel file;
3. teachers have the right to inspect and make copies of the contents of their own personnel files;
4. all teacher personnel files have a permanently attached index that lists the date of entry, general nature and source of all items placed in such files; and
5. a teacher’s personnel file has a permanently attached listing of the dates and names of all personnel who have accessed the file.”

Note—Multiple files should not exist; a teacher should be able to identify everything in their file at a single location. Teachers have the right to know what is in their file and respond to anything that is not accurate.

**5.A.71** *The Government of Alberta should amend the School Act to provide that*  
1. *school boards be required to maintain a single separate personnel file for each teacher;*  
2. *all information concerning a teacher be contained in the teacher’s personnel file;*  
3. *teachers have the right to inspect and make copies of the contents of their own personnel files;*  
4. *all teacher personnel files have a permanently attached index that lists the*

*date of entry, general nature and source of all items placed in such files; and*  
*5. a teacher's personnel file has a permanently attached listing of the dates and names of all personnel who have accessed the file.*  
 [1981/86/93/94/2001]

**86/11** (Long-Range Policy)  
 Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.73 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.15 (see Resolution 52/11).

*5.A.73 All teachers, principals and other certificated personnel employed in publicly-funded schools shall be members of the bargaining unit.*  
 [1995/98/2001/04]

**87/11** (Long-Range Policy)  
 Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.76 be deleted.

Note—Integrated into the amendments to long-range policy 5.A.15 (see Resolution 52/11).

*5.A.76 Collective agreements negotiated by the Alberta Teachers' Association should make provisions to ensure that school boards will reinstate, at the first opportunity, teachers whose contracts were terminated or not renewed as a result of staff reductions.*  
 [1994/97/2000/03/06]

**88/11** (Long-Range Policy)  
 Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association opposes legislation that declares teachers as an essential service and withholds the right to strike.

Note—The decennial review of the working conditions for professional service long-range policy revealed that policy is silent with respect to the Association's position on teachers being identified as an essential service. This long-range policy will address that deficiency. Teachers in Alberta have always used strike action responsibly and discreetly. However, every few years, the issue of legislating teachers as providing essential services and the ability to strike comes to the forefront. It is important the Association clearly state its opposition to any move to declare teachers an essential service including removing the right to strike.

**89/11** (Long-Range Policy)  
 Edmonton Public

BE IT RESOLVED, that time spent by substitute teachers on professional development during normal working hours be credited for experience.

Note—Having the professional development sessions count as experience would be consistent with the treatment afforded classroom teachers.

**90/11** (Current Directive)  
 Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.1 be amended to read—  
 “BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to amend its guidelines in order that the daily rate of remuneration for a teacher performing professional tasks, as sanctioned by the Association, for the Department of Education during a holiday period or on other than normal teaching days should be the equivalent of at least 1/200 of the annual salary of that teacher.”

Note—All policy needs to reflect the Association's position on provincial achievement tests. The amendment clarifies this position.

*5.B.1 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to amend its guidelines in order that the daily rate of remuneration for a teacher performing professional tasks, as sanctioned by the Association, for the Department of Education during a holiday period or on other than normal teaching days should be the equivalent of at least 1/200 of the annual salary of that teacher.*  
 [1996/99/2002/05/08]

**91/11** (Current Directive)  
 Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.5 be amended to read—  
 “BE IT RESOLVED, that the Alberta Teachers' Association promote the involvement of women on economic policy committees and negotiating subcommittees.”

Note—While the number of women and other underrepresented groups on Economic Policy Committees (EPC) has increased, the number is still not proportional in the profession. The number of women and other underrepresented groups in chair positions

and on Negotiating Subcommittees is slower to increase compared to the number of women on EPCs. In this period of demographic and bargaining process change, the Association should be particularly sensitive to the makeup of EPCs.

*5.B.5 BE IT RESOLVED, that the Alberta Teachers' Association promote the involvement of women on economic policy committees and negotiating subcommittees [in collective bargaining].*  
 [1999/2002/05/08]

**92/11** (Current Directive)  
 Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.12 be reaffirmed.

Note—Setting the Direction for special education provides the framework for cross-ministry collaboration on providing supports and services for students with special needs. The provision of medical services and supports should be provided and funded by the Department of Health and Wellness.

*5.B.12 BE IT RESOLVED, that the Alberta Teachers' Association encourage school boards, the Department of Education, and the Department of Health and Wellness to develop policy that ensures that students receive the medications, medical treatment and nursing care they require while excluding teachers from regular or ongoing involvement in the administration of these services.*  
 [1996/99/2002/05/08]

**93/11** (Current Directive)  
 Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.17 be amended to read—  
 “BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to cover fully the costs of all medically necessary therapies.”

Note—Changes to the *Health Act* have led to a steady downloading onto individuals and benefits providers of costs that were previously provided for within the sphere of public health care. The erosion of public health care remains a concern of the Association.

*5.B.17 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to cover fully the costs of all medically necessary [physiotherapy] therapies.*  
 [1996/99/2002/05/08]

**94/11 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.18 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to increase its payment and increase allocations for expenses for travel and accommodation to teachers who mark diploma examinations or who have been directed by their employers to mark provincial achievement tests.”

Note—The amendment brings consistency between 5.B.18 and Association policy regarding the marking of diploma examinations and provincial achievement tests.

**5.B.18** BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to increase its payment and increase allocations for expenses for travel and accommodation to teachers who ~~[have been directed by their employers to]~~ mark diploma examinations or who have been directed by their employers to mark provincial achievement tests.  
[1993/96/99/2002/05/08]

**95/11 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.20 be reaffirmed.

Note—Class size, composition and complexity continue to be significant issues. Better data is needed to track the effect of funding and policy efforts directed at class size reduction and inclusive education.

**5.B.20** BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to collect, tabulate and release on an annual basis, census information describing  
(a) actual class sizes in all schools and jurisdictions at each grade level,  
(b) the number of students in each grade level who are on an Individual Program Plan, and  
(c) other class composition factors.  
[2002/05/08]

**96/11 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.26 be deleted.

Note—The report contained findings (but not recommendations) that supported small classes in high needs schools accompanied

by opportunities for collaborative planning and professional development. “Findings” are not implemented, only recommendations. The general direction is supported by other policy.

**5.B.26** BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to implement the findings of the *Small Class Size Project of 2001 02 23*.  
[2002/05/08]

**97/11 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.28 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to allocate funding to school boards to provide additional preparation time, within the teacher’s regularly scheduled instructional school day, to a teacher responsible for one or more teachers’ assistants, to permit the teacher to supervise and coordinate the work of the teachers’ assistants.”

Note—This is a serious concern that has not been addressed. Providing funds for this initiative will increase support for special needs students and more importantly, increase the time available during the school day for this task. However, evaluation is the responsibility of the principal or other district officials and should be removed from this policy.

