

2013

Resolutions Bulletin

March 12, 2013



The Alberta Teachers' Association

RESOLUTIONS BULLETIN

March 12, 2013

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 2012 calendar year by local associations and by the Provincial Executive Council for the agenda of the 2013 Annual Representative Assembly, to be held at the Westin Hotel, Edmonton, 2013 05 18–20.

The 2013 resolutions are numbered differently than in previous years. Resolutions have been categorized to indicate those dealing with expiring current directives, those received from local associations and those submitted by Provincial Executive Council (dealing with the decennial reviews of long-range policy sections, new policy, new programs included in the proposed budget and the fee resolutions). The numbering is as follows:

- Category 1, Expiring Current Directives
- Category 2, Local Resolutions
- Category 3, Provincial Executive Council Resolutions
- Category 4, Assembly Resolutions (resolutions approved by the Assembly as emergent)

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 a Provincial Executive Council 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 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 concerning Educational Assistants; Diversity, Equity and Human Rights; Political Engagement; and Public Education Facilities have been scheduled by Provincial Executive Council for review by the 2013 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 2013 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.

Expiring Current Directive Resolutions

1-1/13 (Current Directive)

Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.2 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to maintain a course in career, personal and life skills as a high school graduation requirement.”

Note—A career, personal and life skills course should continue to be a required course for high school graduation in Alberta.

1.B.2 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to maintain a course in career, personal and life [management studies] skills as a high school graduation requirement.

[1998/2001/04/07/10]

1-2/13 (Current Directive)

Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.8 be reaffirmed.

Note—The Program of Studies for these subjects have not been updated in quite some time. It is essential that these components of education be maintained to develop the full potential of students. Fine arts would be expected to have a prominent role in a transformed education system.

1.B.8 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to review and update the Program of Studies for the fine arts program, including the components of music, art, drama and dance.

[1998/2001/04/07/10]

1-3/13 (Current Directive)

Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.14 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to work with the profession to bring about changes to the diploma examinations program to

1. allow teachers to make more effective use of the examinations in the instruction, assessment and evaluation of students;
2. reduce the inordinate amount of time lost to classroom instruction to accommodate the examinations schedule;
3. reduce the negative impact on students with special needs;
4. schedule the marking of examinations to minimize the time teachers are away from the school;
5. minimize the negative impacts on all students and school programs;
6. recognize the voluntary nature of the marking of and the developing of diploma examinations by professional teachers;
7. recognize the need for assessment to be multifaceted;
8. recognize and address concerns about misuse of test data including their use to assess teacher or school performance; and

9. ensure that examinations honour the understanding that students express knowledge and skill in a variety of equally valuable ways.”

Note—The amendment is consistent with the Association’s Real Learning First initiative.

1.B.14 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to work with the profession to bring about changes to the diploma examinations program to

- 1. allow teachers to make more effective use of the examinations in the instruction, assessment and evaluation of students;*
- 2. reduce the inordinate amount of time lost to classroom instruction to accommodate the examinations schedule;*
- 3. reduce the negative impact on students with special needs;*
- 4. schedule the marking of examinations to minimize the time teachers are away from the school;*
- 5. minimize the negative impacts on all students and school programs;*
- 6. recognize the voluntary nature of the marking of and the developing of diploma examinations by professional teachers; [and]*
- 7. recognize the need for assessment to be multifaceted[-];*
- 8. recognize and address concerns about misuse of test data including their use to assess teacher or school performance; and*
- 9. ensure that examinations honour the understanding that students express knowledge and skill in a variety of equally valuable ways.*

[2004/07/10]

1-4/13 (Current Directive)

Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.28 be reaffirmed.

Note—The department’s systematic consultation and engagement of the profession during the next phase of educational transformation is critical. The Association’s voice is not always listened to when discussing student assessment, evaluation and accountability. The teacher’s perspective must always be considered in policy development.

1.B.28 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to reform the process for policy development and decision making related to student assessment, evaluation and accountability to include

- 1. systematic consultation with representatives selected by the Association on design, technical and administrative issues;*
- 2. ongoing consultation, communication and decision making with the Association and other education partners on policy matters;*
- 3. ongoing research focused on guiding and improving policy decisions; and*
- 4. assurances that all examinations are developed in Alberta by active members of the Alberta Teachers’ Association reflecting the Alberta Program of Studies.*

[2004/07/10]

1-5/13 (Current Directive)

Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.34 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge postsecondary institutions to accept Mathematics 30-1 or Mathematics 30-2 as entry courses for students other than those entering a mathematics-intensive field of study.”

Note—The new mathematics curriculum which was implemented in 2010/11 was a major curricular change. Postsecondary institutions need to accept both courses for admission into programs that do not require calculus so as not to disadvantage students. The amendment reflects the change in course name.

1.B.34 BE IT RESOLVED, that the Alberta Teachers' Association urge postsecondary institutions to accept ~~[Applied]~~ Mathematics 30-1 ~~[and] or~~ Mathematics 30-2 as entry courses for students other than those entering a mathematics-intensive field of study. [1998/2001/04/07/10]

1-6/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.37 be reaffirmed.

Note—Having a written component allows students to better demonstrate their learning of the subject matter. Inclusion of a written component contributes to a balanced assessment.

1.B.37 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to reinstate the written component to diploma examinations that have had a written component removed. [2010]

1-7/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.38 be reaffirmed.

Note—The Association believes that provincial achievement tests should be discontinued. The teacher is the professional in the classroom with the legislated responsibility to diagnose, plan, deliver and assess the education program for students. As long as provincial achievement tests remain in place, teachers should be allowed to use their professional judgment when deciding if a student is able to demonstrate sufficient learning prior to being assessed.

1.B.38 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to recognize the right of a teacher to exempt a student from a provincial achievement test when the teacher deems it inappropriate to the needs of the student. [1992/95/98/2001/04/07/10]

1-8/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.40 be reaffirmed.

Note—Engaging parents and assisting them to develop a deep understanding of their child's learning and educational needs are critical parts of the instructional process.

1.B.40 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to include student-parent-teacher interview time as part of the current instructional time (950 hours annually for elementary and junior high programs and 1,000 hours for high school programs) for scheduling purposes under their regulations. [1998/2001/04/07/10]

1-9/13 (Current Directive)
Provincial Executive Council

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

“BE IT RESOLVED, that the Alberta Teachers' Association urge accredited Alberta teacher education programs recognized by the Association to collaborate with the Association to establish a program of support which includes instruction in the legal, ethical and professional nature of teaching with an emphasis on the services, structure and function of the Association.”

Note—The legal, ethical and professional nature of teaching are important elements of any undergraduate education program. The services, structure and function of the Association is fundamental information for our future members. The removal of the terms *faculties of education* and *universities* more accurately reflects the current context of preservice teacher education in the province.

*2.B.2 BE IT RESOLVED, that the Alberta Teachers' Association urge ~~[the faculties of education at]~~ **accredited** Alberta ~~[universities]~~ **teacher education programs recognized by the Association** to collaborate with the Association to establish ~~[the content for]~~ **a program of support which includes** instruction in the legal, ethical and professional nature of teaching with an emphasis on the services, structure and function of the Association. [2004/07/10]*

1-10/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.4 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge accredited Alberta teacher education programs recognized by the Association to ensure sufficient offerings in early childhood courses to allow for specialization in early childhood education.”

Note—Early childhood education specialization provides education students with the opportunity to develop their capacity to optimize learning, enhance literacy skills and promote healthy development of young children. It is foundational and necessary. The removal of the terms *faculties of education* and *universities* more accurately reflects the current context of preservice teacher education in the province. Teachers need to be fully prepared for early childhood education in both half- and full-day environments.

*2.B.4 BE IT RESOLVED, that the Alberta Teachers' Association urge ~~[faculties of education in universities in]~~ **accredited** Alberta **teacher education programs recognized by the Association** to ensure sufficient offerings in early childhood courses to allow for specialization in early childhood education. [2004/07/10]*

1-11/13 (Current Directive)
Provincial Executive Council
Calgary Public

BE IT RESOLVED, that expiring current directive 2.B.12 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge accredited Alberta teacher education programs recognized by the Association to include content on various conditions contributing to special needs and how curriculum and instruction can be adapted to meet the learning requirements of students with special needs in inclusive learning environments.”

Note—This remains a significant issue for new teachers. *Diagnoses* implies a medical condition while identifying conditions is broader

and more encompassing. The removal of the terms *faculties of education and universities* more accurately reflects the current context of preservice teacher education in the province.

2.B.12 BE IT RESOLVED, that the Alberta Teachers' Association urge [the faculties of education in] accredited Alberta [universities to ensure that] teacher [preparation] education programs recognized by the Association to include [information] content on various [diagnoses-related] conditions contributing to [students with] special needs and how curriculum and instruction can be adapted to meet the learning requirements of [these] students with special needs in inclusive learning environments.
[2007/10]

1-12/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.13 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the accredited Alberta teacher education programs recognized by the Association to consider strategies which actively encourage, recruit and retain males in the profession.”

Note—The Association needs to continue to advocate for this policy with teacher preparation institutions and with the department's Workforce Planning Advisory Committee to address this issue. The removal of the terms *faculties of education and universities* more accurately reflects the current context of preservice teacher education in the province.

2.B.13 BE IT RESOLVED, that the Alberta Teachers' Association urge the [faculties of education] accredited Alberta teacher education programs recognized by the Association to consider strategies which actively encourage, [and] recruit and retain males in[~~to~~] the profession.
[2007/10]

1-13/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.14 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge accredited Alberta teacher education programs recognized by the Association to include curriculum and instructional strategies to help teachers address sexual orientation and gender identity in age-appropriate ways in Alberta classrooms and schools.”

Note—With the implementation of the *Human Rights, Citizenship and Multiculturalism Amendment Act, 2009*, (Bill 44), these strategies continue to be critical to beginning teachers. Also, the removal of the terms *faculties of education* more accurately reflects the current context of preservice teacher education in the province.

2.B.14 BE IT RESOLVED, that the Alberta Teachers' Association urge [faculties of education] accredited Alberta teacher education programs recognized by the Association [in their teacher preparation programs] to include curriculum and instructional strategies to help teachers address sexual orientation and gender identity in age-appropriate ways in Alberta classrooms and schools.
[2007/10]

1-14/13 (Current Directive)
Provincial Executive Council

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

Note—The directive to school boards for funding is addressed in the 2011 position paper on professional development which clearly outlines the need for ongoing professional development for all teachers in accordance with their professional growth plans.

3.B.1 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to provide suitable inservice programs and individual support to teachers who have been transferred from one teaching level and/or subject area to another.
[1989/92/95/98/2001/04/07/10]

1-15/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.6 be reaffirmed.

Note—Teachers may find that their own insurance will be the first payer when claims are filed resulting in higher premiums for the teacher. This directive will ensure that teachers do not incur any costs for school-related travel.

5.B.6 BE IT RESOLVED, that the Alberta Teachers' Association urge the Alberta School Boards Association to ensure that all school board employees required to travel for any business of the school board be fully insured and that the insurance premiums are paid in full by the employing board so that the employees are protected from all financial loss resulting from the request to travel.
[1998/2001/04/07/10]

1-16/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.10 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to ensure that the instructional workload for distributed, online and e-learning teachers not exceed the workload of other teachers.”

Note—Workload for distributed, online and e-learning teachers continues to be an issue and needs to be addressed. The terms *online* and *e-learning* are current terminology.

5.B.10 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to ensure that the instructional workload for [each] distributed, online and e-learning teachers not exceed the workload of other teachers.
[1989/92/95/98/2001/04/07/10]

1-17/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.11 be reaffirmed.

Note—Teachers should not lose any income because of an injury sustained as part of their duties.

5.B.11 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to compel employing school boards to cover all medical, vision care, dental and legal costs and loss

of income incurred by teachers as a result of dealing with students under their care.
[2004/07/10]

1-18/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.14 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Human Services to amend the guidelines of its daycare subsidy program so that the daycare needs of sporadically employed teachers can be met and that this subsidy be significantly increased.”

Note—Having child care needs taken care of more readily will facilitate the work schedules of periodically employed teachers. The amendment reflects the current department name.

5.B.14 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of [Children and Youth] Human Services to amend the guidelines of its daycare subsidy program so that the daycare needs of sporadically employed teachers can be met and that this subsidy be significantly increased.
[1988/91/94/97/2000/03/04/07/10]

1-19/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.15 be reaffirmed.

Note—This approach will help with the recruitment and retention of new teachers in Alberta.

5.B.15 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to fund the implementation of a five-step annual increment teacher salary grid.
[2001/04/07/10]

1-20/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.16 be reaffirmed.

Note—When teachers in designated positions have demonstrated their competence during a probationary period, they should not have to worry about job security. If performance issues later arise, these can be addressed through supervision and evaluation.

5.B.16 BE IT RESOLVED, that the Alberta Teachers’ Association take necessary steps to reintroduce continuing designations where term designations exist.
[1992/95/98/2001/04/07/10]

1-21/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.19 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Canadian Teachers’ Federation to continue lobbying the Government of Canada to amend the *Income Tax Act* to enable teachers to deduct costs associated with their professional duties.”

Note—Teachers continue to supplement classroom resources with personal purchases of necessary supplies to complete their work. These out-of-pocket expenses should qualify as deductions for income tax purposes. The phrase “as reasonable expenses” is not required.

5.B.19 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Canadian Teachers’ Federation to continue lobbying the Government of Canada to amend the Income Tax Act to enable teachers to deduct [~~as reasonable expenses~~] costs associated with their professional duties.
[1996/99/2001/04/07/10]

1-22/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.25 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to ensure that distributed, online and e-learning are supported and delivered by certificated teachers.”

Note—While boards may feel they can save money by having instructors rather than teachers, certificated teachers should be providing distributed, online and e-learning to students in the public system. The terms *online* and *e-learning* are current terminology.

5.B.25 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to ensure that distributed, online and e-learning are [~~be~~] supported and delivered by certificated teachers.
[1989/92/95/98/2001/04/07/10]

1-23/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.30 be reaffirmed.

Note—Certificated substitute teachers are essential for student learning and progress. Having noncertificated supervisors interrupts the flow of learning and may affect course completion. School boards must maintain an adequate number of certificated substitutes to ensure that there are certificated substitutes in classrooms on all occasions.

