

2016

Resolutions Bulletin

March 8, 2016



The Alberta Teachers' Association

RESOLUTIONS BULLETIN

March 8, 2016

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 2015 calendar year by local associations and by the Provincial Executive Council for the agenda of the 2016 Annual Representative Assembly, to be held at the Hyatt Regency Hotel, Calgary, 2016 05 21–23.

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 (1-1/16 to 1-117/16)
- Category 2—Local Resolutions (2-1/16 to 2-48/16)
- Category 3—Provincial Executive Council Resolutions (3-1/16 to 3-62/16)
- 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 Administration of Schools and Education Finance have been scheduled by Provincial Executive Council for review by the 2016 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 2016 as the date of review.

The terms *delete*, *transfer to nonactive 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 nonactive 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.]

Expiring Current Directive Resolutions

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

BE IT RESOLVED, that expiring current directive 1.B.2 be reaffirmed.

Note—The career, personal and life skills course equips students with lifelong skills necessary to make effective life decisions and choices and to develop positive attitudes and behaviours that will enable them to respect themselves and those around them.

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 skills as a high school graduation requirement.
[1998/2001/04/07/10/13]

1-2/16 (Current Directive)
Provincial Executive Council

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

Note—These curricula have not been updated in 30 years. It is essential that these components of education be maintained to develop the full potential of students. Fine arts should have a prominent role in public education.

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.
[1998/2001/04/07/10/13]

1-3/16 (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 exceptionalities;
 4. provide accommodations for students who require support to fully demonstrate their learning;
 5. schedule the marking of examinations to minimize the time teachers are away from the school;
 6. minimize the negative impacts on all students and school programs;
 7. recognize the voluntary nature of the marking of and the developing of diploma examinations by professional teachers;
 8. recognize the need for assessment to be multifaceted;
 9. recognize and address concerns about misuse of test data including their use to assess teacher or school performance;
- and

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

Note—*Exceptionalities* replaces the term *special needs* to reflect current language. The addition of item 4 highlights the importance of ensuring that every student taking a diploma examination has the opportunity to demonstrate relevant learning regardless of their exceptionalities. It should be noted that in this respect the public education system lags behind the postsecondary system.

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*] **exceptionalities**;
4. **provide accommodations for students who require support to fully demonstrate their learning**;

[4]5. schedule the marking of examinations to minimize the time teachers are away from the school;

[5]6. minimize the negative impacts on all students and school programs;

[6]7. recognize the voluntary nature of the marking of and the developing of diploma examinations by professional teachers;

[7]8. recognize the need for assessment to be multifaceted;

[8]9. recognize and address concerns about misuse of test data including their use to assess teacher or school performance; and

[9]10. ensure that examinations honour the understanding that students express knowledge and skill in a variety of equally valuable ways.

[2004/07/10/13]

1-4/16 (Current Directive)
Provincial Executive Council

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

Note—The Association is the voice of teachers. Teachers provide expertise in the areas of student assessment, evaluation, accountability and curricula. Ongoing consultation and engagement of the profession is critical to the success of teachers and students.

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.

[2004/07/10/13]

1-5/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.34 be reaffirmed.

Note—While a scan of the admissions sections on the websites of the University of Alberta, the University of Calgary and the University of Lethbridge indicate that all three universities accept Mathematics 30-1 or Mathematics 30-2 as entry courses for students other than those entering a mathematics-intensive field of study, some postsecondary institutions still require Mathematics 30-1 or privilege students who have completed Mathematics 30-1 for admission into programs where the course is entirely unnecessary or inappropriate as an entrance requirement.

1.B.34 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.
[1998/2001/04/07/10/13]

1-6/16 (Current Directive)
Provincial Executive Council

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

Note—This is redundant to current directive 1.B.1 and also aligns with long-range policy 1.A.38.

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.
[2010/13]

1.B.1 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta Education to re-implement the written components for the science and math diploma examinations.
[2015]

1.A.38 The Department of Education should ensure that written responses represent a significant portion of its provincial diploma examinations.
[1987/90/98/2008]

1-7/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.38 be amended to read—

“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 provincially mandated tests when the teacher deems it inappropriate to the needs of the student.”

Note—The amendment is intended to make the policy sufficiently broad as to cover provincial achievement tests as well as any other standardized test imposed by the province. 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 provincially mandated tests remain in place, teachers are in the best position to determine how a student can best demonstrate learning and under what conditions. The *Principles for Fair Student Assessment Practices for Education in Canada* stress the need to ensure that students must be able to respond meaningfully to tests.

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] provincially mandated [achievement] tests when the teacher deems it inappropriate to the needs of the student.
[1992/95/98/2001/04/07/10/13]

1-8/16 (Current Directive)
Provincial Executive Council

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

Note—The scheduling of student–parent–teacher interviews should be viewed as critical to the teaching–learning process and should be recognized as part of the regular instructional program.

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.
[1998/2001/04/07/10/13]

1-9/16 (Current Directive)
Provincial Executive Council

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

Note—Research indicates that students learning a second language develop and demonstrate stronger cognitive skills, greater economic potential, stronger scholastic achievement, improved first language skills, superior cross-cultural skills, better adaptability in varying cultural contexts and greater cultural sensitivity.