**5.B.28** BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to allocate funding to school boards to provide additional preparation time, within the teacher’s regularly scheduled instructional school day, [time] to a teacher responsible for one or more teachers’ assistants, to permit the teacher to supervise~~[-evaluate]~~ and coordinate the work of the teachers’ assistants.  
[2003/05/08]

**98/11 (Current Directive)**  
Parkland Teachers

BE IT RESOLVED, that expiring current directive 5.B.28 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to allocate funding to school boards to provide additional collaborative time, within the regular instructional school day, to a teacher responsible for one or more educational assistants, to permit the

teacher to coordinate the work of the educational assistants.”

Note—The Alberta government should be allocating additional funding, as this is a cost of education that should not be taken out of previous funding allocations to other components of education. Preparation time is unassigned time that teachers are free to structure/use in any way they choose. Professional duties should not be assigned during any preparation time. Any allocated time is assigned time. Supervision of an educational assistant is done during instructional time, when both the teacher and educational assistant are with students. Evaluation is the responsibility of the principal or district officials. Teachers’ assistants are now referred to as educational assistants (EAs).

**5.B.28** BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to allocate funding to school boards to provide additional collaborative time, within the regular instructional school day, [time] to a teacher responsible for one or more [teachers’] educational assistants, to permit the teacher to [~~supervise, evaluate and~~] coordinate the work of the [~~teachers’~~] educational assistants.  
[2003/05/08]

**99/11 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.32 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge all local bargaining units to negotiate clauses in their collective agreements that stipulate a standard number of teaching days to be recognized across the province for the purpose of experience/grid placement with credit given for all days taught, including all substitute teaching, for any school board.”

Note—There is still a wide variation in the number of days required to earn an increment. With a number of boards treating previous experience “as if it were here,” teachers with part-year contracts often find themselves losing increments when they are hired by boards that require more days. Substitute teaching is also not recognized by most rural agreements unless the substitute has been in the same position for more than three days or has substitute taught for that board only. This should be revised to include every substitute teaching day for any board, as is common in the urban agreements.

**5.B.32 BE IT RESOLVED**, that the Alberta Teachers' Association urge all local bargaining units to negotiate clauses in their collective agreements that stipulate a standard number of teaching days to be recognized across the province for the purpose of experience/grid placement with credit given for all days taught, including all substitute teaching, for any school board. [2008]

**100/11** (Current Directive)  
Three Drums of Wheat

**BE IT RESOLVED**, that the Alberta Teachers' Association oppose school board policies which would unduly limit the ability of a teacher to publicly raise legitimate concerns or issues regarding school board actions or decisions.

Note—One possible scenario is the setting of the kindergarten or Grade 1 registration date. When a board, for monetary reasons, sets a March 1 cut off, how does a practised teacher speak to parents about not registering a young child without speaking against board policy? A teacher should not fear retribution from the board when speaking up on issues such as this.

**101/11** (Current Directive)  
Northern Spirit

**BE IT RESOLVED**, that the Alberta Teachers' Association urge school boards in Alberta to maintain policy that clearly outlines their hiring practices.

Note—In some areas of the province, part-time teachers and substitute teachers find it nearly impossible to gain full-time employment. All teachers should be considered for assignments they wish to be placed into.

## Pensions

**102/11** (Current Directive)  
Provincial Executive Council

**BE IT RESOLVED**, that expiring current directive 6.B.3 be deleted.

Note—This policy provides no clear direction on which pension plan or which specific reforms are desired. Long-range policy 6.A.4 provides a complete listing of pension improvements sought by the Association.

**6.A.4 A pension plan for Alberta teachers should have provisions and features that allow for**  
1. contributions from government and employees;

2. equal pensions for men and women;
  3. a pension without actuarial reduction payable at or after age 55;
  4. a pension of approximately 75 per cent of salary after 30 years of service;
  5. calculation on the basis of the average of the highest three years of salary;
  6. a variety of pension options;
  7. waiver of contributions during periods of disability;
  8. payment of pension earned to a surviving spouse or other dependent;
  9. automatic adjustment to pension relative to 100 per cent of the cost of living provided that the pension not be decreased;
  10. pension contributions for service with the Canadian International Development Agency or for other educational service, or ability to purchase this service if provided prior to membership in the plan;
  11. pension contributions for periods of Canadian or allied military or other approved service, or ability to purchase this service if provided prior to membership in the plan;
  12. vesting after two years of pensionable service;
  13. refund of contributions plus interest or at full commuted value;
  14. reinstatement of service into the plan, on application, at no cost to the plan;
  15. locking-in of contributions for provision of a future pension;
  16. reciprocal agreements with other approved pension plans;
  17. the option of contributing to the fund for any period of contributory service lost due to the teacher's involvement, as a member of a teacher bargaining unit, in a work stoppage resulting from strike or lockout which is permitted under the Labour Relations Code;
  18. the indexing of the salary used to calculate a disabled teacher's pension at retirement to a salary paid to active teachers; and
  19. decking of the Canada Pension Plan with the teachers' pension plan.
- [1970/72/73/74/76/77/79/82/84/86/88/89/90/93/99/2009]

**6.B.3 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to enter into discussions on pension reform. [2008]

**103/11** (Current Directive)  
Provincial Executive Council

**BE IT RESOLVED**, that expiring current directive 6.B.4 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers' Association urge the Alberta Teachers' Retirement Fund to accept

Canada Pension Plan Disability as a disability carrier for accrual of disability service under the Alberta Teachers' Pension Plans Act and regulations.”

Note—Canada Pension Plan (CPP) Disability requires significant proof of disability and is more difficult to qualify for than the Alberta School Employee Benefit Plan (ASEBP) Extended Disability Benefit. Teachers who get CPP do not automatically qualify for the Alberta Teachers' Retirement Fund (ATRF) accrual. Some members (particularly from employers who do not use ASEBP as an insurer) have been refused or declared ineligible for long-term disability but do get CPP Disability. They now have to prove disability to ATRF, which requires considerable effort for them and Association staff. The amendment uses updated terminology.

**6.B.4 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Alberta Teachers' Retirement Fund to accept Canada Pension Plan Disability as a disability carrier for accrual of disability service under the Alberta Teachers' Pension Plans Act and regulations. [inclusion in the Alberta Teachers' Retirement Fund pensionable service clause “Periods of disability for those teachers not accepted by their disability carrier.”] [1999/2002/05/08]

## Education Finance

**104/11** (Current Directive)  
Provincial Executive Council

**BE IT RESOLVED**, that expiring current directive 7.B.1 be reaffirmed.

Note—While audited financial statements require that revenue attributable to First Nations, Métis and Inuit education funding allocations be recorded, there is no follow up to determine how this money is used.