5.B.30 BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to actively recruit and retain appropriate numbers of certificated substitute teachers.
[2007/10]

1-24/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.31 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education and schools boards to develop policies and procedures to ensure the appropriate conduct of parents toward teachers in an effort to protect the overall well-being of teachers and students.”

Note—Parental harassment and bullying of teachers continues to be a critical issue as incidents of parental harassment are increasing. It is imperative that both the ministry and school boards design a plan to address this issue. The amendment clarifies which levels of government need to be involved.

5.B.31 BE IT RESOLVED, that the Alberta Teachers' Association urge [all levels of government] the Department of Education and schools boards to develop policies and procedures to ensure the appropriate conduct of parents toward teachers in an effort to protect the overall well-being of teachers and students.
[2007/10]

1-25/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.33 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association urge school jurisdictions to ensure that reductions in substitute rosters be done in a fair and equitable manner and to the greatest extent possible leave the decision to remain on the substitute roster up to the individual teacher.”

Note—It is essential that jurisdictions employ transparent procedures when reducing or eliminating teachers from the substitute roster.

5.B.33 BE IT RESOLVED, that the Alberta Teachers' Association urge school jurisdictions to ensure that reductions in substitute [pools/lists] rosters be done in a fair and equitable manner and [as much as] to the greatest extent possible leave the decision to [continue as a substitute up to the individual substitute] remain on the substitute roster up to the individual teacher.
[2010]

1-26/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 6.B.5 be reaffirmed.

Note—A portion of the pension plan still remains unfunded as a result of a clawback in the 1992 plan surplus and then the economic turmoil in 2002. Teachers will continue to pay for this deficit until 2017.

6.B.5 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to allocate funds to eliminate the entire unfunded liability of the Alberta Teachers' Retirement Fund.
[1997/2000/01/04/07/10]

1-27/13 (Current Directive)
Provincial Executive Council

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

Note—Long-range policy includes improvements to the pension formula in 6.A.4.4 which calls for 2.5 per cent of salary for each year of service, and 6.A.4.19 which calls for the end of CPP integration with the teachers' pension plan. Although they use different terms this current directive requires the same improvement exactly as does 6.A.4.(19). While previously there was merit to restating this long-range policy as a current directive, this improvement no longer requires the attention given to a current directive.

6.B.6 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to amend the Teachers' Pension Plans Act to remove the Canada Pension Plan offset of 0.6 per cent of salary earned up to the Yearly Maximum Pensionable Earnings so that teachers receive a full two per cent benefit per year of service with related costs to this amendment to be funded by the Alberta government for post-1992 service.
[2010]

6.A.4 A pension plan for Alberta teachers should have provisions and features that allow for

...

4. a pension of approximately 75 per cent of salary after 30 years of service;

...

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]

1-28/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 6.B.7 be transferred to policy achieved.

Note—This policy dealt with the pre-1992 unfunded liability which has now been addressed.

6.B.7 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to recognize that growth of the teachers' pension plan contribution rate since 1992 is substantially attributable to the effects of government cuts and underfunding of public education from 1994 onwards and, therefore, that the Government of Alberta is responsible for the increased costs visited upon teachers as a result.
[2007/10]

1-29/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.13 be reaffirmed.

Note—The Association believes that appropriate funding is essential to achieve the best learning conditions possible for students. This will also ensure that teachers are compensated appropriately and new teachers are encouraged to enter the profession. This issue needs to be monitored.

7.B.13 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to allocate substantial additional increases in funding to school boards to enable them to

1. establish classroom conditions that allow teachers to meet the learning needs of all children,
2. negotiate teacher salary increases that reflect the value of the contribution made by the profession and
3. attract and retain qualified members of the teaching profession.

[2001/04/07/10]

1-30/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.14 be reaffirmed.

Note—Parents need to clearly see what is covered by the basic instructional grant and why school fees are being collected. The reporting needs to be consistent between boards and in easy-to-understand terms. This will also enable the public to see how much fundraising schools need to do to maintain the current programs.

7.B.14 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to require school boards to make available to the public financial statements detailing the revenue and expenditures of funds collected through fees, fundraising, gifts and donations for each school operated or supervised by the board, including charter schools.
[1995/98/2001/04/07/10]

1-31/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.18 be reaffirmed.

Note—Refugee students come with a wide variety of needs and experiences. Given the increasing number of immigrant students to Alberta, sufficient services and resources are required to respond to their needs.

7.B.18 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to provide targeted funding to address the needs of refugee students with limited formal schooling. [2004/07/10]

1-32/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.19 be reaffirmed.

Note—Class size is one of the major issues identified in surveys of the membership. Using district divisionwide averages to calculate class size subverts the purpose of class size reduction allowing significant differences across classrooms to remain.

7.B.19 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide sufficient funding to school boards to allow for major reductions in class size. [1998/2001/04/07/10]

1-33/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.20 be reaffirmed.

Note—There continue to be issues with credit enrolment funding. To increase the high school completion rate, funding should be based on student enrolment so appropriate programs can be offered.

7.B.20 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to amend the funding framework for high schools by eliminating credit enrolment unit funding and reinstating funding based on student enrolment. [1998/2001/04/07/10]

1-34/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.21 be deleted.

Note—Funding to boards must be appropriate and sufficient. Linking funding to the grid structure could create perverse and harmful incentives affecting school board hiring.

7.B.21 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to expand the provincial funding formula for school boards to reflect the experience and educational level of certificated staff of specific school boards. [1998/2001/04/07/10]

1-35/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.22 be reaffirmed.

Note—While credit enrolment unit funding is a flawed and inadequate system, recognition of the special circumstances in classrooms where students engage in potentially dangerous learning activities is reflected in additional funding directed to those classrooms to ensure their safety. It is vital that the funding reach the Career and Technology Studies classrooms for this purpose.

7.B.22 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to allocate tiered credit enrolment unit funds intended to reduce class sizes in Career and Technology Studies classrooms directly to class size reductions in those classrooms. [2010]

1-36/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.30 be deleted.

Note—This policy was specific to a time and circumstance that has passed.

7.B.30 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to act on the expectation of the Minister of Education to maintain teacher staffing by utilizing reserves or going into short-term debt. [2010]

1-37/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.31 be deleted.

Note—This policy was specific to a time and circumstance that has passed.

7.B.31 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to honour the Premier's commitment to fully fund school boards for 2010 and 2011 increases in Alberta Average Weekly Earnings (AAWE) without reducing the commitment to the Class Size Initiative. [2010]

1-38/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.1 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to require in legislation that all those employed in administrative, supervisory and consultative positions related to the teaching function hold an Alberta teaching certificate.”

Note—There is a distinct possibility that government will be making amendments to the *School Act* and, potentially, the *Teaching Profession Act* (TPA). The goal of the policy might potentially be achieved through a variety of legislative mechanisms. This amendment focuses the statement clearly on the desired outcome of the policy rather than on the means by which it is to be accomplished.

8.B.1 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to [amend the School Act so] require in legislation that all those employed in administrative, supervisory and consultative positions related to the teaching function [require] hold an Alberta teaching certificate. [1989/92/95/98/2001/04/07/10]

1-39/13 (Current Directive)
Provincial Executive Council

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

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to ensure that all private schools meet the requirements for full accreditation, including the requirements that these schools

1. implement the Alberta Program of Studies,
2. employ certificated teachers,
3. ensure student eligibility to earn credits toward an Alberta graduation diploma,
4. meet public accountability and reporting standards and
5. are operated by a nonprofit society.”

Note—Private schools should be held accountable to the same standards of public schools and report their results in the same fashion as public schools. The amendment stresses that schools should not be operated “for profit.”

8.B.8 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to ensure that all private schools meet the requirements for full accreditation, including the requirements that these schools

- 1. implement the Alberta Program of Studies,*
- 2. employ certificated teachers,*
- 3. ensure student eligibility to earn credits toward an Alberta graduation diploma, ~~[and]~~*
- 4. meet public accountability and reporting standards and*
- 5. are operated by a nonprofit society.*

[1989/92/95/98/2001/04/07/10]

1-40/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.14 be reaffirmed.

Note—Key government portfolios should be fully funded in a consistent and predictable manner. Using the proceeds from gambling to support the core responsibilities of government should be discontinued.

8.B.14 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to ensure that education, health and other social portfolios are funded at levels that guarantee high quality of service without the need for revenue from gambling.
[1998/2001/04/07/10]

1-41/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.16 be reaffirmed.

Note—As private schools now receive a substantial amount of public funding, they should be held accountable to the same standards as public schools.

8.B.16 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to immediately apply all accountability measures required of public schools to private schools that receive public funds.
[1998/2001/04/07/10]

1-42/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.17 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education, in promoting its international education agenda, to

1. act to advance the best interests of Alberta’s public education system,
2. recognize that education is not a commodity for sale and that the goal of international education is to build intercultural competency, knowledge of the international community and the sense of global citizenship amongst students and education professionals and
3. ensure that public education in Alberta does not become subject to international agreements relating to trade in goods and services.”

Note—As countries become more interdependent, it is imperative that educational systems provide the necessary support for students to develop intercultural understanding and perspective to participate fully as global citizens. The amendment reflects that Alberta Education is not involved in international development assistance initiatives at this time.

8.B.17 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education, in promoting its international education agenda, to

- 1. act to advance the best interests of Alberta’s public education system,*
- 2. recognize that education is not a commodity for sale and that the goal of international ~~[cooperation in]~~ education ~~[should be to assist developing nations to develop their own public education systems]~~ is to build intercultural competency, knowledge of the international community and the sense of global citizenship amongst students and education professionals and*
- 3. ensure that public education in Alberta does not become subject to international agreements relating to trade in goods and services.*
[2001/04/07/10]

1-43/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.18 be reaffirmed.

Note—While the government is making strides in this area, a comprehensive agenda and plan are not yet in place. There continues to be high levels of child poverty in this province and a lack of support for families. The latest available data* (2009) indicates that 9.3 per cent of children under the age of 18, and 12.7 per cent of children under the age of 6, in Alberta, were living in poverty.

*Public Interest Alberta; “In This Together: Ending Poverty in Alberta”; November 2011

8.B.18 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to develop a comprehensive Provincial Children’s Agenda that would

- 1. reduce child poverty substantially and*
- 2. establish adequate levels of services and benefits for families with children in order to*
 - (a) provide universally accessible and affordable prenatal support programs, child care and early childhood education;*
 - (b) provide tax recognition to all families with children; and*

(c) provide incentives to encourage employers to implement family-friendly policies such as on-site child care, family leave and flexible work arrangements without penalty.
[1998/2001/04/07/10]

1-44/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.19 be reaffirmed.

Note—Multiple research studies show that early intervention has profound positive impacts on students later in life and as such, sufficient, coordinated funding needs to be directed to this area.

8.B.19 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to increase the allocation of funds for the development and implementation of early intervention programs through integrated services.
[1998/2001/04/07/10]

1-45/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.22 be reaffirmed.

Note—Education is a provincial mandate and must not be compromised by federal agreements.

8.B.22 BE IT RESOLVED, that the Alberta Teachers' Association oppose any participation by the Government of Canada in any international trade and services agreements that would limit Alberta's jurisdiction over education.
[1998/2001/04/07/10]

1-46/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.23 be reaffirmed.

Note—Alberta must continue to assert its authority over education as a provincial matter.

8.B.23 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to use all means possible to assert to the Government of Canada that Alberta will not cede any of its rights over educational matters in the process of or as a result of negotiations under international trade and services agreements.
[1998/2001/04/07/10]

1-47/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.24 be reaffirmed.

Note—Society is becoming less equal in terms of wealth distribution. The Association needs to advocate for the economic and social security for all families and especially for all types of staff within the schools.

8.B.24 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to legislate improvements to the social and economic security of part-time, temporary and low-wage workers.
[1998/2001/04/07/10]

1-48/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.25 be reaffirmed.

Note—Alberta's low minimum wage makes it difficult to make ends meet and maintain a decent standard of living.

8.B.25 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to raise the provincial minimum wage to a level sufficient to guarantee employees a living wage and to index that wage rate to ensure it continues to reflect both rising prices and increases in average weekly earnings.
[1998/2001/04/07/10]

1-49/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.26 be deleted.

Note—The original intent of the 1992 resolution was to study the air quality in schools with a particular focus on asbestos and ventilation systems. This initiative pre-dates the Occupational Health and Safety Code. The Occupational Health and Safety legislation has regulations on ventilation systems (Part 26, section 386); exposure to biological hazards (Part 4, section 16); and asbestos removal (Part 4, sections 28-40). Policy 20.B.5 currently addresses this concern and references the Occupational Health and Safety legislation.

8.B.26 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to establish air-quality standards for schools and to provide funding to enable schools to meet those standards.
[1992/95/98/2001/04/07/10]

1-50/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.34 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association support the actions of the Canadian Teachers' Federation to monitor and to educate teachers and the public about potential threats to Canada's public education, health and social programs posed by international pressures for restructuring of education for purposes of private interests including, but not limited to, commercialization.”

Note—The forces creating potential threats for public services in general include neo-liberal governments, major foundations with an ideological base in privatization and individualism (as opposed to collectivism), ideologically driven research or pseudo-research organizations and large corporations. The focus on public services as a source of funding for private purposes is in the early stages. Teachers remain the strongest group supporting/protecting public education, health and social programs and solidarity within the teacher group remains critical to this support. The amendment reflects the broad nature of existing threats and the need to work collaboratively to be successful in supporting our own beliefs.

8.B.34 BE IT RESOLVED, that the Alberta Teachers' Association support the actions of the Canadian Teachers' Federation to monitor and to educate teachers and the public about potential threats to Canada's public education, health and social programs posed by international [trade and services agreements] pressures

for restructuring of education for purposes of private interests including, but not limited to, commercialization.
[1998/2001/04/07/10]

1-51/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.35 be reaffirmed.

Note—The province continues to experience significant economic fluctuations that affect families and children negatively. Children, youth and families should be shielded from severe fluctuations in the economy so they are in no way disadvantaged.

8.B.35 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to address the social consequences of economic fluctuations, particularly in terms of their impact on children, youth and families.
[2007/10]

1-52/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.41 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Canadian Teachers' Federation to vigorously defend the rights of teachers to the ownership of and copyright to educational materials personally developed and produced by the teacher (including textbooks, research papers, multimedia and all materials which are developed by the teacher).”

