

Teaching and Learning Conditions in Alberta: A Global Perspective

Equity



Excellence through Equity

"Internationally the education 'high flyers' are committed to equity and where teachers feel empowered by each other and their leaders."

Pasi Sahlberg, Harvard University

A Great School for ALL

89% of Alberta teachers are proud to be a teacher, but only 60% feel they can teach the way they aspire to teach.

Supervision, extra-curricular 36%

Assessment & reporting 17%

Instructing students 34%

Planning 13%

What does an Alberta teacher do in an average 56 hour work week?

Equity is NOT treating everyone the SAME

Alberta has twice the level of classroom complexity compared to the average of all other OECD jurisdictions.
TALIS 2013 results

A five-year decline in support for students with special needs continues.

3.1% cut to FNMI students despite a 44% graduation rate.

18,000



more students added each year to Alberta schools.

No New Teachers

50

New Schools

80,000 more Albertans in 2016

1 in 3 Calgary and Edmonton students require special education supports.

1 in 10 Alberta students live in poverty.

Growth

Intensity

Complexity

Teaching and Learning Conditions in Alberta : A Global Perspective

Alberta's international reputation as a high performer and successful reformer is well established, yet a growing body of research is signalling disturbing changes in students' learning environments and in teachers' conditions of practice. *Teaching and Learning Conditions in Alberta: A Global Perspective* describes these changes through an analysis of six recent Alberta studies and the results of the latest Teaching and Learning International Survey (TALIS), which is conducted by the Organisation for Economic Co-operation and Development (OECD).

The 2013 TALIS report (which includes a Canadian sample derived entirely from Alberta teachers) offers a unique opportunity to better understand the growing challenges in Alberta's education sector in the following three areas:

GROWTH AND COMPLEXITY

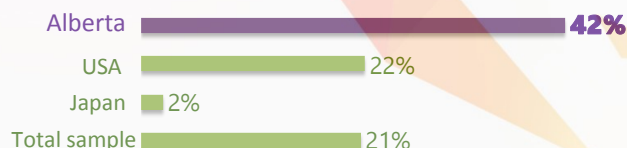
Since 2008, the number of students has increased by **70,000** and the percentage of students whose mother tongue differs from the language of instruction has **doubled**.

1 in 10 school children live in poverty.

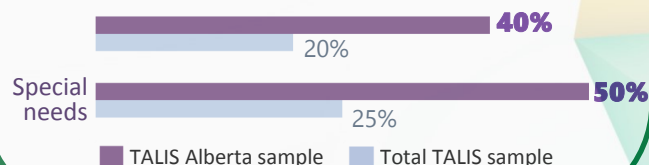
1 in 2 children entering kindergarten lack the prerequisites necessary to learn.

Complexity Index

Percentage of teachers working in schools with more than 10% of students whose first language differs from the language of instruction.



Percentage of teachers working in schools with a significant number of students with English as a Second Language (ESL) or special needs.



PUBLIC ASSURANCE

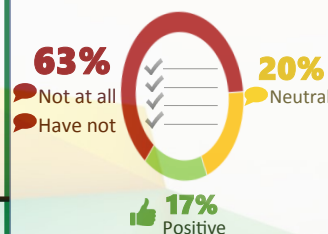
Who is counting? ...what? ...for whom?

Growing jurisdiction and government demands for teachers to collect and report data on student progress have greatly added to teacher workload.

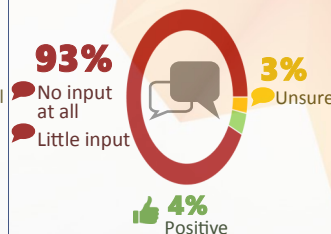
At the same time, the usefulness of the assessment and reporting tools—particularly digital tools—is in question.

Digital Reporting

Have these tools improved instruction and assessment?



How much input did teachers have in the selection of the digital tool?

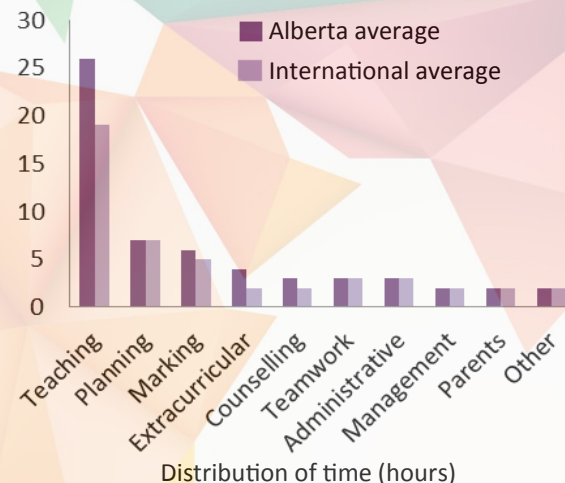


Data from Digital Reporting and Digital Assessment Tools: Evaluating their Value and their Impact (ATA 2014).

INTENSIFICATION OF TEACHERS' WORK

Alberta teachers spend more time teaching, marking and counselling than teachers in other OECD jurisdictions.

They also supervise more extracurricular and other non-instructional activities.



A typical Alberta teacher works 56 hours/week.

Among OECD nations, this is second only to Japan.



The Alberta Teachers' Association

Learn more about this study on the ATA website at www.teachers.ab.ca under About the ATA>Education Research>Research Publications. Further background information about Association research is available from Lindsay Yakimyshyn at the Alberta Teachers' Association; e-mail lindsay.yakimyshyn@ata.ab.ca.