**7.B.1 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education to require school jurisdictions to report to the public on the use of the First Nations, Métis and Inuit Education funding allocation in their annual reports. [2008]

**105/11** (Current Directive)  
Provincial Executive Council

**BE IT RESOLVED**, that expiring current directive 7.B.3 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to review

its funding framework and eligibility criteria to reflect the individual needs of students in an inclusive education system in order to provide appropriate supports and services for physically challenged students, students with learning disabilities, fetal alcohol spectrum disorders, pervasive developmental disorders, emotional behavioural disabilities and other emerging developmental issues.”

Note—The Government of Alberta has approved the Setting the Direction framework for special education, which includes revisions to the current funding model. The new framework outlines the vision for one inclusive education system that meets the needs of a diverse student population. Achieving the vision of one inclusive education system will require a review of the existing funding model and criteria to ensure students have access to the supports and services they require for learning in an appropriate school setting.

**7.B.3 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Department of Education to review its funding framework and eligibility criteria to reflect the individual needs of students [who qualify for funding for special needs programs] in an inclusive education system in order to provide [greater accessibility] appropriate supports and services for physically challenged students, students with learning disabilities, fetal alcohol spectrum disorders, pervasive developmental disorders, emotional behavioural disabilities and other emerging developmental issues. [1992/96/99/2002/05/08]

**106/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.4 be amended to read—“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to fund special education on an equitable basis that recognizes the number, program needs and support services of special needs students who are being served within each jurisdiction.”

Note—The provision of funding must be fair and equitable and consistent with the needs of students and schools regardless of their location in the province or school jurisdiction.

**7.B.4 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Government of Alberta to fund special education on an

equitable basis that recognizes the number, program needs and support services of special needs students who are being served within each jurisdiction. [1986/89/92/95/96/99/2002/05/08]

**107/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.5 be reaffirmed.

Note—The Association believes education should be adequately funded, regardless of location or jurisdiction size. Funding that recognizes the unequal costs of service should in part address these differences.

**7.B.5 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Government of Alberta to develop a formula that provides adequate funding for school jurisdictions that addresses unequal costs of delivery. [1999/2002/05/08]

**108/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.7 be reaffirmed.

Note—With the current uncertainty surrounding the implementation of the Setting the Direction framework, it is critical that this policy be reaffirmed.

**7.B.7 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Department of Education to fund programs that address the growing incidence and severity of challenges demonstrated by the increasing number of students with behaviour disorders. [1990/93/96/99/2002/05/08]

**109/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.8 be reaffirmed.

Note—With the current uncertainty surrounding the implementation of the Setting the Direction framework, it is critical that this policy be reaffirmed.

**7.B.8 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Department of Education to ensure that “specially funded” students receive the full benefit of their allocation. [1990/93/96/99/2002/05/08]

**110/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.11 be reaffirmed.

Note—With the current uncertainty over the implementation of the Setting the Direction framework, it is critical that this policy be reaffirmed.

**7.B.11 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Government of Alberta to provide sufficient funds to meet the educational needs of all students identified with special needs, including those identified as having mild/moderate cognitive disability, emotional/behavioural disability, learning disability or as being gifted or talented. [2003/06/08]

**111/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.12 be reaffirmed.

Note—Some school boards have moved toward a model of requiring chartered psychologists as school counsellors. This is work that needs to stay within the profession. Such individuals need to be certificated teachers who are fully bound by the Code of Professional Conduct.

**7.B.12 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Government of Alberta to provide sufficient funding to school boards for the specific purpose of providing adequate student counselling services offered by counsellors with teaching certificates. [1992/95/96/99/2002/05/08]

**112/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.23 be reaffirmed.

Note—This is an ongoing issue for the Association.

**7.B.23 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Government of Alberta to increase funding to provide more teachers to work in the classroom with children who are at risk due to mathematical literacy, language and early literacy needs. [1999/2002/05/08]

**113/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.24 be reaffirmed.

Note—As the new funding model is implemented, there must be support for students who change schools after September 30.



**7.B.24 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education to ensure that school boards are adequately funded for all students with special needs including those enrolled after September 30.

[1999/2002/05/08]

**114/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.25 be reaffirmed.

Note—School boards must be able to attract and retain teaching staff and provide strong educational service to the community. Doing this is quite challenging in communities where the cost of living is higher than average.

**7.B.25 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to expand the provincial funding formula for school boards to reflect the cost of living in jurisdictions that have higher-than-average costs of living.

[1999/2002/05/08]

**115/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.26 be reaffirmed.

Note—The Government of Alberta has moved to restrict funding to public services including education. Advocating for adequate funding models to public education remains a key priority for the Association.

**7.B.26 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to immediately provide school boards with sufficient funds to prevent reductions in service and to support quality improvements to public education.

[2002/05/08]

**116/11** (Current Directive)  
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to fully fund school transportation systems at a sustainable and reasonable level.

Note—With the recent and ongoing woes of our own school board in finding funding for its transportation system, usually out of the instructional budget, it would be a better educational system for our own children if there were adequate and equal funding for transportation, especially in sparse rural areas. These children should not be punished educationally because of where they must live.

## General

**117/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.2 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to fund an independent study on the effects of problem gambling and its direct and indirect effect on the academic achievement and social development of children in Alberta schools.”

Note—According to the Problem Gambling Resources Network, in 2008/09 Albertans spent over \$25 billion on legal gambling activities, and Alberta has the most casinos per capita in Canada. The statistics indicate that problem gambling impacts a number of families in Alberta and, therefore, this remains an ongoing issue for the Association.

**8.B.2 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to fund an independent study on the effects of problem gambling and its direct and indirect effect on the academic **achievement** and social **development** [advancement] of children in Alberta schools.

[2002/05/08]

**118/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.6 be reaffirmed.

Note—Instructional time is at the core of the work teachers do and must be a priority. Postsecondary recruitment can be done outside of instructional time.

**8.B.6 BE IT RESOLVED**, that the Alberta Teachers' Association urge postsecondary institutions in Alberta to refrain from arranging recruitment activities for high school students that occur during their class time.

[2002/05/08]

**119/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.7 be reaffirmed.

Note—School readiness is an established predictor of success. A consistent entry age for Grade 1 creates a clear guideline that is reasonable for the majority of children.

**8.B.7 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to standardize the normal Grade 1 entrance age throughout Alberta so that the minimum Grade 1 entrance age is six years of age as of December 31.

[1998/2001/04/07/08]

**120/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current direction 8.B.11 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to increase funding to a level sufficient to sustain the coordination of support services to students provided through the departments of Children and Youth Services; Health and Wellness; Employment and Immigration; Justice and Attorney General; Education; Advanced Education and Technology; Aboriginal Relations; Seniors and Community Supports; Solicitor General and Public Security; Tourism, Parks and Recreation; and Culture and Community Spirit, so that all students receive adequate support.”

Note—Wraparound services for students and communities lead to proper support for society's most vulnerable groups. The inclusion of Tourism, Parks and Recreation allows for further integration of these services, particularly with respect to current issues such as childhood obesity.