Note—Matters connected to this policy involve not only copyright but also cross into federal labour legislation, and legislation affecting commercial property rights. In addition to ongoing work with the Copyright Coalition with other education groups, these are matters on which Canadian Teachers' Federation seizes opportunities to lobby at the federal level with House and Senate Committees as well as ministries including Human Resources and Skills Development Canada, Industry Canada and Justice Canada. The amendment clarifies that this policy speaks to all materials developed by the teacher.

8.B.41 BE IT RESOLVED, that the Alberta Teachers' Association urge the Canadian Teachers' Federation to vigorously defend the rights of teachers to the ownership of and copyright to educational materials personally developed and produced by the teacher [outside of regular hours] (including textbooks, research papers, multimedia and all materials which are developed by the teacher).
[2010]

1-53/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.1 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association vigorously promote the position that managerial approaches to school administration that interfere with the collegial model of Alberta school leadership harm the relationships between and interests of students and teachers.”

Note—With pending ministerial approval of the Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta as a provincial guideline and the current work of the School

Leadership Framework advisory committee and imminent ministerial approval of the Leadership Framework, managerial models of school administration are not supported. Rather, school administrators practise quality leadership in the provision of opportunities for optimum learning and development of all students in the school. Alberta schools are characterized by a collegial model whereby school administrators and teachers are professional colleagues who work together to create a climate that supports effective teaching and student learning.

9.B.1 BE IT RESOLVED, that the Alberta Teachers' Association vigorously [publicize] promote the position that managerial approaches to [models of] school administration that interfere with the collegial model of Alberta school leadership [relationships are] harm[ful to] the relationships between and interests of students and teachers.
[1992/95/98/2001/04/07/10]

1-54/13 (Current Directive)
Provincial Executive Council

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

Note—Using a walk-through process to place a check mark next to a descriptor on a list does little to improve instruction or professional growth. A walk-through typically involves short, focused, informal observations to gather information about curricular and instructional teaching practices, and teachers' decisions, and generates a conversation about professional practice. These observations do not provide a complete picture and as such should never be used in an evaluation process. Instructional supervision and teacher evaluation are complex processes that require reasoned judgment and are best achieved in an atmosphere of openness.

9.B.2 BE IT RESOLVED, that the Alberta Teachers' Association opposes the use of classroom walk-throughs as part of the teacher evaluation process.
[2007/10]

1-55/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.6 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that a principal not be assigned to more than one school.”

Note—Given the high turnover rate of principals, it is imperative that the workload of administrators be monitored and protected to ensure that it does not exceed 1.0 FTE. In addition, teachers cannot receive daily support when the principal is not in the school. The use of the phrase “take steps to” is ambiguous and redundant.

9.B.6 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to [take steps to] ensure that a principal not be assigned [as principal of no] to more than one school.
[2007/10]

1-56/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 10.B.2 be reaffirmed.

Note—This directive encapsulates the long-standing objective to include all teachers as active members of the Association. As it is

phrased, the directive does not envision the Association automatically representing charter or private school teachers for the purposes of collective bargaining.

10.B.2 BE IT RESOLVED, that the Alberta Teachers' Association request that the Government of Alberta require all teachers employed in schools receiving public funds to be members of the Association and subject to practice review and the Code of Professional Conduct. [1995/98/2001/04/07/10]

1-57/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 10.B.3 be reaffirmed.

Note—Increasingly school districts are having persons who are not teachers provide counselling services to students. In order to provide an integrated approach for the personal, career and instructional counselling services required by students, one needs to have a strong understanding of child development and learning pedagogy. Only certificated teachers with specialized training in counselling have the necessary background to provide such assistance to students and must adhere to the Code of Professional Conduct.

10.B.3 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to require that all counselling positions in schools be filled with certificated teachers. [2004/07/10]

1-58/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 13.B.3 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to fully fund and mandate school boards to provide junior kindergarten programs taught by certificated teachers.”

Note—The revisions make the policy parallel to 13.B.1 which addresses full-day kindergarten.

13.B.3 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to fully fund and mandate school boards to provide junior [and full-day] kindergarten programs taught by certificated teachers [be implemented and funded in accordance with the recommendations of Alberta's Commission on Learning]. [2005/07/10]

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. [1995/98/2001/04/07/08/11]

1-59/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 15.B.1 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to prohibit school boards from requiring teachers to accept a school's or school system's goals or format for individual teacher professional growth plans.”

Note—Alberta Education Teacher Growth, Supervision and Evaluation Policy 2.1.5 is clear that teachers should “consider” school and district goals when developing growth plans, but they are not obligated to incorporate them. Unfortunately some school districts are requiring that district and/or school goals must also be part of a teacher's growth plan. The amendment strengthens and clarifies the intent of the policy.

15.B.1 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to prohibit school boards from requiring teachers [take action to ensure that teachers are not pressured] to accept a school's or school system's goals or format for individual teacher professional growth plans. [2001/04/07/10]

1-60/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 15.B.3 be reaffirmed.

Note—The proposed provincial School Leadership Framework includes guidelines for growth, supervision and evaluation which are consistent with the Association model policy. However, the framework has not yet been approved by the minister and even when it is there is no guarantee that school boards will develop parallel policies.

15.B.3 BE IT RESOLVED, that the Alberta Teachers' Association urge the government and all school boards to adopt growth, supervision and evaluation practices that are consistent with the Alberta Teachers' Association Administrator Professional Growth, Supervision and Evaluation Policy Model. [2004/07/10]

1-61/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.1 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to ensure adequate funding is in place to provide on-site teacher supervision of students in school-based distributed, online and e-learning environments.”

Note—To ensure both student and staff safety, and pedagogical leadership sufficient certificated personnel must be available to supervise and teach in distributed, online and e-learning environments. The terms *online* and *e-learning* are current terminology. Amendments to this policy are consistent with other policies addressing matters of technology and education.

16.B.1 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to ensure adequate funding is in place to provide on-site teacher supervision of students in school-based distributed, online and e-learning environments. [2007/10]

1-62/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.2 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to provide sustainable funding for an independent longitudinal research study of distributed, online and e-learning effectiveness and impact on teacher conditions of professional practice.”

Note—With the expanded number of distributed learning environments in Alberta, questions regarding their effectiveness continue, but are also bound up in the impact on teachers' conditions of professional practice. Any time, any place, any pace learning environments create expectations of "anytime service" for teachers.

16.B.2 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to provide sustainable funding for an independent longitudinal research study of distributed, online and e-learning effectiveness and impact on teacher conditions of professional practice.
[2007/10]

1-63/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.4 be reaffirmed.

Note—Given that Alberta Education and school jurisdictions are moving toward even more pervasive use of digital technologies and distributed learning environments, this policy needs to be a strong focus for the profession. This will continue to be an ongoing issue of importance for Alberta teachers, especially as the psychosocial and physiological implications for children, youth and adults of extended screen-time emerges from the profession and the wider research community.

16.B.4 BE IT RESOLVED, that the Alberta Teachers' Association, in conjunction with the Department of Education and school boards, develop policies and strategies to address issues of student and teacher safety, cyberbullying and the appropriate uses of online and digital technologies.
[1997/2000/03/06/07/10]

1-64/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.7 be amended to read—

"BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to develop procedures to involve teachers in the ongoing review, approval and evaluation of the education suitability of distributed, online and e-learning resources."

Note—This continues to be of interest to the profession and if amended would reduce redundancy with current directive 16.B.16. The terms *online* and *e-learning* are current terminology. Amendments to this policy are consistent with other policies addressing matters of Technology and Education.

16.B.7 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to develop procedures [for] to involve teachers in the ongoing review, [and] approval and evaluation of the education suitability of distributed, online and e-learning [educational material] resources.
[1998/2001/04/07/10]

16.B.16 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to establish a clearing house staffed by teachers that will evaluate the educational suitability of distributed learning resources.
[2001/04/07/10]

1-65/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.8 be reaffirmed.

Note—Substitute teachers require professional development and equitable access to technology to keep current, and it is incumbent upon school boards to ensure that this happens.

16.B.8 BE IT RESOLVED, that the Alberta Teachers' Association urge all school boards to ensure that a system is in place whereby substitute teachers have equitable access to technology and related professional development.
[2002/05/07/10]

1-66/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.9 be reaffirmed.

Note—This continues to be of importance to the profession and in the interests of excellent teacher quality in distributed learning environments.

16.B.9 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards, in consultation with the teaching profession, to develop processes for teacher growth, supervision and evaluation for distributed learning environments that are congruent with current Department of Education policy on teacher growth, supervision and evaluation.
[2007/10]

1-67/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.11 be reaffirmed.

Note—This continues to be of importance to the profession and in the interests of supporting appropriate conditions of professional practice where learning and technology are concerned.

16.B.11 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to mandate that school boards establish policy to govern the acquisition and application of technology in schools so that decision making is in the hands of the teaching staff in each school.
[1999/2002/05/07/10]

1-68/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.13 be amended to read—

"BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide, at no cost to schools, SuperNet and Internet access for every Alberta classroom."

Note—On 2011 11 24 Alberta Education announced SuperNet Service Funding would increase from the \$503.50/month per eligible site to \$700/month per eligible site. Although there has been an increase in funding, in many cases this is not adequate coverage for school jurisdictions that are paying even more to support schools as they engage technologies and bandwidth for innovative teaching and learning.

16.B.13 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide, at no cost to schools, [including monthly operating costs,] SuperNet and Internet access for every Alberta classroom.
[1999/2001/04/07/10]

1-69/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.14 be deleted.

Note—Amendments to expiring current directive 16.B.7 encompass the intent of this policy and render it redundant.

16.B.14 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to involve teachers in a timely review and evaluation of the educational suitability of distributed learning resources and digital content.
[1999/2002/05/07/10]

1-70/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.15 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to ensure that students enrolled in distributed, online and e-learning are prescreened for appropriate placement in these more flexible learning environments, and provided with advance information about course requirements, equipment needs, technical training and support throughout the course, including opportunities to meet teachers face to face.”

Note—Student placement in distributed learning (DL) environments is a growing contention for teachers. There is a perception that DL has become a dumping ground and that students are increasingly being inappropriately placed given the complexity of their social and emotional needs and/or their capability to effectively learn in DL environments. The terms *online* and *e-learning* are current terminology.

16.B.15 BE IT RESOLVED, that the Alberta Teachers' Association urge school[s] boards to ensure that students enrolled in distributed, online and e-learning are [provided with] prescreened for appropriate placement in these more flexible learning environments, and provided with advance information about course requirements, equipment needs, technical training and support throughout the course, including opportunities to meet teachers face to face.
[2001/04/07/10]

1-71/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.16 be deleted.

Note—The proposed amendment to current directive 16.B.7 would reduce redundancy and cover the intent of this policy.

16.B.16 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to establish a clearing house staffed by teachers that will evaluate the educational suitability of distributed learning resources.
[2001/04/07/10]

1-72/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.17 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to include the following criteria when authorizing distributed learning or other technology-based educational programs and resources:

1. the pedagogical soundness of the teaching and learning strategies, including assessment practices;
2. the educational value and demand;
3. financial cost-effectiveness, including ongoing costs;
4. the breadth, depth and consistency of the resource with provincial curriculum;
5. the inclusion of Canadian content and freedom from bias;
6. the recognition of diversity and the promotion of inclusive school communities;
7. the universal accessibility and web standards for students with special needs; and
8. the health and well-being of students.”

Note—When authorizing distributed learning or other technology-based educational programs and resources, consideration should be given to ensuring universal accessibility. People with special needs or disabilities should have the same access of learning opportunities as everyone else. Universal accessibility entails digital designs that support visual impairments, mobility impairments, auditory impairments, cognitive impairments and technological variations (eg, addresses the entire range of technologies, from older equipment, software and poor connectivity, to cutting-edge devices like smart phones and personal digital assistants, to various digital learning platforms).

16.B.17 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to include the following criteria when authorizing distributed learning or other technology-based educational programs and resources:
1. *the pedagogical soundness of the teaching and learning strategies, including assessment practices;*
2. *the educational value and demand;*
3. *financial cost-effectiveness, including ongoing costs;*
4. *the breadth, depth and consistency of the resource with provincial curriculum;*
5. *the inclusion of Canadian content and freedom from bias; [and]*
6. *the recognition of diversity and the promotion of inclusive school communities;*
7. *the universal accessibility and web standards for students with special needs; and*
8. *the health and well-being of students.*
[2001/04/07/10]

1-73/13 (Current Directive)
Provincial Executive Council
Calgary Public

BE IT RESOLVED, that expiring current directive 16.B.18 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to ensure that distributed, online and e-learning teachers have access to appropriate professional development programs, time, substitute teachers and resources to address their unique teaching situation.”

Note—Distributed learning (DL) teachers have a significant lack of access to substitute teachers for their courses. This issue rates high in Association research on dissatisfaction with supports in place for DL teachers.

16.B.18 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to ensure that distributed, online and e-learning teachers have access to appropriate professional development programs, time, substitute teachers and resources to address their unique teaching situation.
[2001/04/07/10]

1-74/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.19 be reaffirmed.

Note—Given that physical education is not only the study of, but also the practice of, recreational activities, physical fitness, healthy lifestyle issues, and sports and interpersonal skills, a question remains around how a distributed learning medium would encourage physical fitness and a healthy lifestyle when it is enacted around a screen. A rapidly growing body of research is pointing to the negative impacts on sleep quality/quantity and the overall health (eg, obesity) and well-being (eg, anxiety/depression) of children, related to sedentary lifestyles and an average of 7.5 hours per day of screen time.

16.B.19 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to review the efficacy of distributed learning delivery related to the Career and Life Management and Physical Education courses.
[2007/10]

1-75/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.5 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to stop the practice of funding special education private schools and to provide appropriate resources for the education of students with special needs in the inclusive public system.”

Note—When public schools are funded appropriately, there is no need to have parents access special needs programs in private schools. Public funds should not be used to subsidize private institutions. All students should have access to programs that meet their needs.

17.B.5 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ~~[amend its policy on]~~ stop the practice of funding [for] special education private schools [to ensure that there is no automatic right for parents to choose a private school education, paid for with public funds, for students with special needs where a program appropriate to that child's needs is available in the public system] and to provide appropriate resources for the education of students with special needs in the inclusive public system.
[1998/2001/04/07/10]

1-76/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.8 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to develop a funding accountability system that requires school jurisdictions to report on inclusive education grant allocations and expenditures relating to the supports and services listed in the inclusive education model.”

Note—The new model does not trigger funding through the coding of special needs students and therefore school districts have a responsibility to provide students with the support they need to be successful. The new Inclusive Education Grant lists a range of supports and services necessary to support inclusive education. School districts should be accountable to the public for the allocation and use of these funds intended to address the educational needs of diverse learners.

17.B.8 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to develop a funding accountability system [by which] that requires school jurisdictions [must demonstrate the] to report on inclusive education grant allocations and expenditures [of funds received for all students identified as having special needs] relating to the supports and services listed in the inclusive education model.
[1995/98/2001/04/07/10]

1-77/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.7 be reaffirmed.

Note—The terms are protected grounds in law and legislation and as such, Association policies should parallel this.

18.B.7 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to require school boards to develop policy and procedures for dealing with discrimination on the basis of 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.
[1998/2001/04/07/10]

1-78/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.8 be reaffirmed.

Note—School boards must model respect and understanding of the impact of diversity in the socioeconomic backgrounds of their students on learning and achievement.

18.B.8 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to be sensitive in all elements of school reporting to the socioeconomic makeup of the communities they serve.
[1998/2001/04/07/10]

1-79/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.10 be reaffirmed.

Note—Issues are still unresolved, still current and still of considerable concern.

18.B.10 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta, the Alberta School Boards Association and individual school boards to implement the recommendations of the Task Force on Children at Risk. [2001/04/07/10]

1-80/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.15 be reaffirmed.

Note—This policy has not yet been addressed by the Government of Alberta and continues to be an area of need impacting Alberta students.

18.B.15 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to increase income support for families with children and for independent students to a level sufficient to provide a level of income that exceeds the poverty level as defined by the Market Basket Measure. [1998/2001/04/07/10]

1-81/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.16 be reaffirmed.

Note—Schools must be responsive to the changing needs of the student population. Funding for professional development for teachers in the area of intercultural education is required to maintain relevancy and currency in this field.

18.B.16 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to fund professional development that fosters intercultural understanding and promotes intercultural perspectives to address discrimination in an increasingly diverse student population. [1992/95/98/2001/04/07/10]

1-82/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.17 be reaffirmed.

Note—Currently Alberta Education does not have a specific policy for diversity and multicultural education.

18.B.17 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to develop and implement a policy for diversity and multicultural education consistent with Association diversity, equity and human rights policies. [1992/95/98/2001/04/07/10]

1-83/13 (Current Directive)
Provincial Executive Council

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

Note—Multiple perspectives are only included in the curriculum in specific subject areas in specific grades. Multiple perspectives that reflect the complexity and diversity of Alberta society must be infused throughout the entire courses of study.

18.B.18 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that provincial

curriculum includes multiple perspectives that reflect the complexity and diversity of Alberta society. [1992/95/98/2001/04/07/10]

1-84/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.19 be deleted.

Note—This policy is covered by policy 18.B.18.

18.B.19 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that the curricula of career and life management, health, and personal living skills do not impose a monocultural perspective. [1992/95/98/2001/04/07/10]

18.B.18 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that provincial curriculum includes multiple perspectives that reflect the complexity and diversity of Alberta society. [1992/95/98/2001/04/07/10]

1-85/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.23 be reaffirmed.

Note—Local association political engagement programs should work in collaboration with other local associations or with local standing committees that support diversity, equity and human rights to promote inclusive practices in schools and/or communities.

18.B.23 BE IT RESOLVED, that the Alberta Teachers' Association encourage its locals to integrate into their political engagement programs, independently or in collaboration with other locals, stakeholders or agencies, projects to support diversity, equity, human rights, social responsibility, justice and democracy in their schools and/or communities. [2010]

1-86/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.25 be reaffirmed.

Note—Several local associations have established standing committees to support diversity, equity and human rights based on local contexts. It is hoped that other local associations will also move in this direction.

18.B.25 BE IT RESOLVED, that the Alberta Teachers' Association encourage each local association to establish a standing committee to support diversity, equity and human rights. [2010]

1-87/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.26 be reaffirmed.

Note—Establishing inclusive policies at the district level provides a framework within which teachers can work to program for diversity. Several Alberta school districts have recently created new policies to

promote and protect diversity, equity and human rights. These should serve as models to other school districts.

18.B.26 BE IT RESOLVED, that the Alberta Teachers' Association urge each local association to encourage their respective school boards to include policies that promote and protect diversity, equity and human rights.
[2010]

1-88/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.4 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to

1. restrict the utilization of portable and relocatable classrooms to the provision of temporary classroom space only;
2. provide sufficient funding to eliminate the need for school facilities composed only of portable and relocatable classrooms (mini-schools);
3. devise regulations to ensure that portable units leased or purchased as temporary classrooms are equipped with utilities and other physical facilities necessary to provide a safe and healthy teaching and learning environment;
4. subject any portable or relocatable classroom to rigorous annual health and safety inspection and if the portable is found to be unsafe or unhealthy to replace it with a safe teaching environment;
5. pay for Occupational Health and Safety and independent third-party testing regarding health and safety issues including but not limited to toxic mold, air quality, water quality, lead content and bacterial count; and
6. release to the public all tests performed by Occupational Health and Safety or independent third parties.”

Note—Portable and relocatable classrooms were created to serve a temporary purpose and should not be used as a long-term solution to adequate teaching spaces. The *Occupational Health and Safety Code* urges that school boards be proactive in maintaining facilities. If boards wait 10 years to start inspections, it may be too late to prevent any deficiencies in the portable or relocatable classroom. Routine public release of this information (thereby not requiring access requests under FOIP) makes it impossible for employers to either withhold this information from teachers and/or place a gag order on teachers respecting adverse test results.

20.B.4 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to

1. restrict the utilization of portable and relocatable classrooms to the provision of temporary classroom space only[-];
2. provide sufficient funding to eliminate the need for school facilities composed only of portable and relocatable classrooms (mini-schools) [-];
3. devise regulations to ensure that portable units leased or purchased as temporary classrooms are equipped with utilities and other physical facilities necessary to provide a safe and healthy teaching and learning environment; [and]
4. subject any portable or relocatable classroom [~~that is older than 10 years~~] to rigorous annual health and safety inspection and if the portable is found to be unsafe or unhealthy to replace it with a safe teaching environment[-];
5. pay for Occupational Health and Safety and independent third-party testing regarding health and safety issues including but not

limited to toxic mould, air quality, water quality, lead content and bacterial count; and
6. release to the public all tests performed by Occupational Health and Safety or independent third parties.
[2003/04/07/10]

1-89/13 (Current Directive)
Provincial Executive Council

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

Note—Modernization of aging school infrastructure continues to be an issue across Alberta and will continue to deteriorate as buildings continue to age. This issue needs to be a priority for the government so that students can learn in optimal conditions. The public needs assurance that the school facilities are up to current standards.

20.B.5 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to take immediate action to address the maintenance and modernization needs of Alberta schools by
1. eliminating the backlog of modernization projects required to bring all school facilities up to current standards;
2. establishing a timely schedule of school maintenance and modernization projects to meet changing needs of program delivery and instructional technology;
3. assuming responsibility for the costs of school building and equipment repairs and/or renovations necessitated by Occupational Health and Safety recommendations;
4. requiring adherence to established health and safety standards for school modernization and maintenance projects;
5. ensuring ergonomic design be incorporated into school maintenance and modernization projects;
6. paying for Occupational Health and Safety and independent third-party testing regarding health and safety issues including but not limited to toxic mould, air quality, water quality, lead content and bacterial count; and
7. releasing to the public all tests performed by Occupational Health and Safety or independent third parties.
[2003/04/07/10]

1-90/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.10 be reaffirmed.

Note—The collection method of data for outreach schools by school districts is inconsistent. It is important to have this information for comparative purposes to assess the results of outreach education.

22.B.10 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to report annually on Outreach Programs with respect to

1. courses in which credits are offered,
 2. credits generated by each course per year,
 3. average number of credits earned by each student per year,
 4. the number of credits generated by each full-time-equivalent teacher per Outreach School per year,
 5. the revenue generated by each Outreach Program per school jurisdiction,
 6. number of coded students relative to the total school population and
 7. data related to high school completion rate.
- [1998/2001/04/07/10]

Local Resolutions

2-1/13 (Current Directive) Edmonton Public

BE IT RESOLVED, that the Alberta Teachers' Association urge school jurisdictions to adopt policy that requires appropriate behaviour and respectful interaction between all individuals in schools in order to ensure optimal working and learning environments.

Note—Policy would allow schools to post notices (such as those posted in government and health-care facilities) with regard to their expectations of respectful interactions between all members of school communities. It could ensure that incidents were dealt with immediately so that no one would have to deal with ongoing situations, which can cause anxiety and reduce the ability to work to one's potential.

2-2/13 (Long-Range Policy) Red Deer Catholic

BE IT RESOLVED, that long-range policy 5.A.51 be amended to read—

“The Alberta Teachers' Association supports a collective bargaining framework for its members wherein

1. a provincial salary grid and matters acceptable to the Association are negotiated at a central table between the Association representing its members and the Government of Alberta as financier of public education,
2. matters acceptable to the Association are negotiated in separate collective agreements between the Association and each employing school jurisdiction,
3. provisions governing teacher employment contained within the *School Act* are retained in that Act and
4. provisions of the *Labour Relations Code* and the *Employment Standards Code* continue to apply to teachers.”

Note—As funding comes from the government, negotiating the salary grid at the central table ensures an equal wage throughout the province. Further, it will allow the local bargaining units to focus on matters of local concern. Removing the largest negotiating piece will provide for a better local bargaining environment.

5.A.51 The Alberta Teachers' Association supports a collective bargaining framework for its members wherein

1. a provincial salary grid and matters acceptable to the Association are negotiated at a central table between the Association representing its members and the Government of Alberta as financier of public education,
2. matters acceptable to the Association are negotiated in separate collective agreements between the Association and each employing school jurisdiction,
3. provisions governing teacher employment contained within the *School Act* are retained in that Act and
4. provisions of the *Labour Relations Code* and the *Employment Standards Code* continue to apply to teachers.

[2002/05/10/11]

2-3/13 (Administrative Directive) Wolf Creek

BE IT RESOLVED, that the Alberta Teachers' Association allow as many delegates as each local deems necessary (up to a maximum of three delegates) to attend the Summer Conference sessions on bargaining.

Note—Given the unlikelihood of a long-term agreement being established through tripartite meetings, locals need economic policy committee representatives who are knowledgeable in the nuances of bargaining with school boards. Locals may need to replace experienced bargaining group members who have retired or moved on since the last agreement was signed five years ago, and current delegate allocations at Summer Conference may not meet local needs. Locals should ascertain their own needs as they approach collective bargaining. There may be an additional cost associated with this, but it is necessary as locals move back into the bargaining process.

[Cost—Current entitlement is one delegate per bargaining unit to each of the Teacher Welfare Course and the Introduction to Teacher Welfare, with an additional delegate for the four urban bargaining units and one delegate per charter/private bargaining unit. The additional cost to provide grant-in-aid to allow up to three delegates to attend either of these sessions on bargaining, based on 80 per cent participation, would be estimated as follows:

<u>Transportation</u>	
52 ppl x 1000 km x 40¢ per km	\$20,800
<u>Accommodation and Subsistence</u>	
52 ppl x \$200	10,400
<u>Administration and General</u>	
52 ppl x \$600 per person	<u>31,200</u>
TOTAL	\$62,400]

2-4/13 (Current Directive) Rocky View

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to eliminate any no zero student grading policies.

Note—Teachers should be allowed their professional right to grade students in a manner that they see fit.

2-5/13 (Current Directive) Rocky View

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to cap the number of students in Grades 4–12 classrooms at 28 students, if a cap is not already in place (for example, Career and Technology Studies classrooms, special needs, English as an additional language).

Note—A maximum of 28 students should be the allowable limit in Grades 4–12 classrooms for effective teaching to occur.

2-6/13 (Current Directive)

Rocky View

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to cap instructional time at 1400 minutes per week.

Note—A cap on instructional time will put a limit on the time spent by teachers in front of students, which will ultimately allow for more preparation time.

2-7/13 (Current Directive)

Calgary Public

BE IT RESOLVED, that expiring current directive 5.B.15 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to fund the implementation of a five-step annual increment teacher salary grid by basing it on the current grid of steps 2, 4, 6, 8 and 10.”

Note—The current directive is too vague and could have a negative impact on teachers' salaries, in effect creating a rollback. The amendment makes it clear what teachers actually want.

*5.B.15 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to fund the implementation of a five-step annual increment teacher salary grid **by basing it on the current grid of steps 2, 4, 6, 8 and 10.***
[2001/04/07/10]

2-8/13 (see page 33)**2-9/13 (Administrative Directive)**

Calgary Public

BE IT RESOLVED, that Provincial Executive Council develop a clear and unbiased guideline on the publication of articles in the *ATA News* that could be seen to influence debate on a resolution scheduled for debate at an upcoming Annual Representative Assembly.

Note—During the 2012 ARA, a resolution was scheduled for discussion in which it was proposed that the Association withdraw its membership from the Canadian Teachers' Federation (CTF). Shortly before the ARA, the *ATA News* published an article espousing the benefits of CTF membership. This could be viewed by members as an attempt by the Association to influence the discussion of the resolution before it was brought onto the floor at ARA. An opportunity should have been given to the proponents of the resolution to publish their arguments in the *ATA News*.

2-10/13 (Administrative Directive)

Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association incorporate local secretary and local treasurer seminars into the Local Program Course at Summer Conference.

Note—Local secretaries and treasurers, especially those new to the position, would benefit greatly from Summer Conference time, specifically to network and train.

[Cost—Based on past participation, the cost to provide training for local secretaries and local treasurers at Summer Conference would be:

Transportation

70 ppl x 1000 km x 40¢ per km \$28,000

Accommodation and Subsistence

70 ppl x \$200 14,000

Administration and General

70 ppl x \$600 per person 42,000

TOTAL \$84,000]

2-11/13 (Current Directive)

Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta universities to include suicide awareness and prevention training in their teacher education programs.

Note—Because of increased risks in our community, it is imperative to prepare new teachers for the possibility of being faced with a student in need of suicide intervention.

2-12/13 (Administrative Directive)

Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association offer a diversity, equity and human rights course during Summer Conference beginning in 2013 and continuing every second year henceforth.

Note—Given the Association directive that locals establish a diversity and human rights committee, we require proper training to establish and maintain these committees.