**8.B.11 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to increase funding to a level sufficient to sustain the coordination of **support** services to students **provided** through the departments of Children and Youth Services; Health and Wellness; Employment and Immigration; Justice and Attorney General; Education; Advanced Education and Technology; Aboriginal Relations; Seniors and Community Supports; Solicitor General and Public Security; **Tourism, Parks and Recreation**; and Culture and Community Spirit, so that [no] **all** students **receive** [suffer in] adequate support.

[1998/2001/04/07/08]

**121/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.12 be reaffirmed.

Note—The Carver model, which is supported by many school boards in the province, does not allow for meaningful input from classroom teachers when setting educational or school-based policy.  
Provincial Executive Council

**8.B.12 BE IT RESOLVED**, that the Alberta Teachers' Association urge school boards to review implementation of school-based decision making in their jurisdictions in order to ensure that the decision-making process incorporates meaningful participation of classroom teachers.  
[2005/08]

**122/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.13 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers' Association urge the Canadian Teachers' Federation to lobby the Government of Canada to amend section 14(2) of the *Youth Criminal Justice Act* to stipulate that prior to a court appearance, a required component of a pre-sentence report contain a report, including achievement, attendance and conduct of the student, from a school official at the last known school attended.”

Note—Given that section 14(2)(r) provides for sentencing which considers the rehabilitation of youth offenders including educational support services available within the youth's community, it is appropriate that school officials provide a report prior to the structuring of the rehabilitation plan. The proposed amendment clarifies what should be contained within the school report.

**8.B.13 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Canadian Teachers' Federation to lobby the Government of Canada to amend section 14(2) of the *Youth Criminal Justice Act* to stipulate that prior to a court appearance, a required component of a pre-sentence report contain a report, including achievement, attendance and conduct of the student, from a school official at the last known school attended.  
[1993/96/99/2002/05/08]

**123/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.20 be reaffirmed.

Note—In order to ensure that early intervention programs are of consistently high quality they need to be taught by certificated teachers. Anything less, devalues

the importance of quality early childhood education programs.

**8.B.20 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to ensure that the educational components of school-based early intervention programs are planned, delivered, supervised and evaluated by certificated teachers.  
[1993/96/99/2002/05/08]

**124/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.21 be reaffirmed.

Note—The Canadian Teachers' Federation background material for Hill Day 2010 notes that 40 per cent of Canadian children have one or more working parents, and that housing continues to be a main concern. Alberta continues to have housing shortages for low-income families.

**8.B.21 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to ensure access to adequate, affordable housing for families in need.  
[2008]

**125/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.29 be reaffirmed.

Note—The privatization of health care serves only to fragment democratic society. Further, private health care providers cannot give firm commitment to serving the public good because profit drives these entities.

**8.B.29 BE IT RESOLVED**, that the Alberta Teachers' Association support the efforts of individuals and organizations to prevent private health care companies from privatizing all or part of Alberta's public hospitals or providing hospital services in Alberta.  
[1996/99/2002/05/08]

**126/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.30 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide policy, protocols and adequate support funding so that schools and school districts can have readily available educational psychologists, teacher certificated counsellors and trained staff to meet the needs of and deal with seriously

disruptive students and students who become involved in or are at risk of becoming involved in violent behaviour.”

Note—This brings consistency between policies 8.B.30 and 7.B.12 (see Resolution 111/11).

**8.B.30 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to provide policy, protocols and adequate support funding so that schools and school districts can have readily available educational psychologists, teacher certificated counsellors and trained staff to meet the needs of and deal with seriously disruptive students and students who become involved in or are at risk of becoming involved in violent behaviour.  
[1997/99/2002/05/08]

**127/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.31 be reaffirmed.

Note—This remains an important and ongoing issue for the Association.

**8.B.31 BE IT RESOLVED**, that the Alberta Teachers' Association, in cooperation with the Canadian Teachers' Federation, urge the Government of Alberta and the Government of Canada to work together to improve child care.  
[2005/08]

**128/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.36 be reaffirmed.

Note—The *Employment Standards Code* and regulations that allow children to work should be raised to the age of 14 years.

**8.B.36 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to reinstate age 14 as the minimum working age.  
[2008]

**129/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.37 be reaffirmed.

Note—A living wage provides for a stable financial base for workers, many of whom support families and children.

**8.B.37 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Alberta Association of Municipal Districts and Counties and the Alberta Urban Municipalities Association to encourage

*their members to determine, in consultation with employers, labour unions and social service organizations, a local living wage rate sufficient to allow workers to support their families and maintain a safe, healthy standard of living in their community.*  
[2008]

**130/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.38 be reaffirmed.

Note—Long-range policy 18.A.3 is based on promoting barrier-free participation in education and society. Immigrant student populations in Alberta continue to increase, yet there has been no systemic, provincial longitudinal study to document the challenges or barriers they face in achieving academic success. The Association believes that the Department of Education needs to find out what these challenges are and how they are impeding academic success so that adequate supports can be put in place to assist immigrant students.

**18.A.3** *The Alberta Teachers' Association is committed to the elimination of barriers to full participation in education and society while fostering understanding, empathy and compassion.*  
[2003]

**8.B.38** *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to fund a study to determine the challenges facing new immigrant students in achieving educational success.*  
[2008]

**131/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.39 be reaffirmed.

Note—This policy continues to need advocacy to support the well-being of students.

**8.B.39** *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to implement a comprehensive approach to student support services and offer to work with the government and appropriate groups in the process.*  
[2008]

**132/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.40 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to establish a collaborative cross-ministry initiative with broad participation from groups involved in health and learning and with a mandate to conduct research and develop a model policy for a comprehensive approach to health and learning.”

Note—This policy continues to need advocacy to support the well-being of students; the importance of research-based policy development needs emphasis.

**8.B.40** *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to establish a [high-profile task-force on health and learning in schools,] collaborative cross-ministry initiative with broad participation from groups involved in health and learning and with a mandate to conduct research and develop a model policy for a comprehensive approach to health and learning [in schools and school-systems].*  
[2008]

## Administration of Schools

**133/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.4 be amended to read and transferred to long-range policy—

“School administrators must remain active members of the Alberta Teachers' Association.”

Note—The policy is strengthened by the amendment. Principals, as active members of the Association, are part of a unified organization and this is a longstanding principle of the Association.

**9.B.4** ~~*BE IT RESOLVED, that*~~ *School administrators must remain active members of the Alberta Teachers' Association [and that no Council of Education Executives be established].*  
[2005/08]

**134/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.7 be reaffirmed.

Note—Although the draft School Leadership Framework does not contemplate additional certification for administrators, the Association must remain vigilant that

such requirements are not introduced in the future.

**9.B.7** *BE IT RESOLVED, that the Alberta Teachers' Association take action to oppose the establishment of certification programs that require teachers to complete additional training courses or programs to be eligible for positions in school or system administration.*  
[2008]

**135/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.8 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association encourage prospective school or system administrators to include preparation programs offered by the Association to prepare for their future roles.”