[Cost—Travel, accommodation and subsistence costs for one diversity, equity and human rights delegate per local to attend the Summer Conference program would be:

Transportation

54 ppl x 1000 km x 40¢ per km \$21,600

Accommodation and Subsistence

54 ppl x \$200 10,800

Executive and Staff

2 ppl x \$2,400 4,800

Administration and General

54 ppl x \$600 per person 32,400

TOTAL \$69,600]

2-13/13 (Administrative Directive)

Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association hold a diversity, equity and human rights conference for local diversity, equity and human rights committee representatives each spring.

Note—Given the Association mandate of local councils supporting a diversity, equity and human rights committee, there is a need to meet as a cohort in order to share and collaborate on improvements to the program.

[Cost—\$48,600 (108 delegates x \$450) would allow for the attendance of the chair and one member of a local diversity, equity and human rights committee to attend a one-day spring conference in Edmonton.]

2-14/13 (Current Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association urge local economic policy committees to negotiate clauses into collective agreements that stipulate that continuous teaching contracts first be awarded to those teachers who have exceeded two or more temporary contracts with the same school board, if a suitable permanent position comes available.

Note—Temporary contracts are being used improperly in some school boards as a means to avoid a permanent status, which is unacceptable to us as a local.

2-15/13 (see page 33)

2-16/13 (Current Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education and school boards to grant teachers who coach students who qualify for provincial, national or international competitions the right to be absent with pay and benefits from conventions if the dates conflict.

Note—Because of the time and resources invested by teachers who coach elite athletes and programs, we feel there should be concessions with regard to convention attendance.

2-17/13 (Administrative Directive)
Parkland
Pembina Hills

BE IT RESOLVED, that the Alberta Teachers' Association provide notice of withdrawal to the Canadian Teachers' Federation.

Note—The Canadian Teachers' Federation (CTF) is currently one of the highest single expenditures in the Association budget, and this local remains unconvinced of its return on investment. Withdrawing from membership would not prevent the Association from assuming the humanitarian functions of the CTF. As this issue was not discussed at last year's Annual Representative Assembly, it deserves an open discussion now.

[Cost—There would be no budgetary implications until 2014/15 as a one-year notice is required to withdraw from membership in the Canadian Teachers' Federation.]

2-18/13 (Administrative Directive)
Pembina Hills

BE IT RESOLVED, that the Alberta Teachers' Association conduct a full review (including, but not limited to scheduling, venue and agenda) of the Annual Representative Assembly by an appointed committee composed of members representing local associations, Provincial Executive Council and staff.

Note—Although locals have the opportunity to provide feedback through Council, a comprehensive review of how the Annual Representative Assembly (ARA) is operated has not been completed in the institutional memory of this local. It is important to note that at one time ARA was not held on the May long weekend and was held in central Alberta, so change is possible and perhaps inevitable. This would not cancel existing commitments for future ARAs but, rather, would provide direction for the future.

[Cost—\$10,800 (8 people x \$450 x 3 meetings) would allow for a committee comprised of 3 field members, 3 staff and 2 members of Provincial Executive Council to attend three meetings.]

2-19/13 (Administrative Directive)
Parkland

BE IT RESOLVED, that the Alberta Teachers' Association research the feasibility of providing a partial pension to colleagues after twenty years of service in the teaching profession.

Note—In striving to meet the needs of its members, the Association must consider that the expectations and career paths of beginning and experienced teachers are under transition in the evolving workforce of the 21st century. The stressors and requirements of a "transformed" job role will most certainly take its toll on many colleagues. The Association can demonstrate its empathy and compassion for teachers by providing support to those members who may be considering a move away from the profession. The Royal Canadian Mounted Police and the Canadian Armed Forces are just two groups providing similar options to members.

[Cost—Implementation of this resolution would require a change to legislation which would have to be negotiated between the Government of Alberta and the Association. The resolution should be referred to the Pension Committee for consideration and feasibility prior to determining the cost implications.]

2-20/13 (See page 33)

2-21/13 (Current Directive)
Parkland

BE IT RESOLVED, that the Alberta Teachers' Association urge accredited Alberta teacher preparation programs recognized by the Association to ensure that mandatory classroom management courses and ethics and law courses are delivered by instructors who are eligible to hold a teaching certificate in Alberta.

Note—An increasing number of teachers have to draw heavily from their more experienced colleagues in the first few years of teaching because, in some cases, much of their training has been only theoretical (from a textbook). This experience can be frustrating for new teachers and can lead to their leaving the profession early, as well as to legal and liability issues for teachers who do not fully understand the legal dynamics of the teacher-student relationship.

2-22/13 (Administrative Directive)
Parkland

BE IT RESOLVED, that line item entries be provided in the Alberta Teachers' Association annual financial statements presented to the Annual Representatives Assembly (ARA), clearly identifying any deficits/gains for that fiscal year, compared against annual revenues and the annual budget approved by the ARA.

Note—Two years ago, the Annual Representative Assembly (ARA) approved a budget based on the projected loss of revenues/dues from over 1,000 teachers, based on the forecast that school boards would be cutting back on FTE positions across the province. Last year's annual financial statement did not clearly identify or reflect what happened to the surplus revenues the Association received when most of those teaching positions were restored as a result of a \$100 million

cash injection by the provincial government. ARA delegates deserve to know where excess revenues have been spent or to which reserves they have been allocated.

2-23/13 (Long-Range Policy)
Edmonton Catholic

BE IT RESOLVED, that long-range policy 8.A.29 be amended to read—

“Where the physical condition or behavior of a student infected with any infectious disease poses a health risk, as determined by medical health officers, alternative instruction should be provided, with decisions regarding alternative instruction being made on a case-by-case basis.”

Note—The current policy is limited to students with acquired immunodeficiency syndrome (AIDS). AIDS is not the only infectious disease that may require a student to receive alternative instruction.

8.A.29 Where the physical condition or behavior of a student infected with any infectious disease [the ~~AIDS~~ virus] poses a health risk, as determined by medical health officers, alternative instruction should be provided, with decisions regarding alternative instruction being made on a case-by-case basis.
[1988/98/2004]

2-24/13 (Long-Range Policy)
Edmonton Catholic

BE IT RESOLVED, that long-range policy 16.A.8 be amended to read—

“The effective use of technology in instruction requires

1. equitable access to the technology for all students,
2. equal opportunity for each student to learn,
3. evidence that the student’s learning needs are appropriately met in this way,
4. the potential for technology to enhance the practice of teaching and learning,
5. an appropriate pupil–teacher ratio and teaching assignment,
6. teacher control of the instructional program and the use of the technology,
7. the opportunity for face-to-face contact with the teacher,
8. access to instructional time consistent with access to instructional time available in traditional instructional programs and
9. adequate training and support for the teacher in the use of the technology to facilitate the learning that will be taking place.”

Note—The effective use of technology in instruction requires that teachers have a sufficient knowledge base in this area. Ongoing professional development should be provided to teachers to help them guide students well into the 21st century. An appropriate teaching assignment does not go far enough to address this, especially in an elementary setting, where a particular grade level and all subjects within it may be the teaching assignment.

16.A.8 The effective use of technology in instruction requires

1. equitable access to the technology for all students,
2. equal opportunity for each student to learn,
3. evidence that the student’s learning needs are appropriately met in this way,
4. the potential for technology to enhance the practice of teaching and learning,

5. an appropriate pupil–teacher ratio and teaching assignment,
 6. teacher control of the instructional program and the use of the technology,
 7. the opportunity for face-to-face contact with the teacher, [and]
 8. access to instructional time consistent with access to instructional time available in traditional instructional programs and
 9. adequate training and support for the teacher in the use of the technology to facilitate the learning that will be taking place.
- [1997/2004]

2-25/13 (Current Directive)
Edmonton Catholic

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to develop a minimum standard level of competency for educational assistants, which may include training in literacy, educational practices, behaviours, first aid and safety.

Note—Presently, there are no consistent standards or required levels of training for educational assistants. Staff in a daycare are required to have a minimum Level 1 proficiency. Staff working with seniors in a care facility are required to have completed training as a health-care aide (or higher-level training). Staff working with children in Alberta schools undergo a criminal police check and child welfare security clearance but are required to have only minimal training. This needs to be changed since educational assistants often work with children who have complex medical conditions, behavioural issues or other barriers to learning.

2-26/13 (Administrative Directive)
Park Plains East

BE IT RESOLVED, that the support for local presidents grant formula be amended to read—

“This grant will provide a subsidy equal to 10 per cent of the category 6 maximum on the Edmonton School District No 7 salary grid less \$12 per local member.”

Note—There is a disparity among locals with regard to president release time. Some local presidents receive a percentage of their FTE as release time, while others (mostly in rural locals) receive either a number of days or no release time at all. All local presidents have the same responsibilities and leadership expectations, regardless of local size. Increasing the funding formula for local president release time would put locals in a position to negotiate with their school boards for more release time, so that local presidents could carry through and have time to deal with the workload of a local president.

Support for Local Presidents

An annual grant to subsidize costs incurred by locals that provide release time for the local president that is at least the equivalent of .1 FTE. This grant will provide a subsidy equal to 10 per cent of the category 6 maximum on the Edmonton School District No 7 salary grid less \$12 [\$15] per local member.

[Nondepartmental Commitments—Grants and Awards]

[Cost—Based on historical applicants and the assumption of a 2 per cent increase in salary, the additional cost would be estimated at \$25,000 for a total allocation of \$75,000 in the 2013/14 fiscal year.]

2-27/13 (Administrative Directive)
Northland

BE IT RESOLVED, that a committee be established to examine the issue of teacher harassment by parents and students on Facebook and other social media.

Note—There is little recourse for teachers who have been harassed or defamed or who have had pictures or videos posted on social media without their consent.

[Cost—\$10,800 (8 people x \$450 x 3 meetings) would allow for 3 field members, 3 staff and 2 members of Provincial Executive Council to attend three meetings.]

2-28/13 (Current Directive)
Northland

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to change the funding formula for high schools that are predominately First Nations, Métis and Inuit.

Note—The current funding formula (per-credit model) is not an equitable funding model. Schools with higher than normal absenteeism are caught in a vicious funding cycle.

2-29/13 (Long-Range Policy)
Elk Island

BE IT RESOLVED, that long-range policy 1.A.33 be amended to read—

“Assessment and evaluation of student learning are the responsibility of those teachers providing the instruction.”

Note—There has been an increasing level of direction provided to teachers regarding their assessment practices. The responsibility for assessment must rest with the teacher. Professionalism must be respected.

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

2-30/13 (Long-Range Policy)
Elk Island

BE IT RESOLVED, that long-range policy 1.A.36 be amended to read—

“Teachers must be consulted prior to any decision to alter their evaluation of a student's achievement and, if a teacher's evaluation is altered, the altered mark shall be reported along with a notation indicating on whose authority the mark was changed and the student and the parents/guardians of the student will be made aware of the changes.”

Note—A teacher is responsible for providing accurate and reasonable assessment. If there is a change made to a mark, all stakeholders need to be aware of it.

1.A.36 Teachers must be consulted prior to any decision to alter their evaluation of a student's achievement and, if a teacher's evaluation is altered, the altered mark shall be reported along with a notation indicating on whose authority the mark was changed and the student and the parents/guardians of the student will be made aware of the changes.

[1979/84/88/98/2008]

2-31/13 (Administrative Directive)
Elk Island

BE IT RESOLVED, that administrative procedure A.1.7 be amended to read—

“Local resolutions submitted by the December 15 deadline, with which Council concurs, and 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 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. Local resolutions submitted by the December 15 deadline, with which Council does not concur or which Council amends, will be placed on the order paper for debate by the Assembly.”

Note—Delegates attend the Annual Representative Assembly to conduct the business of the Association. If a local has put in the effort to research, prepare and submit a resolution, it is only right that such a resolution should be openly debated. It is not possible to make a decision on a resolution based only on a 100-word note or on brief Council comments. Democracy has given way to expediency. Let the delegates debate face-to-face.

A.1 The following practices are to be observed with respect to resolutions submitted for consideration by the Annual Representative Assembly:

...

.7 [~~Council's position on all~~] local resolutions submitted by the December 15 deadline, with which Council concurs, 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 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. Local resolutions submitted by the December 15 deadline, with which Council does not concur or which Council amends, will be placed on the order paper for debate by the Assembly.

Provincial Executive Council Resolutions

3-1/13 (Long-Range Policy)

Provincial Executive Council

BE IT RESOLVED, that long-range policy 2.A.40 be amended to read—

“It is a joint responsibility of the governments of Canada and Alberta to ensure that funding is available for the development and implementation of teacher education programs that support the success of First Nations, Métis and Inuit students.”

Note—The proposed amendment abandons the deficit model in favour of affirming the educational potential of First Nations, Métis and Inuit students. It also removes the ambiguity associated with the term *special needs*.

2.A.40 *It is a joint responsibility of the governments of Canada and Alberta to ensure that funding is available for the development and implementation of teacher education programs that [meet the special needs] support the success of First Nations, Métis and Inuit [peoples] students.*
[1989/92/95/98/2006/07]

3-2/13 (Long-Range Policy)

Provincial Executive Council

BE IT RESOLVED, that long-range policy 2.A.41 be amended to read—

“Alberta postsecondary institutions that offer preservice teacher education programs recognized by the Association should develop and implement, in consultation with First Nations, Métis and Inuit peoples, teacher education programs to support the success of First Nations, Métis and Inuit students.”

Note—The proposed amendment abandons the deficit model in favour of affirming the educational potential of First Nations, Métis and Inuit students. It also removes the ambiguity associated with the term *special needs*.

2.A.41 *Alberta [universities] postsecondary institutions that offer preservice teacher education programs recognized by the Association should develop and implement, in consultation with First Nations, Métis and Inuit peoples, teacher education programs to [meet their special needs] support the success of First Nations, Métis and Inuit students.*
[1989/92/95/98/2007]

3-3/13 (Long-Range Policy)

Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.6 be amended to read—

“The Alberta Teachers’ Association advocates that schools should be inclusive learning communities that

1. reflect the principles of respect for diversity, equity and human rights;
2. foster and support the intellectual, social, physical, emotional and spiritual development of each child;
3. are characterized by values of cooperation, trust, caring, sharing, respect, responsibility and acceptance;

4. have school cultures which reflect a commitment to racial harmony, gender equity, First Nations, Métis and Inuit education, poverty issues, peace and global education, violence prevention and respecting differences; and
5. exhibit systemic and sustainable school–family–community partnerships.”

Note—The proposed amendment brings the terminology into line with that of Bill 2 of 2012, the draft *Education Act*. The proposed amendment is also consistent with policy 18.A.4, which defines respect for diversity as adherence to “beliefs and practices that demonstrate acceptance.”

18.A.6 *The Alberta Teachers’ Association advocates that schools should be inclusive learning communities that*

1. reflect the principles of respect for diversity, equity and human rights;
2. foster and support the intellectual, social, physical, emotional and spiritual development of each child;
3. are characterized by values of cooperation, trust, caring, sharing, respect[and], responsibility **and acceptance**;
4. have school cultures which reflect a commitment to racial harmony, gender equity, First Nations, Métis and Inuit education, poverty issues, peace and global education, violence prevention and respecting differences; and
5. exhibit systemic and sustainable school–family–community partnerships.

[2003]

3-4/13 (Long-Range Policy)

Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association believes that

1. the term *Aboriginal* means the original people of the land and their descendants and is used in the Alberta context to refer to First Nations, Métis and Inuit peoples;
2. both Aboriginal and non-Aboriginal educators have a responsibility to work together to resolve the existing inequities and to heal the legacy of the past for the benefit of all Albertans;
3. the Aboriginal world view is complementary to a child-centred, holistic vision of education and has much to contribute to Alberta’s education systems; and
4. the strengths and aspirations of the Aboriginal community are essential to creating change, and Association policy and programs on Aboriginal education must continue to develop with the leadership of Aboriginal educators.

Note—The Association has a moral imperative to acknowledge past wrongs against First Nations, Métis and Inuit peoples. As the Truth and Reconciliation Commission of Canada pointed out in its interim report of 2012, “Reconciliation implies relationship. The residential schools badly damaged relationships within Aboriginal families and communities, between Aboriginal peoples and churches, between Aboriginal peoples and the government, and between Aboriginal and non-Aboriginal peoples within Canadian society. The Commissioners believe these relationships can and must be repaired. ... The process of reconciliation will require the passionate commitment of individuals and the genuine engagement of society.”

3-5/13 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association recognizes the right of First Nations, Métis and Inuit peoples to self-governance, economic and cultural survival, and the control of education in their communities.

Note—This policy will serve as a public statement that the Association honours the intent of the treaties and Métis settlement agreements signed in good faith by our representatives and ancestors with the First Nations, Métis and Inuit peoples.

3-6/13 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association should

1. promote the involvement of First Nations, Métis and Inuit educators in all areas of Association activity and create an ongoing mechanism for the Association to obtain advice and assistance on issues of First Nations, Métis and Inuit education;
2. promote and provide professional development for teachers in the area of First Nations, Métis and Inuit content and perspectives, racism and related instructional practices;
3. encourage and support an enhanced understanding of First Nations, Métis and Inuit education as it relates to other equity and diversity issues;
4. support the success of First Nations, Métis and Inuit teachers by creating a support network; and
5. advocate for social and economic justice for First Nations, Métis and Inuit peoples.

Note—This policy will guide the Association in developing a comprehensive approach to enhancing Association programs and services for all its members and the students they serve.

3-7/13 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association recognizes the importance of increasing the number of First Nations, Métis and Inuit teachers in Alberta's education systems.

Note—Provincial data indicate that the First Nations, Métis and Inuit population in the 0–17 age group is the fastest growing in Alberta. While the teaching profession should represent the diversity in Alberta's classrooms, there are presently very few teachers from First Nations, Métis and Inuit background in the public education system and band-operated schools. Students need to have teacher role models from the cultural group with which they identify.

3-8/13 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association supports school readiness and early intervention programs developed in collaboration with First Nations, Métis and Inuit parents, families and communities to ensure a successful start to the school experience for First Nations, Métis and Inuit students.

Note—Research confirms that students who have access to high-quality early learning programs that address their learning needs

are more likely to do well in school. First Nations, Métis and Inuit students should have access to early learning programs that are culturally appropriate and encourage parent, family and community involvement. An investment in early learning will contribute to students' success in later grades in school.

3-9/13 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that, in their instructional practices, teachers are encouraged to support the success of First Nations, Métis and Inuit students by

1. valuing the knowledge, abilities and experiences that students bring to the classroom;
2. developing and implementing appropriate instructional and evaluation strategies;
3. treating all students with compassion and understanding, viewing each child holistically and addressing individual learning needs;
4. recognizing that English may be a second language for First Nations, Métis and Inuit students;
5. acting to eliminate racism and racial harassment in the classroom and school; and
6. being proactive in building relationships with First Nations, Métis and Inuit parents, families and communities.

Note—Research indicates that the First Nations, Métis and Inuit students of teachers who employ these strategies in their classrooms are more likely to succeed in school.

3-10/13 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that current directive 7.B.1 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to require school jurisdictions to account to the public on the use of the First Nations, Métis and Inuit Education funding allocation in their annual reports.”

Note—The proposed amendment strengthens the policy by requiring that school jurisdictions be held accountable for any misappropriation of their First Nations, Métis and Inuit Education funding allocation. It also implicitly encourages the Department of Education to establish parameters for that funding.

7.B.1 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to require school jurisdictions to [report] account to the public on the use of the First Nations, Métis and Inuit Education funding allocation in their annual reports. [2008/11]

3-11/13 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that current directive 7.B.15 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Canadian Teachers' Federation to continue to actively lobby the federal government to uphold its commitment to Aboriginal students and ensure that annual funding for on-reserve students at least matches annual provincial funding provided to other students.”

Note—The proposed amendment strengthens the resolution by replacing *encourage* with *urge*, by acknowledging the paramountcy of the Canadian Teachers' Federation in lobbying the federal government on education issues within its domain and by acknowledging that provincial governments are responsible for funding education for off-reserve First Nations, Métis and Inuit students. Currently, on-reserve students receive approximately \$2,000 to \$3,000 less per annum than their off-reserve counterparts.

*7.B.15 BE IT RESOLVED, that the Alberta Teachers' Association [encourage] **urge** the Canadian Teachers' Federation to continue to actively lobby the federal government[~~-enlisting support from likeminded bodies and organizations;~~] to uphold its commitment to Aboriginal students [as outlined in the Kelowna Accord] and ensure that **annual** funding [increases] for on-reserve students **at least** matches **annual provincial funding provided to other** [increases for off-reserve First Nations, Métis and Inuit] students.
[2006/09/12]*

3-12/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that current directive 18.B.11 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to provide increased funding for programs and initiatives that enhance student success and high school completion rates among First Nations, Métis and Inuit students.”

Note—The Department of Education allocates funding to school boards, which, in turn, distributes it to schools. In addition, some programs and initiatives that enhance student success and high school completion rates among First Nations, Métis and Inuit students are system based rather than school based.

*18.B.11 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to provide increased funding for [school-based] programs and initiatives that enhance student success and high school completion rates among First Nations, Métis and Inuit [peoples] **students** [and English as an Additional Language students].
[2006/09/12]*

3-13/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to provide increased funding for programs and initiatives that enhance student success and high school completion rates among English as an additional language students.

Note—The Department of Education allocates funding to school boards, which, in turn, distributes it to schools. In addition, some programs and initiatives that enhance student success and high school completion rates among English as an additional language students are system based rather than school based.

3-14/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to allocate increased funding for school-based programs and initiatives that enhance student success

and high school completion rates among First Nations, Métis and Inuit students.

Note—School-based programs and initiatives need to reflect the school and community context. Increased funding will ensure that qualified staff are available to address the social and learning needs of First Nations, Métis and Inuit students.

3-15/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to allocate increased funding for school-based programs and initiatives that enhance student success and high school completion rates among English as an additional language students.

Note—School-based programs and initiatives need to reflect the school and community context. Increased funding will ensure that qualified staff are available to address the social and learning needs of English as an additional language students.

3-16/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta and the deans of education of Alberta postsecondary institutions that offer preservice teacher education programs recognized by the Association to work in collaboration with the Association to develop and put in place plans, programs and incentives for the recruitment, retention, support and education of First Nations, Métis and Inuit teachers.

Note—Provincial data indicate that the First Nations, Métis and Inuit population in the 0–17 age group is the fastest growing in Alberta. While the teaching profession should represent the diversity in Alberta's classrooms, there are presently very few teachers from First Nations, Métis and Inuit background in the public education system and band-operated schools. Students need to have teacher role models from the cultural group with which they identify.

3-17/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to continue and expand programs that encourage First Nations, Métis and Inuit support personnel to obtain teacher qualifications.

Note—First Nations, Métis and Inuit support personnel working in a variety of roles in the education system have developed many of the skills to become successful teachers. Provincial data indicate that the First Nations, Métis and Inuit population in the 0–17 age group is the fastest growing in Alberta. While the teaching profession should represent the diversity in Alberta's classrooms, there are presently very few teachers from First Nations, Métis and Inuit background in the public education system and band-operated schools. Students need to have teacher role models from the cultural group with which they identify.

3-18/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the faculties of education to ensure that, during teacher

preparation, all students take at least one regular course on First Nations, Métis and Inuit histories, cultures and education.

Note—Many teachers have reported that they were not prepared to teach First Nations, Métis and Inuit students and curriculum content when they completed their preservice program and consequently do not feel they can effectively teach their students. Although some Alberta faculties of education have implemented a required course on First Nations, Métis and Inuit education, the Association believes that all preservice teachers must have solid background, knowledge and pedagogies in this area. This three-credit course would serve as a source that teachers could draw on when they work in any Alberta school.

3-19/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education and the Alberta School Boards Association to work collaboratively with the Association on a strategy to attract and retain First Nations, Métis and Inuit teachers that includes the following elements:

1. a baseline database of teachers in Alberta schools who self-identify as First Nations, Métis or Inuit;
2. a registry of First Nations, Métis and Inuit teachers who apply for Alberta certification and who self-identify;
3. a program with targets and action to increase the number of First Nations, Métis and Inuit people who seek and achieve teacher certification in Alberta;
4. research to identify systemic impediments to First Nations, Métis and Inuit teacher employment, including hiring policies, employment practices and workplace climate;
5. workshops for school jurisdictions to address the systemic impediments to employment;
6. supports for beginning teachers, including access to mentoring programs to support the success of First Nations, Métis and Inuit teachers; and
7. an annual report on and monitoring of progress to increase the number of First Nations, Métis and Inuit teachers.

Note—The Department of Education's Workforce Planning Action Plan includes a goal to increase the number of First Nations, Métis and Inuit teachers, and the department has developed strategies to increase access to teacher education programs. When these teachers graduate, every school board must have a comprehensive plan that addresses the barriers to recruitment and includes specific strategies to support these beginning teachers to be successful. Working in collaboration with the Department of Education and local school boards, the Association can influence and participate in developing action plans that are appropriate to the local context and address a wide range of issues.

3-20/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to facilitate development of school jurisdiction plans, protocols and services, in collaboration with families and community, to support successful transitions for First Nations, Métis and Inuit students, including but not limited to those from home to school, rural to urban, grade level to grade level, school to

school, school jurisdiction to school jurisdiction, and school to postsecondary education and the workforce.

Note—First Nations, Métis and Inuit students often have difficulty making successful transitions at different points in their schooling because they "have a foot in two worlds." For many students, their home life and community traditions are not reflected in the provincial school system. When a transition plan and supports are provided, students are more likely to successfully manage change in these transitions.

3-21/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to actively recruit and employ a sufficient number of First Nations, Métis and Inuit liaison personnel, available to all schools, to enhance the success of First Nations, Métis and Inuit students and to liaise with parents, families and communities.

Note—The residential school experience is still a negative force in many First Nations, Métis and Inuit communities and impedes parental involvement in education. School administrators and teachers may lack cultural knowledge or have difficulty communicating effectively with parents and families. First Nations, Métis and Inuit liaison personnel can play an important role in bridging the cultural divide and supporting communication between home and school.

3-22/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association encourage all members to continue to enhance their professional practices to support the success of First Nations, Métis and Inuit students by

1. increasing their understanding of First Nations, Métis and Inuit histories and cultures;
2. increasing their understanding of the impact of intergenerational trauma as a result of residential schools, abuse and racism;
3. bearing in mind the effects of the social impact of poverty on students; and
4. developing sensitive and culturally appropriate ways of building relationships.

Note—Improving the success rates of First Nations, Métis and Inuit students will require a concerted effort on behalf of teachers, school administrators and system leaders to address the learning needs of their students. Teachers may require additional professional development in the areas of curriculum infusion and effective pedagogies for First Nations, Métis and Inuit students. School and system leaders must be aware of the histories and cultures and incorporate this knowledge into their professional decision making and leadership practice.

3-23/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to continue to ensure that the history and content of First Nations treaties and Métis settlement agreements are incorporated into curriculum at different grade levels and supported by approved resources,

including information on First Nations, Métis and Inuit inherent rights enshrined in the Canadian Constitution and established through court decisions.

Note—In Saskatchewan, the curriculum has been revised to include treaty relations, and teaching resources have been developed by the Office of the Treaty Commissioner to be used in classrooms across the province. This has proven to have a positive effect on increasing the knowledge and understanding of the purpose and function of treaties. In Alberta, there continues to be a lack of knowledge and understanding of treaties and settlement agreements, which negatively affects social cohesion.

3-24/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education, with other partners, to develop, maintain and make accessible to teachers a collection of teaching and learning resources and locally developed curriculum for all grade levels to support the inclusion of First Nations, Métis and Inuit knowledge and perspectives throughout the curriculum.

Note—The Department of Education has a responsibility for approving resources that are culturally appropriate and meet the standards of tolerance and understanding. Teachers need easy access to resources that are vetted and approved for use in the classroom.

3-25/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to include First Nations, Métis and Inuit literature in the authorized resources list appropriate for the high school English programs of study.

Note—First Nations, Métis and Inuit students should have the opportunity to study literature that represents their perspectives and to which they can refer on provincial diploma examinations. Non-Aboriginal students should be exposed to a wide variety of literature that reflects the Canadian mosaic.

3-26/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to offer and promote Aboriginal studies courses in Alberta high schools.

Note—Currently, very few schools offer Aboriginal studies courses. Aboriginal Studies 30 has academic rigour and should be offered for students who would be interested in that course work.