Note—Association programs such as Leadership Essentials for Administrators offer invaluable information and resources for new and prospective administrators. The proposed wording clarifies and strengthens the policy and brings focus to Association programs.

**9.B.8** *BE IT RESOLVED, that the Alberta Teachers' Association encourage prospective school or system administrators to [choose-graduate-education-programs-and] include preparation programs offered by the Association to prepare for their future roles.*  
[2008]

## Nature of Teaching Profession

**136/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 10.B.1 be reaffirmed.

Note—In the interests of a unified profession, all teachers who teach in Alberta should hold membership in the Alberta Teachers' Association, including teachers in charter schools.

**10.B.1** *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to amend the School Act to make teachers employed by charter schools active members of the Association.*  
[1996/99/2002/05/08]

## Teachers' Assistants

**137/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 12.B.1 be reaffirmed.

Note—This remains an ongoing issue within schools as more noncertificated staff and volunteers are utilized.

**12.B.1 BE IT RESOLVED**, that the Alberta Teachers' Association urge school jurisdictions to develop enforceable standards of conduct for noncertificated staff and volunteers.  
[1996/99/2002/05/08]

**138/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 12.B.2 be reaffirmed.

Note—The roles of teachers and paraprofessionals or assistants must be clearly defined to avoid friction caused by unclear expectations.

**12.B.2 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education to develop regulations that set standards for the role, supervision and evaluation of paraprofessionals or assistants employed by school boards.  
[2005/08]

## Early Childhood Education

**139/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 13.B.1 be reaffirmed.

Note—A number of jurisdictions initiated full-day kindergarten programs that have involved early childhood education teachers. This is in keeping with the trend across the country to provide full-day programs. However, jurisdictions were not provided with funding for these programs, and many jurisdictions have now reduced these programs due to a shortage of funds. Public education is meant to be equitable and fair for all children.

**13.B.1 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to fully fund and mandate school boards to provide full-day kindergarten programs taught by certificated teachers of 950 hours that are available to all children who are five years of age by December 31.  
[1995/98/2001/04/07/08]

**140/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 13.B.2 be reaffirmed.

Note—As the options for parents grow regarding early education in Alberta, it is important to maintain a key element of quality programs by limiting class size for those parents who choose to put their children in junior kindergarten and kindergarten classes.

**13.B.2 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to provide adequate funding to establish a maximum class size of 15 for junior kindergarten, 17 for kindergarten and 15 for combined junior kindergarten and kindergarten classes.  
[2005/08]

**141/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 13.B.4 be reaffirmed.

Note—Although the Department of Education has established an early learning branch, few channels of communication and/or consultation have been established and those that have been are still very tenuous. The Association needs to continue to advocate for formalized input from the profession regarding an effective comprehensive approach to early learning.

**13.B.4 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to develop and implement a comprehensive approach to early learning (birth to kindergarten) in Alberta and offer to work with the government and appropriate groups in the process.  
[2008]

## Technology and Education

**142/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 16.A.13 be amended to read—  
"Educational technology can have a positive impact on teaching and learning when used appropriately and with the following necessary conditions in place:  
1. A vision for the role of technology in public education based on humanistic and democratic principles  
2. Proactive leadership to achieve the vision

3. Commitment to the central importance of the teacher's professional judgment in decisions about the use of technology
4. Identification of appropriate curriculum linkages
5. Access to technological resources that are specific to learner needs
6. Access to appropriate technology and connectivity
7. Timely access to technical support
8. Time for teachers to learn about technology and to develop technology-supported curriculum
9. Public funding that addresses the total cost of ownership for technology
10. School organization and culture that supports effective teaching and learning
11. Policies at the system and school levels that support the appropriate integration of technology
12. Acceptance of the teacher as final arbiter in the use and application of technology
13. Consideration for the well-being of students."

Note—A growing body of research points to the previously ignored impacts of the pervasiveness of digital devices in the workplace and society at large. Their impacts on psychological and physiological health are now better understood and need to be considered in the use of emerging technologies in the education sector.

**16.A.13 Educational technology can have a positive impact on teaching and learning when used appropriately and with the following necessary conditions in place:**

1. A vision for the role of technology in public education based on humanistic and democratic principles
2. Proactive leadership to achieve the vision
3. Commitment to the central importance of the teacher's professional judgment in decisions about the use of technology
4. Identification of appropriate curriculum linkages
5. Access to technological resources that are specific to learner needs
6. Access to appropriate technology and connectivity
7. Timely access to technical support
8. Time for teachers to learn about technology and to develop technology-supported curriculum
9. Public funding that addresses the total cost of ownership for technology
10. School organization and culture that supports effective teaching and learning
11. Policies at the system and school levels that support the appropriate integration of technology

12. *Acceptance of the teacher as final arbiter in the use and application of technology*

**13. Consideration for the well-being of students**

[1999/2004/07]

**143/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.6 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to develop policy regulating student use of digital technologies in schools.”

Note—The directive needs to be broadened to include an exponentially growing variety of technologies entering school communities beyond just those used for communication. With digital convergence, increasingly an electronic device can be at once a phone, Web browser, gaming platform, GPS and computer.

**16.B.6** BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to develop policy regulating student use of ~~[electronic communication devices]~~ **digital technologies** in schools.  
[2008]

**144/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.10 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to require school boards to allocate 50 per cent of technology funding to professional development.”

Note—Professional development funding is particularly lacking in the area of educational technology in Alberta. The majority of the investments over the past decade have been in infrastructure (SuperNet, videoconferencing, Digital Learning Objects, One-to-One Laptops). An increased focus on professional learning in support of pedagogical practices for emerging (and existing) technologies is necessary.

**16.B.10** BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to **require school boards to allocate** ~~[include in its funding allocations to schools; the industry benchmark of]~~ 50 per cent of technology funding ~~[committed]~~ to professional development.  
[1999/2002/05/08]

**145/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.12 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to establish and implement technology plans that simultaneously address all of the essential conditions for effective technology infusion: professional development, infrastructure, software acquisition and technical support.”

Note—The amendment aligns the policy with current Association publications and dialogue on professional development in the context of a “condition” of success versus a “component” of success. This remains an issue for teachers as technologies rapidly evolve.

**16.B.12** BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to establish and implement technology plans that simultaneously address all ~~of the [components necessary]~~ **essential conditions** for effective technology infusion: professional development, infrastructure, software acquisition and technical support.  
[1999/2002/05/08]

## Education of Students with Special Needs

**146/11** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 17.A.1 be amended to read—

“The Alberta Teachers’ Association supports the principle of inclusion of students with special needs, provided that

1. they are placed in programs that meet their special needs; and
2. the following conditions have been met:
  - a) Information about the individual needs of each student is provided to the teacher and staff.
  - b) Students with special needs and other students in the same class have been prepared for inclusion.
  - c) Ongoing professional development is provided to the teacher.
  - d) Professional support services, such as special education consulting services and health support services, are provided.
  - e) Appropriately trained teachers’ assistants are provided, as required.