3-27/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge postsecondary institutions to recognize Aboriginal Studies 30 as satisfying the entrance requirements for a Humanities (Group A) course.

Note—Recognizing Aboriginal Studies 30 can improve access for First Nations, Métis and Inuit students, and other students who have taken this course, to postsecondary institutions.

3-28/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association encourage school boards to offer First Nations, Métis and Inuit languages instruction, using resources that support community participation, as outlined in *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*.

Note—*The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12* was developed with input from Aboriginal peoples in the four western provinces and published in 2000. This framework outlines the recommended strategies and resources for Aboriginal languages and cultural education. The Department of Education has approved programs of studies for Cree, Blackfoot and Dene as well as locally developed courses for other First Nations languages, but a limited number of schools are offering the programs. The Association believes that First Nations, Métis and Inuit languages should be preserved and passed on to future generations. Offering these programs in schools will provide more students with access to the language of their ancestors.

3-29/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to support First Nations, Métis and Inuit-focused programs in public schools, whose goals include the support of First Nations, Métis and Inuit students through affirmation of their cultures and languages.

Note—The legacy of residential schools continues to limit the success of some First Nations, Métis and Inuit students in public schools. Programs that are able to bridge the cultural divide and address the unique learning needs of these students should have the flexibility to operate differently within public schools.

3-30/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to include the Association as a community representative on the First Nations, Métis and Inuit Education Partnership Council.

Note—In 2009, the minister of education formed a partnership council composed of partners/elected officials from Treaties 6, 7 and 8; the Métis Nation of Alberta Association, the Métis Settlements General Council, the Government of Alberta and other representatives from the community selected by the elected officials. The mandate of this committee is to work to encourage every First Nations, Métis and Inuit community and family to value education as a foundation for the success of their people. As a key partner in education, the Association should represent the profession on the partnership committee because the majority of First Nations, Métis and Inuit students are educated in Alberta public schools.

3-31/13 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association commence general meetings and special events with a recognition of the traditional First Nations or Métis territory where the meeting or event is being held.

Note—As citizens of Alberta, we should be taking a moment at significant meetings and events to recognize the first peoples of these ancestral lands and demonstrate respect for the lands themselves. This is the practice for teachers' organizations and governments in other provinces and should become common practice in Alberta.

3-32/13 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that, wherever possible, the Alberta Teachers' Association and its subgroups include meaningful and relevant First Nations, Métis and Inuit programming in their conferences, seminars and other professional development initiatives.

Note—Many teachers have reported that they are not prepared adequately to teach First Nations, Métis and Inuit students and curriculum content and consequently do not feel they can effectively teach their students. The Association should take a leadership role in addressing the professional development needs of its members in this area by providing programs at Association-sponsored events that are accessible to all members.

3-33/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 12.A.1 be amended to read—

“Educational assistants are persons who are not required, as a condition of employment, to possess a teaching certificate and who directly assist individual or groups of teachers in achieving educational objectives.”

Note—The term noncertificated persons encompasses anyone who is in the classroom and does not possess a teaching certificate.

12.A.1 Educational assistants are ~~[those]~~ persons who are not required, as a condition of employment, to possess a teaching certificate and ~~[other than teachers]~~ who directly assist individual or groups of teachers in achieving educational objectives.
[1973/85/93/2011]

3-34/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 12.A.3 be amended to read—

“Specific functions and duties of educational assistants should be determined by the teacher to whose class the educational assistant is assigned rather than by statute, departmental regulation or district policy.”

Note—Teachers should have autonomy over decisions that directly affect their work in their own classrooms.

12.A.3 Specific functions and duties of educational assistants should be determined by the teacher to whose class the educational assistant is assigned rather than by statute, ~~[or]~~ departmental regulation or district policy.
[1971/73/75/78/83/85/93/2003/11]

3-35/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 12.A.5 be amended to read—

“The teacher has certain professional responsibilities defined by statute that include

1. diagnosing learning needs of students;
2. prescribing educational programs for students in accordance with those needs;
3. reporting student progress to parents;
4. implementing educational programs; and
5. evaluating the results of the educational process, which the teacher cannot neglect or delegate to any educational assistant.”

Note—The additional language tightens the parameters that define teacher work.

12.A.5 The teacher has certain professional responsibilities defined by statute that include

1. diagnosing learning needs of students;
 2. prescribing educational programs for students in accordance with those needs;
 3. reporting student progress to parents;
 4. implementing educational programs; and
 5. evaluating the results of the educational process, which the teacher cannot neglect or ~~[ethically]~~ delegate to any educational assistant.
- [1973/78/93/2003/11]

3-36/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 12.A.6 be amended to read—

“The assignment of an educational assistant must be made in conjunction with the teacher to whom the assistant is assigned, and such teacher shall determine the assistant's specific duties.”

Note—In cases where a high-needs special needs child is assigned a specific educational assistant, it is fully appropriate that that educational assistant is assigned to follow the child. This assignment should occur in conjunction with the classroom teacher.

12.A.6 The assignment of an educational assistant must ~~[have the approval of]~~ be made in conjunction with the teacher to whom the assistant is assigned, and such teacher shall determine the assistant's specific duties.
[1973/93/2003/11]

3-37/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 14.A.3 be amended to read—

“The Alberta Teachers' Association avoids alignment with any political party or candidate for political office.”

Note—A policy of nonpartisanship helps to ensure that the Association is well positioned regardless of the outcome of elections. The amendment clarifies the appropriate role of the Association in contests within a political party or contests where parties do not exist.

14.A.3 The Alberta Teachers' Association avoids alignment with any political party or candidate for political office.
[1977/93/2002/03/09]

3-38/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 14.A.11 be amended to read—

“The Alberta Teachers’ Association encourages political parties and candidates for political office to articulate their policies on education and to provide a financial plan designed to implement these policies.”

Note—The amendment clarifies the appropriate role of the Association in contests within a political party or contests where parties do not exist. Parties and candidates should be encouraged to put their positions on the record prior to election and then should be held accountable to their positions.

*14.A.11 The Alberta Teachers’ Association encourages political parties **and candidates for political office** to articulate their policies on education and to provide a financial plan designed to implement these policies.*
[1979/93/2003]

3-39/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 14.A.12 be amended to read—

“The Alberta Teachers’ Association acts as a spokesperson on behalf of the educational interests of all children.”

Note—It is the responsibility of the teaching profession to speak out on issues affecting education, keeping the needs and interests of children at the core. The amendment reinforces the commitment of the Association to an inclusive public education system.

*14.A.12 The Alberta Teachers’ Association acts as a spokesperson on behalf of the educational interests of **all** children.”*
[1982/93/2003]

3-40/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association encourages the active participation of individual teachers, as citizens, in the political process, including through partisan activity.

Note—This policy clarifies the nonpartisan role of the Association by validating the role of teachers as individual citizens actively engaging in the political process for the party or candidate of their choice. Having teachers engaged in the process through volunteering, donating and running for office helps support the political interests of the profession as a whole.

3-41/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association and its subgroups are prohibited from making financial contributions to parties or candidates for political office.

Note—Providing donations to a political party or candidate violates the spirit of the Association’s nonalignment policy. This policy clarifies the nonpartisan policy and potential activities for engagement.

3-42/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association and its subgroups participate in the sponsorship of delegates to political fundraising events only when as part of a larger nonpartisan program of political engagement.

Note—Clarity is needed around the appropriate role of Association leaders in regards to events like leader’s dinners. While such events may be de facto donations to a party or candidate, they may serve as valuable networking opportunities when included as one piece of a more comprehensive nonpartisan engagement program.

3-43/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.5 be amended to read—

“The Alberta Teachers’ Association recognizes four elements that support and guide its work in the areas of diversity, equity and human rights:

1. School culture that
 - a) is supported by a safe and caring school environment,
 - b) is based on schools as inclusive learning communities and
 - c) provides students with a broad range of educational experiences that reflect the diversity of the community
2. Student learning based on
 - a) equitable opportunities for all students to meet high standards,
 - b) curriculum and assessment that reflect the diverse nature of knowledge
 - c) using our differences to enrich learning and
 - d) engaging students as active citizens
3. Professional development for teachers that
 - a) provides supports for reflective practice and research,
 - b) assists teachers in accommodating diversity in the classroom and
 - c) assists in understanding how social class and power relationships affect sexism, racism and other forms of marginalization and
4. Educational governance and administration that
 - a) provide adequate and equitable funding,
 - b) regard resources for education as an investment in the broader community,
 - c) use a broad range of accountability measures that reflect the complex nature of learning and
 - d) support research that improves understanding of the complex relationships among poverty, racism and all forms of marginalization.”

Note—The phrase *socially constructed* is open to varying interpretations. The amendment makes this clause clear and appropriate. The second amendment is to provide consistency of language throughout Association policy.

3-44/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.6 be amended to read—

“The Alberta Teachers’ Association advocates that schools should be inclusive learning communities that

1. reflect the principles of respect for diversity, equity and human rights;
2. foster and support the intellectual, social, physical, emotional and spiritual development of each child;
3. are characterized by values of cooperation, trust, caring, sharing, respect and responsibility;
4. have school cultures which reflect a commitment to racial harmony, gender equity, First Nations, Métis and Inuit education, poverty issues, peace and global education, violence prevention and respecting differences;
5. exhibit systemic and sustainable school–family–community partnerships and
6. provide ongoing professional development and resources that support inclusive learning communities.”

Note—To effectively create inclusive learning communities, teachers require regular professional development and current resources.

18.A.6 The Alberta Teachers’ Association advocates that schools should be inclusive learning communities that

1. reflect the principles of respect for diversity, equity and human rights;
 2. foster and support the intellectual, social, physical, emotional and spiritual development of each child;
 3. are characterized by values of cooperation, trust, caring, sharing, respect and responsibility;
 4. have school cultures which reflect a commitment to racial harmony, gender equity, First Nations, Métis and Inuit education, poverty issues, peace and global education, violence prevention and respecting differences; *[and]*
 5. exhibit systemic and sustainable school–family–community partnerships *and*
 6. provide ongoing professional development and resources that support inclusive learning communities.
- [2003]*

3-45/13 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.7 be amended to read—

“The Alberta Teachers’ Association fosters the development of schools as inclusive learning communities by

1. encouraging and supporting teaching practices that promote the principles of respect for diversity, equity and human rights;
2. supporting initiatives in schools and within its locals, specialist councils and other subgroups; and
3. building partnerships with organizations that share our commitment to fostering inclusion.”

Note—The current wording is too vague and does not require a demonstration of action on inclusion.

18.A.7 The Alberta Teachers’ Association fosters the development of schools as inclusive learning communities by

1. encouraging and supporting teaching practices that promote the principles of respect for diversity, equity and human rights;
 2. supporting initiatives in schools and within its locals, specialist councils and other subgroups; and
 3. building partnerships with organizations that share our *[values and concerns]* commitment to fostering inclusion.
- [2003]*

3-46/13 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.12 be amended to read—

“All education partners share the responsibility for creating local and provincial programs to assist teachers to counteract and eliminate stereotyping and injurious discrimination by promoting intercultural respect, understanding and appreciation.”

Note—The amendment is to clarify wording.

*18.A.12 All education partners share the responsibility for creating local and provincial programs to assist teachers
[+.] to counteract and eliminate stereotyping and injurious discrimination [and]
[2.-to] by promoting[e] intercultural respect, understanding and appreciation.
[2004]*

3-47/13 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.19 be deleted.

Note—The Alberta Teachers’ Association does not have a role in determining the employment equity programs of other organizations.

*18.A.19 The Government of Alberta should develop and implement an employment equity program for all its departments and agencies.
[1987/90/94/2004]*

3-48/13 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.21 be amended to read—

“The Alberta Teachers’ Association endorses the right of the official language minority to manage its own schools within the publicly funded system.”

Note—The addition clarifies the Association’s policy of supporting the public school system.

*18.A.21 The Alberta Teachers’ Association endorses the right of the official language minority to manage its own schools within the publicly funded system.
[1990/93/94/2004]*

3-49/13 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.25 be transferred to policy achieved.

Note—Current privacy and health legislation addresses this issue.

*18.A.25 The identity of students and school system personnel infected with HIV/AIDS shall be protected.
[1988/94/2004/05]*

3-50/13 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.26 be transferred to policy achieved.

Note—Current privacy and health legislation addresses this issue.

18.A.26 *Students and school system personnel infected with or associated with others infected with HIV/AIDS should be treated in accordance with fundamental human rights and the principles of natural justice.*
[1988/91/94/2004/05]

3-51/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.28 be amended to read—

“The Government of Alberta should support Alberta parents in exercising their right to have their children educated in the Canadian official language of origin and ensure Alberta children have equal opportunity to become fluent in the other official language.”

Note—The amendments reflect the state of law and the important role of the Government of Alberta in supporting education in both English and French.

18.A.28 *[It is] **The Government of Alberta should support Alberta parents in exercising their** [the] right [of Alberta parents] to have their children educated in the Canadian official language of [their choice] **origin** and [of] **ensure** Alberta children [to] have equal opportunity to become fluent in the other official language.*
[1979/83/88/98/2004]

3-52/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.29 be transferred to policy achieved.

Note—This was achieved through Section 23 of the Canadian Charter of Rights and Freedoms and subsequent court decisions (eg, Mahe vs Alberta [1990]).

18.A.29 *The Government of Alberta should ensure the right of Alberta parents to have their children educated in the Canadian official language of their choice where numbers warrant.*
[1979/84/87/88/98/2004]

3-53/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.30 be amended to read—

“Gender equity in education is promoted by

1. educational programs in which students are encouraged to participate regardless of gender,
2. the delegation of responsibilities in the school that are not based on gender-role stereotypes,
3. the use of instructional materials and practices that discourage gender-role stereotypes,
4. the use of inclusive language in educational materials and school communications and
5. the provision of career counselling that reduces gender-role stereotyping.”

Note—The use of the term *gender* instead of *sex* is more appropriate as it encompasses more than one’s biological sex.

18.A.30 *Gender equity in education is promoted by*
1. educational programs in which students are encouraged to participate regardless of gender,

2. the delegation of responsibilities in the school that are not based on **gender-role** [a] stereotypes [~~of masculine and feminine roles~~],
3. the use of instructional materials and practices that discourage **gender[sex]-role** stereotypes,
4. the use of inclusive language in educational materials and school communications and
5. the provision of career counselling that reduces **gender[sex]-role** stereotyping.