- f) Appropriate resources are provided.
- g) Class size is reduced to effectively meet the needs of all students.
- h) The regular instructional time for the teacher is reduced to allow for effective development, implementation and monitoring of the Individual Program Plans and/or Success in School Plans.”

Note—With the implementation of the Success in School for Children and Youth in Care Provincial Protocol Framework (PPF), teachers are now required to coordinate, develop and monitor a special plan for these students, as well as coordinate and facilitate two core team meetings annually.

**17.A.1** *The Alberta Teachers’ Association supports the principle of inclusion of students with special needs, provided that*

1. *they are placed in programs that meet their special needs; and*
2. *the following conditions have been met:*
  - a) *Information about the individual needs of each student is provided to the teacher and staff.*
  - b) *Students with special needs and other students in the same class have been prepared for inclusion.*
  - c) *Ongoing professional development is provided to the teacher.*
  - d) *Professional support services, such as special education consulting services and health support services, are provided.*
  - e) *Appropriately trained teachers’ assistants are provided, as required.*
  - f) *Appropriate resources are provided.*
  - g) *Class size is reduced to effectively meet the needs of all students.*
  - h) *The regular instructional time for the teacher is reduced to allow for effective development, implementation and monitoring of the Individual Program Plans **and/or Success in School Plans.***  
[1982/92/98/2002]

**147/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.1 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to ensure that its funding framework adequately supports the following services for students with special needs:

1. Coordination of services
2. Professional support
3. Paraprofessional support
4. Materials and equipment, including assistive technology

5. An educational setting appropriate to the learning needs of the student
6. Class size appropriate to the needs of all students and the following supports and services for teachers of these students:
  - a. Professional development
  - b. Assistance with and release time for the development of Individual Program Plans/Individual Education Plans/Success in Schools Plans and
  - c. Program planning time”

Note—As the funding framework changes, adequate supports for students and teachers will increase. Assistive technology is increasingly important for students with special needs. Success in School Plans could overwhelm teachers, who will have to coordinate two meetings per year, and write and implement plans for children and youth in foster care. This could be particularly problematic for regions with many children and youth in care.

**17.B.1 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Government of Alberta to ensure that its funding framework adequately supports the following services for students with special needs:

1. Coordination of services
  2. Professional support
  3. Paraprofessional support
  4. Materials and equipment, including assistive technology
  5. An educational setting appropriate to the learning needs of the student
  6. Class size appropriate to the needs of all students and the following supports and services for teachers of these students:
    - a. Professional development
    - b. Assistance with and release time for the development of Individual Program Plans/Individual Education Plans/Success in Schools Plans and
    - c. Program planning time
- [1997/99/2002/05/08]

**148/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.3 be reaffirmed.

Note—With the current uncertainty surrounding the implementation of the Setting the Direction framework, it is critical that this policy be reaffirmed.

**17.B.3 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Department of Education to ensure that school boards are allocating funds to meet the specific programming requirements of all students with special needs.  
[1987/90/93/96/99/2002/05/08]

**149/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.4 be reaffirmed.

Note—Understanding the costs of supporting these students provides clarity in establishing what full funding means in policy 7.B.4.

**17.B.4 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Department of Education to determine the actual cost of providing adequate learning resources and other educational supports for students with mild and moderate learning disabilities.  
[1998/99/2002/05/08]

**150/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.6 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association encourage all teachers, including school administrators to request that placement of students with behaviour disorders occur only following the provision of appropriate resources, professional development and support services so that teaching and learning can occur in a safe and caring environment.”

Note—School administrators are encouraged to advocate for teachers and all students in the learning community when central office staff place students with behaviour disorders in the school setting.

**17.B.6 BE IT RESOLVED**, that the Alberta Teachers’ Association encourage all teachers, including school administrators to request that placement of students with behaviour disorders occur only following the provision of appropriate resources, professional development and support services so that teaching and learning can occur in a safe and caring environment.  
[1993/96/99/2002/05/08]

**151/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.7 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to ensure that adequate supports and services are in place [~~in the classroom~~] to meet the needs of students with special needs in the school setting.”

Note—With the implementation of a more inclusive model, there will be a need for adequate supports and services in order for all students to experience success.

**17.B.7 BE IT RESOLVED**, that the Alberta Teachers’ Association urge school boards to ensure that adequate [~~staffing is~~] supports and services are in place [~~in the classroom~~] to meet the needs of students with special needs in the school setting.  
[1993/96/99/2002/05/08]

**152/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.9 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to ensure that a continuum of supports and services are available to meet the special needs and circumstances of each child.”

Note—Guidelines in the Setting the Direction framework outline that there be a continuum of supports and services available.

**17.B.9 BE IT RESOLVED**, that the Alberta Teachers’ Association urge school boards to ensure that a [~~wide range of program and placement options~~] continuum of supports and services are available to meet the special needs and circumstances of each child.  
[1996/99/2002/05/08]

**153/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.10 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to provide adequate funding for residential care programs and day treatment so that waiting lists for children who are in need of such programs can be eliminated.”

Note—Students who require residential care programs and treatment are at risk, and any delay places the family and others in the community also at risk.

**17.B.10 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Government of Alberta to provide adequate funding for residential care programs and day treatment so that [~~the present~~] waiting lists for

children who are in need of such programs can be eliminated.  
[1996/99/2002/05/08]

**154/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.11 be reaffirmed.

Note—Waiting lists for students requiring psychiatric care or assessment continue to be an ongoing issue.

**17.B.11 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to increase the number of beds for students requiring psychiatric care or assessment.  
[1996/99/2002/05/08]

**155/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure sufficient and sustainable support and funding are available to meet the requirements associated with implementing the Success in Schools for Children and Youth in Care Provincial Protocol Framework.

Note—Funding is required to provide the necessary release time for teachers to address the requirements in the protocol as well as to access relevant professional development related to implementing the provincial protocol framework.

**156/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to review the requirements of both the Individual Program Plans and the Success in School Plans to allow for the development of a single plan, where students require both.

Note—The development and writing of two plans for a single student is not effective use of teacher time and is essentially a redundant bureaucratic requirement.

## Diversity, Equity and Human Rights

**157/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.5 be reaffirmed.

Note—This goal has not been achieved; the Association should continue to promote this important principle.

**18.B.5 BE IT RESOLVED**, that the Alberta Teachers' Association urge Alberta school boards to promote gender equity in positions where underrepresentation has been identified.  
[1990/93/96/99/2002/05/08]

**158/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.6 be reaffirmed.

Note—This continues to be an important issue, particularly with respect to senior administrative positions in school jurisdictions.