[1999/2004]

3-54/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 18.A.32 be amended to read—

“The Government of Alberta should

1. recognize that all citizens or groups of citizens are contributors and therefore share and participate in all aspects of Canadian society,
2. take action to support and encourage the development of Alberta’s linguistic diversity and multicultural heritage and
3. promote intercultural awareness by encouraging policies that increase knowledge and understanding among cultures.”

Note—Intercultural awareness refers to the interactions among two or more cultures and encompasses not only the challenges but also the benefits inherent in the interactions between two or more cultures.

18.A.32 *The Government of Alberta should*

1. recognize that all citizens or groups of citizens are contributors and therefore share and participate in all aspects of Canadian society,
2. take action to support and encourage the development of Alberta’s linguistic diversity and multicultural heritage and
3. promote [~~cross~~] **intercultural** awareness by encouraging policies that increase knowledge and understanding among cultures.

[1985/88/2002]

3-55/13 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 20.A.1 be amended to read—

“The Alberta Teachers’ Association maintains that provision of reasonable access to publicly owned education facilities is an essential element of a democratic society and believes that

1. reasonable access to public school facilities must be available to Albertans;
2. the ownership of public school facilities should be retained in the public domain;
3. the public school is a significant part of the identity of a community;
4. the closure, construction and modernization of a school is a matter of such consequence that the closest cooperation between school authorities and the community is necessary;
5. in planning, constructing, maintaining, modernizing and closing a school, the impact on teaching and learning should be the primary consideration; and
6. planning, construction, maintenance and modernization of schools must include strict adherence to the most current *Occupational Health and Safety Regulation and Code* (2009) and the *Occupational Health and Safety Act*.”

Note—Since the adoption of this policy by the 2003 Assembly, the *Occupational Health and Safety Regulation and Code* was adopted in 2004 to complement the *Occupational Health and Safety Act of 2000*. The most recent update and current code has been in effect since 2009. This policy should be updated with specific references to the current legislation.

20.A.1 The Alberta Teachers' Association maintains that provision of reasonable access to publicly owned education facilities is an essential element of a democratic society and believes that

- 1. reasonable access to public school facilities must be available to Albertans;*
- 2. the ownership of public school facilities should be retained in the public domain;*
- 3. the public school is a significant part of the identity of a community;*

3-56/13 (Administrative Directive) Provincial Executive Council

BE IT RESOLVED, that Administrative Procedure A.1.7 be amended to read—
“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 as for electoral ballots and, when two-thirds of the vote favours Council’s position, the resulting resolutions may be moved in one or more blocks at the option of the Steering Committee.”

Note—The amendments to the policy clarify the rate of voting because the formulas for delegate representation and electoral ballots are not the same. The pre-vote is conducted using the electoral ballot formula under General Bylaw 124(3), which is one vote for each 50 members or major fraction thereof. The inclusion of “one or more blocks” provides the Steering Committee with the flexibility to group resolutions in thematic blocks to expedite the business of the Assembly. The last sentence is deleted because it is redundant since the Association’s rules of order and procedure allow for the removal of any resolution from a block with a majority vote of the Assembly.

*A.1.7 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 of the vote favours Council’s position, the resulting resolutions may be **moved in one or more blocks**[ed] 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.]*

3-57/13 (Administrative Directive) Provincial Executive Council

BE IT RESOLVED, that Administrative Procedure A.3 be amended to read—
“Locals will be provided with an opportunity to vote, at the same rate as for electoral ballots, on Provincial Executive Council’s position on expiring current directives and, when two-thirds of the vote favours Council’s position, the resulting resolutions will be moved in a block to be dealt with by the Assembly.”

Note—The amendments to the policy clarify the rate of voting because the formulas for delegate representation and electoral ballots are not the same. The pre-vote is conducted using the electoral ballot

formula under General Bylaw 124(3), which is one vote for each 50 members or major fraction thereof. The restriction in the policy that the block of resolutions dealing with expiring current directives be the first resolutions to be dealt with by the Assembly hinders the ability of the Steering Committee to schedule important resolutions at the most opportune time to receive media coverage.

A.3 Locals will be provided with an opportunity to vote, at the same rate [of delegate representation] as for electoral ballots, on Provincial Executive Council’s position on expiring current directives and, when two-thirds of the vote favours Council’s position, the resulting resolutions will be moved[;] in a block[; as the first resolutions] to be dealt with by the Assembly.

3-58/13 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that current directive 1.B.47 be deleted.

Note—The 2012 Annual Representative Assembly dealt with this expiring current directive as well as expiring current directive 1.B.4. The Council resolution put forward for 1.B.4 in 2/12 was to reaffirm and it was approved. The Council resolution for 1.B.47 in 23/12 was to transfer to policy achieved; however, an amendment from the floor was approved that changed the policy by replacing “the Department of Education” with “school boards.” It has now been discovered that the amended policy 1.B.47 is identical to the reaffirmed policy 1.B.4 and is, therefore, redundant.

1.B.47 BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to eliminate any requirements or directives to facilitate or report to parents any Grade Level of Achievement that is not determined by the teacher’s own methods of assessment of student learning.
[2006/09/12]

1.B.4 BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to eliminate any requirements or directives to facilitate or report to parents any Grade Level of Achievement that is not determined by the teacher’s own methods of assessment of student learning.
[2009/12]

3-59/13 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to legislate improvements to the social and economic security of foreign, low-wage workers.

Note—Society is becoming less equal in terms of wealth distribution. The Association needs to advocate for economic and social security for all families and especially for all types of staff working in the schools.

3-60/13 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to institute and support a requirement for students to study second languages in Grades 4 to 9.

Note—Second and additional language learning provides significant benefits to students by increasing their intellectual and economic potential, scholastic achievement, citizenship, and literacy in first and subsequent languages. Alberta Education needs to enact its previously

planned provincial languages mandate to ensure that all students across Alberta have the opportunity to develop these essential skills.

3-61/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to repeal any references in legislation that obligate teachers to notify parents in advance when courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under the *School Act*, include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.

Note—Section 11.1 of the *Alberta Human Rights Act* obligates teachers to notify parents in advance when “courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under [the *School Act*] include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.” This requirement has cast a chill on fruitful and engaging classroom discussion, encouraged intolerance and prejudice, and stripped teachers of their professional autonomy to judge the appropriateness of topics to address in class. Since its adoption in 2010, Section 11.1 has proven unworkable and difficult to administer.

3-62/13 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure that sexual abuse programming be incorporated into appropriate school curricula.

Note—Child sexual abuse does not discriminate. It exists in silence and secrecy. Community resources are stretched beyond capacity. Children are not prepared for confronting sexual abuse in their own lives or in the lives of their peers. Awareness and teaching of this issue can help to empower and protect children.

The *Child, Youth and Family Enhancement Act (2004)* defines child sexual abuse as follows:

1(3)(c) A child is sexually abused if the child is inappropriately exposed or subjected to sexual contact, activity or behavior, including prostitution-related activities.

3-63/13 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association conduct a study (including a survey of members) to identify key factors that limit and/or support involvement in Association affairs.

Note—The results of this study will assist the Association in identifying strategies to enhance member engagement in current programs (such as Summer Conference) and will highlight additional supporting activities that should be undertaken to develop programs and increase members' engagement in the Association throughout their careers.

[Cost—\$20,000]

3-64/13 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association establish a blue ribbon panel to investigate the impact of inclusive education in Alberta schools.

Note—The implementation of inclusive education continues to be a major concern for members. Teachers believe that government policies and processes resulting from “Setting the Direction” have not adequately addressed student needs and have made it more difficult for teachers to meet children's diverse learning needs. Establishing a blue ribbon panel on inclusive education would provide an arm's-length evaluation of the impact of inclusive education policies and processes.

[Cost—\$15,000]

3-65/13 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association develop web-based communications (such as podcasts and interactive Q&A sessions) that address collective agreement issues.

Note—This initiative would provide members with easy access to critical information on collective agreements by accessing the Association's website. The information would be available 24/7/365.

[Cost—\$10,000]

3-66/13 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association conduct a survey of administrators, including those employed in jurisdiction central offices, to determine services and supports required from a Teacher Welfare perspective.

Note—Survey results would provide information on additional Teacher Welfare services and supports that could be provided to administrators. This is particularly timely as collective agreement negotiations are under way.

[Cost—\$10,000]

3-67/13 (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 \$1,245 effective 2013 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 \$1,224.

3-68/13 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that, pursuant to Bylaw 9(2)(f), the fee payable by an associate member be \$186.75 per annum effective 2013 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

2-8/13 (Administrative Directive) Calgary Public

BE IT RESOLVED, that the details of the proposed budget of the Alberta Teachers' Association be made available to its members on the password protected portion of its website 14 days before an Annual Representative Assembly.

Note—Accountability and transparency in the Association's operations and finance are important to members. Members should be fully aware of the Association's financial plans for the next year. In 2012, the Association published a budget summary in the *ATA News*. However, details of the budget should be made available to all interested members, not only ARA delegates. Members will then be better able to see that the Association's spending is aligned with its goals and priorities, and can also direct their ARA delegates to voice their concerns. The Association is funded by members' dues so it should be accountable to members.

Action: The proposed detailed budget provided to delegates prior to the Annual Representatives Assembly, will be made available to all members on the password protected portion of the Association website at the same time it is distributed to locals. This action is consistent with our desire to be open and accountable to our membership.

2-15/13 (Administrative Directive) Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association avoid, where possible, scheduling its conferences, including specialist council conferences, at coincidental times.

Note—It is necessary to ensure that local members are not limited in the conferences they are able to attend on behalf of their local because of scheduling conflicts.

Action: It is currently standard practice in planning Association events to avoid scheduling conflicts as much as possible. In cases where conflicts occurred the conflicting dates that were selected were due to extenuating circumstances that are difficult to predict. Provincial Executive Council makes every effort to not schedule conferences at the same time.

2-20/13 (Administrative Directive) Parkland

BE IT RESOLVED, that a review of the order of the agenda for the Annual Representative Assembly be conducted.

Note—Exploring changes to the current order of the agenda may allow the Annual Representative Assembly (ARA) to more effectively conclude its business. Saturday morning is the optimal time for delegates to focus on the work of ARA, when their minds are fresh. Currently, that morning is dedicated to formalities, speeches and awards presentations. If the order of this necessary business of the Assembly were effectively streamlined, delegates would be more able to focus on a pillar reason for attending ARA—discussing and passing resolutions.

Action: Steering Committee and Provincial Executive Council undertake a review of ARA annually, considering issues that include the order paper and others identified in the note that accompanies the resolution. Individual delegates and locals can provide input to this review via their district representatives.

Report on Resolution Requiring Report to the 2013 Annual Representative Assembly

33/12 (Current Directive) Northland

BE IT RESOLVED, that the Alberta Teachers' Association urge the Minister of Education to direct that the qualification for certification must include a three-credit Aboriginal studies component.

Note—Prepare teachers to have a greater awareness and understanding of First Nations, Métis and Inuit culture.

The proposal made by Northland Local in Resolution 33/12 must be considered in the context of other Association initiatives and policies concerning the profession's approach to the education of First Nations, Métis and Inuit (FNMI) students and the support provided to the teachers of these students.

At the direction of the 2011 Annual Representative Assembly, Provincial Executive Council established in June 2011 the Committee on First Nations, Métis and Inuit Education Policy and Action Plan. The purpose of the committee was to seek input from Association members working with FNMI students on how the Association can better serve the professional needs of members teaching these students; examine what other provincial organizations have done to support teachers working in the area; invite input from other educational partners on their initiatives to support FNMI education in Alberta; propose Association policy on the educational needs of First Nations, Métis and Inuit students and teachers; develop an action plan to support members working with FNMI students that honours the unique cultural and linguistic needs of the students; and report to the June 2012 meeting of Provincial Executive Council. Resolution 33/12, sponsored by the Northland Local, which was referred for study and report by the 2012 Annual Representative Assembly (ARA), was referred to this committee.

In seeking input from Association members, the committee conducted focus groups at seven teachers' conventions in February and March 2012. Many teachers in those focus groups reported that because they their preservice programs were not prepared to prepare them to teach FNMI students and curriculum content when they completed their preservice programs, they did not feel as though they could effectively teach their such students. Although some Alberta faculties of education have implemented a required course on FNMI education, the committee believed that all preservice teachers would benefit from solid background, knowledge and pedagogies in that area.

To that end, the committee proposed a resolution for consideration at the 2013 Assembly which that was approved by Council at its June 2012 meeting (see Resolution 3-18/13).

The committee also proposed an action plan for Council's consideration. Entitled "Leading the Way and Walking the Talk," the action plan has six goals, all of which, in accordance with the committee's terms of reference, seek to support members who work with FNMI students. The six goals are to (1) significantly increase members' awareness of and access to Association professional development programs and services related to FNMI education; (2) collaborate with regional professional development consortia on professional development initiatives that support FNMI education; (3) develop a page on the Association website for FNMI resources; (4) support members to become more knowledgeable about FNMI knowledge, perspectives and cultures and incorporate the use of appropriate protocols in Association activities; (5) ensure that the FNMI Education Council become the authoritative voice on FNMI education issues in the Association and a recognized source of professional development programs and services; and (6) establish an elders council to provide advice, participate in Association activities and programs, and assist in the development of programs and services related to FNMI education. At its September 2012 meeting, Council approved the action plan in principle and assigned staff to oversee its implementation.

Resolution 3-18/13 and the action plan focus, respectively, on teacher education and professional development rather than on teacher certification, but they capture in all other respects the intent of Resolution 33/12, as outlined in the note accompanying that resolution. Though Alberta's faculties of education are moving toward providing and, in some cases, mandating courses relating to FNMI education, it would be premature to make a three-credit Aboriginal studies course a mandatory certification requirement. Instead, Resolution 3-18/13 takes a more proactive and inclusive approach, and encourages faculties to ensure that a course on FNMI education be a mandatory component of preservice education. Furthermore, by supporting members who work with FNMI students, the action plan will help ensure that certificated teachers who lack a foundation in FNMI education will be able to gain that foundation retroactively through professional development, thus achieving the intent of Resolution 33/12 without the unintended ramifications that it might have had for their certification.

Northland Local's resolution is commendable for focusing the Association's attention on an issue of real and growing concern. The local's proposal helped to provide the impetus for a more comprehensive approach that addresses the local's particular concern but then goes much further.