**18.B.6 BE IT RESOLVED**, that the Alberta Teachers' Association urge Alberta school boards to promote gender equity in administrative positions by  
1. developing, articulating and communicating promotion policies and equitable selection criteria to all employees;  
2. developing and implementing leadership programs that assist and encourage potential leaders to aspire to administrative positions at all levels; and  
3. developing and implementing programs that eliminate barriers.  
[1990/93/96/99/2002/05/08]

**159/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.9 be reaffirmed.

Note—The policy is in keeping with the Association's antipoverty stance and with its work in relation to the well-being of children and youth.

**18.B.9 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Alberta Chambers of Commerce to encourage its members to provide their employees and contractors with compensation above the local living wage rate.  
[1999/2002/05/08]

**160/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.12 be reaffirmed.

Note—This is a worthy policy that speaks to the Association's concern about poverty.

**18.B.12 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to develop job creation programs that lead to employment that provides compensation above the local living wage rate.  
[1993/96/99/2002/05/08]

**161/11** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.20 be reaffirmed.

Note—Globalization is impacting opportunities available to students after their public education experience. The Association advocates that students be prepared for several possible options available for work and life. Additional languages are foundational for these students.

**18.B.20 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education to provide adequate support for the learning of additional languages in the preparation of students for citizenship in a global society.  
[2002/05/08]

## Corporate Presence in Schools

**162/11** (Current Directive)  
Edmonton Catholic

BE IT RESOLVED, that the Alberta Teachers' Association urge its members to promote awards, donations, endowments or scholarships from businesses, organizations and unions whose stated goals or practices are consistent with the values of public education and the principles of fairness and justice as well as the principles of diversity, equity and human rights.

Note—Business, organizations or unions whose stated goals or practices reveal that they oppose the fundamental values of public education in their opposition to the fair and just treatment of one or more groups in society or to the principles of diversity, equity and human rights (including the right to self-determination through



collective action) should not be afforded the opportunities to promote their name or their values in public school communities.

## Public Education Facilities

### 163/11 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.6 be reaffirmed.

Note—As long as the Area Capacity and Utilization Guidelines impact school boards, it is important that the determined rate be accurate.

**20.B.6** BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to review the current Area Capacity and Utilization Guidelines so that the rate of capacity of the school reflects its actual capacity to deliver educational programs.  
[2005/08]

### 164/11 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.8 be reaffirmed.

Note—This remains an important issue for the Alberta Teachers' Association and public education.

**20.B.8** BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure that participation of private-sector interests, including public-private partnerships, in the construction, ownership or operation of a school facility be subject to the following criteria:

1. The initial project plan must demonstrate how the total cost of construction, ownership and/or operation of the facility, including interest and finance charges and provisions for normal profit to the private interest, will be less than the cost of a fully publicly funded alternative.
2. The construction or renovation must meet or exceed the 50-year standard for government-built schools.
3. The school facility must be designed, built and maintained so as to provide an environment that enhances the quality of teaching and learning.
4. Teachers, students and community members must be able to use the facility during and after the school day and on noninstructional days for preparation, professional development, cocurricular and extracurricular activities at no additional cost.
5. Any fees charged to groups and individuals not associated with the school

*for the use of the school facility must not exceed the additional marginal cost of providing access to the facility.*

*6. All aspects of the management, operation and maintenance of the facility must be subject to the direction of the principal and school board.*

*7. The construction or renovation of a facility must be aligned with the school board's infrastructure plan and priorities and must not compromise potential funding for other infrastructure projects identified by the board. Funding for construction or maintenance of a facility must not be contingent upon the school board's consenting to participate in a public-private partnership.*

*8. Freehold ownership of the facility must revert to the school board at the conclusion of the project at no additional cost to the school board.*

*9. Documentation relating to the construction, ownership or operation of the facility must be publicly available.*

*10. The criteria above must form an integral and enforceable part of any contract for the construction, ownership or operation of the facility in conjunction with a private-sector interest or partner.*

*11. Upon completion, an evaluation will occur to determine the cost performance of the project.*  
[2008]

## Outreach Education

### 165/11 (Current Directive) Pembina Hills

BE IT RESOLVED, that the Alberta Teachers' Association urge school jurisdictions to limit the number of teaching staff rotating between outreach and traditional face-to-face schools within the same building or community.

Note—Teachers support relationship building in all schools, but especially outreach schools, where, for students at risk, it is paramount to student success and high school completion. This must be done by having a teacher who is constantly there, not several people intermittently arriving and departing throughout the day such that students don't know who they will be dealing with. Subject specialists can be helpful in the setting, but only with the constant presence of a teacher who can forge the relationships necessary with the at-risk population to set the students up for success.

## Administrative Procedures

166/11 (See page 30)

### 167/11 (Administrative Directive) Sturgeon

BE IT RESOLVED, that the Alberta Teachers' Association provide concrete action items to local associations on Real Learning First outcomes.

Note—Real Learning First is very thorough and maintains a wealth of information on assessment philosophy in education. Often the quantity of information and teachers' lack of time make Real Learning First inaccessible to many teachers. Concrete action items would help locals and Alberta teachers consistently promote Real Learning First.

168/11 (See page 30)

### 169/11 (Administrative Directive) Northern Spirit

BE IT RESOLVED, that Administrative Procedure A.1.7 be amended by replacing "two-thirds" with "80 per cent".

Note—Blocking of resolutions is a reasonable "evil." However, local resolutions have a right to be heard. If fewer than 80 per cent of our colleagues feel Provincial Executive Council is correct in its assumptions of a resolution, that resolution should be debated on the floor.

*1.A.7 Council's position on all local resolutions submitted by the December 15 deadline and on all available Council resolutions will be transmitted to locals, who will be entitled to vote on each at the same rate of delegate representation as for electoral ballots and, when [two-thirds] 80 per cent of the vote favours Council's position, the resulting resolutions may be blocked at the option of the Steering Committee. A resolution blocked by means of this procedure may be removed from a block only by a majority vote of the Assembly.*  
[1993/96/98/2008]

### 170/11 (Administrative Directive) Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association place any resolutions brought forward by locals on the order paper of the Annual Representative Assembly before similar motions submitted by Provincial Executive Council.

Note—The Association is a grassroots organization. The voice of the locals must continue to be the voice of the Association.

**171/11** (Administrative Directive)  
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association undertake a review of all policies to ensure that they are gender neutral and present required resolutions for amendments to the 2012 Annual Representative Assembly.

Note—There is a continual leaning of Provincial Executive Council resolutions towards encouraging women in administrative roles and economic policy committees. It is imperative to hire, or appoint, or elect, the best trained and/or qualified person for the position, regardless of gender.

**172/11** (Administrative Directive)  
Battle River

BE IT RESOLVED, that the Alberta Teachers' Association lobby the Government of Alberta to remove websites from the system that are injurious or defamatory to the professional status of teachers.

Note—The Rate My Teacher (RMT) website allows anyone to enter the site, set up a school/teacher's name and rate them according to easiness, helpfulness, clarity and popularity. In the RMT website the Legal Use section states that the site has "no obligation to monitor you or any other users of the site, and currently does not perform such monitoring." Comments such as "she needs to get laid and let kids go for their lunch and give more time to work on assignments" or "start marking assignments fairly and make sure you don't pick fave students. STOP FAILING PEOPLE DELIBERATELY," need to be monitored and removed.

**173/11** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED, that policy currently titled *Teachers' Assistants* be retitled *Educational Assistants* and that *teachers' assistant(s)* be changed to *educational assistant(s)* wherever it appears in policy.

Note—These amendments would bring policy in line with current terminology.

**174/11** (See page 30)

**175/11** (Administrative Directive)  
Prairieland

BE IT RESOLVED, that every local association in the province be entitled to send up to three delegates to the annual Summer Conference at no cost to the locals.

Note—The cost of sending delegates to the annual Summer Conference continues to be a problem for smaller locals and those who are geographically removed from the Banff area. This entitlement, equal throughout the province, will ease the financial burden placed on all locals and make it easier to send a larger complement of delegates to the premier training event of the Association.

[Cost—\$63,000]

**176/11** (Administrative Directive)  
Prairieland

BE IT RESOLVED, that the TNET be replaced by a more user-friendly and robust system.

Note—Since the birth of TNET, teachers from across the province have faced difficulty accessing information and services provided through the Association. The problems with initial registration, signing up for specialist council memberships and others have been more than just a few isolated incidents. With the continued growth of our membership and our Association, it is time to put TNET to rest and replace it with a system that works.

[Cost—\$10,000,000]

**177/11** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED, that the grant-in-aid rate for subsistence be increased from \$30 to \$35 per day.

Note—The grant-in-aid rate for subsistence was last amended effective 2007 09 01 and the current rate falls below the target range for grant-in-aid reimbursement.

[Cost—\$21,700]

**178/11** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Association develop pilot projects that will model the redesign of curriculum.

Note—The proposal is to undertake an Association-led provincial curriculum redesign project that will advance the profession's views related to sound principles of learning and instruction.

Collaboration with Alberta Education and/or school authorities will be a key aspect of the project. The focus of the project will be at the junior high level. The curriculum in Alberta is being driven by needs that do not reflect the needs of the majority of those attending school or the majority of employers. This project will help to address these limitations.

[Cost—\$30,000]

**179/11** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Association collaborate with the Alberta Assessment Consortium to provide assessment tools as an alternative to current provincial testing programs.

Note—If the Association opposes provincial testing programs, it must be prepared to provide reasonable alternative assessment tools.

[Cost—\$30,000]

**180/11** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Association collaborate with university and school jurisdiction researchers to shape the direction of informed transformation.

Note—The Association's leadership role in influencing educational change will be enhanced if it can support its transformation proposals with valid research.

[Cost—\$40,000]

**181/11** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Association participate in a national research study on the future of the principalship.

Note—Informed research on the trends that drive the changing nature of school administration is necessary. Participation with the Canadian Association of Principals in a national study on this topic will provide direction for future Association programs.

[Cost—\$10,000]

**182/11** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Association establish a committee to propose policy and develop an action plan to address the educational realities of First Nations, Métis and Inuit people.

Note—A mark of the success of Alberta's public education system will be the extent to which it is able to address the educational aspirations of its First Nations, Métis and Inuit people.

*[Cost—\$9,000 based on a committee of five members meeting four times.]*

**183/11** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Association provide for the attendance of a staff member to a Canadian French-first-language education conference.

Note—L'Association canadienne d'éducation de langue française provides a national network for French-first-language stakeholders to stay current in French education research.

*[Cost—\$3,300]*

**184/11** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED, that, pursuant to Bylaw 9(2)(a), the fee payable by an active member employed full-time be \$1,152 per annum effective 2011 09 01.

Note—The detailed budget document, the *Budget Booklet*, and the budget video presentation provide the rationale for the increase from the current fee of \$1,113.

**185/11** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED, that pursuant to Bylaw 9(2)(f), the fee payable by an associate member be \$172.80 per annum effective 2011 09 01.

Note—As directed by the 2010 Annual Representative Assembly, the associate member fee is determined as 15 per cent of the fee of an active member.

## Resolutions on Which Action has been Taken

**166/11** (Administrative Directive)  
Sturgeon

BE IT RESOLVED, that the Alberta Teachers' Association investigate the development of a strategic planning framework that can be used by Association groups during their strategic planning process.

Note—Strategic planning has become and will continue to be an important Association activity. Effective planning varies in direction according to the individual needs of the group; however, there are sound principles to effective strategic planning. It is our opinion that the Association could increase efficiency of Association groups by providing a strategic planning process.

*Action:* Upon request, Association staff are available to assist subgroups in undertaking strategic planning. The Association has also developed a Strategic Planning Workbook and other resources to guide subgroups through the strategic planning process.

**168/11** (Administrative Directive)  
PrairieLand

BE IT RESOLVED, that teachers' free specialist council membership be renewed automatically on September 15 of each year.

Note—If current memberships were renewed automatically, teachers who remain with the same specialist council year to year would not have to bother going to the trouble of renewing this membership themselves. If teachers wish to change their specialist council membership, they would be able to do so sometime in the first two weeks of school. Having an automatic renewal procedure in place would also make it easier for specialist councils to determine the size of their membership and the amount of money coming in earlier in the year.

*Action:* When the annual specialist council membership was implemented in 2007 the Association was concerned with the accuracy of its membership data. The annual

renewal for specialist council membership provided an opportunity for members to update their profile in the Association database. Since 2007 the Association has been able to work with school boards on the more timely reporting of their employment data and, as a result, the Association membership data is more accurate. As a result the Association has responded to requests from specialist councils and teachers to continue their membership in the specialist council of their choice until it is changed by the teacher. Effective 2011 08 01, no-cost specialist council membership will continue until the teacher makes a new selection through the online registration process. Specialist council paid memberships are effective for 12 months, at which time the teacher (or subscriber) receives a notification for renewal and request for payment to continue the membership for another 12 months.

**174/11** (Administrative Directive)  
Sturgeon

BE IT RESOLVED, that the Alberta Teachers' Association provide video conferencing abilities through Barnett House and SARO to assist local associations, specialist councils and other Association groups.

Note—Many Association groups may hold meetings throughout the week, requiring Barnett House to also look at scheduled video conferencing ability over the weekends. This resolution should save Association groups money in travel and accommodation over any costs incurred.

*[No cost; video conferencing capabilities are available in both Barnett House and SARO. The cost to make the service available to subgroups would be for staff to operate the equipment outside regular working hours. This cost would normally be charged back to the subgroup with no cost to the Association.]*

*Action:* Microsoft Live Meeting has been implemented. Live Meeting is Web-based video conferencing and it is offered for use by local presidents. Suite-to-suite video conferencing has also been implemented with the introduction of Polycom hardware.