1.B.47 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to institute and support a requirement for students to study additional languages in Grades 4 to 9.
[2013]

1-10/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.54 be reaffirmed.

Note—The passage of Bill 10 in March of 2015 transferred from the *Human Rights Act* to the *School Act/Education Act* the offensive “parental rights” provisions that are the subject of the resolution, in the process eliminating the reference to “sexual orientation” as being a basis for prior parental notification and subsequent opting-out of students. The implementation of the *Education Act* has been postponed to September 2016 to allow further review. The Association should continue to press for the removal from the *Education Act* of the prior notification and opting-out provisions in their entirety.

1.B.54 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.
[2013]

1-11/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.55 be amended to read—

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure that age-appropriate instruction to prevent sexual abuse be incorporated into appropriate school curricula at all grade levels.

Note—The current Health and Life Skills program of studies begins to address the topic of sexual abuse in Grade 8. Children must be taught beginning in kindergarten age-appropriate information to prevent sexual abuse. It is important that all students have the knowledge and skills to protect themselves and be able to seek help from an adult in the event of sexual abuse.

*1.B.55 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure that **age-appropriate instruction to prevent** sexual abuse [programming] be incorporated into appropriate school curricula **at all grade levels**. [2013]*

1-12/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.56 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to coordinate all initiatives related to any curriculum development through a professional working group, co-chaired by the Association and government.”

Note—“Curriculum Redesign” is a term that has been used recently to refer to a specific department initiative. The change makes clear that the policy should apply to any redevelopment or evolution of curriculum. The teaching profession, as the authority on curriculum and instruction, should be the leader of all work in curriculum design. Meaningful teacher input is crucial to successful efforts in the redesign of curriculum. It is also important that curriculum design remain within the realm of public education and not become politicized or fall into the hands of special interest groups.

*1.B.56 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to coordinate all initiatives related to [Curriculum-Redesign] **any curriculum development** through a professional working group, co-chaired by the Association and government. [2013]*

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

BE IT RESOLVED, that expiring current directive 2.B.2 be amended and transferred to long-range policy—

“Institutions with teacher education programs recognized by the Association should collaborate with the Association to establish and maintain 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—Although these programs of support are already in place for Alberta institutions currently offering teacher education programs, the policy continues to be relevant as new education and education

transfer programs are developed. It is vital to the profession to ensure that the Association is a continued part of undergraduate programming.

*2.B.2 [BE IT RESOLVED, that the Alberta Teachers' Association urge i]Institutions with [accredited Alberta] teacher education programs recognized by the Association [to] **should** collaborate with the Association to establish **and maintain** 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. [2004/07/10/13]*

1-14/16 (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 institutions with accredited or approved Alberta teacher education programs recognized by the Association to ensure preparation in early childhood education.”

Note—Postsecondary programs must follow a submission process to Alberta Innovation and must be approved in keeping with the Post-secondary Learning Act. In order for a post-secondary education program to receive accreditation, Alberta Education ensures it contains elements to support the Teaching Quality Standard throughout its program. The Association strongly supports the idea of a specialization in early childhood education, especially with the heightened possibility of full-time Kindergarten in the province. However it may be too difficult for postsecondary institutions to provide specialization within the requirements of a two year after degree, and marginally less difficult during a four year undergraduate degree. Consideration must also be given to the delivery of the specialization, which may be infused as a stream of modules or throughout an existing series of courses.

*2.B.4 BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with accredited **or approved** Alberta teacher education programs recognized by the Association to ensure [sufficient offerings in early childhood courses to allow for specialization] **preparation** in early childhood education. [2004/07/10/13]*

1-15/16 (Current Directive)
Provincial Executive Council

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

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

Note—Planning for a wide range of diversity in the classroom is more important now than ever before. It is critical that teacher education programs provide specific content to assist teachers new to the profession to meet the many student needs they will encounter when they enter the classroom. Edits provide updates to current language. The Association recognizes only “accredited” teacher education programs, making the word “accredited” redundant.

2.B.12 BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with [accredited] Alberta teacher education programs recognized by the Association to include content on various conditions contributing to [special-needs] student exceptionalities and how curriculum and instruction can be adapted to meet the learning requirements of all students [with-special-needs] in inclusive learning environments.
[2007/10/13]

1-16/16 (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 institutions with Alberta teacher education programs recognized by the Association to consider strategies which actively encourage and recruit males into their programs.”

Note—The proposed amendments highlight that all programs recognized by the Association should actively recruit male entrants. Also, the institutions can be responsible only for actions that serve to recruit potential students. It is the Association's mandate to recruit into the profession.

2.B.13 BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with [accredited] Alberta teacher education programs recognized by the Association to consider strategies which actively encourage[;] and recruit [and-retain] males into their [profession] programs.
[2007/10/13]

1-17/16 (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 institutions with Alberta teacher education programs recognized by the Association to include curriculum and instructional strategies to help teachers address sexual orientation, gender identity and gender expression in age-appropriate ways in Alberta classrooms and schools.”

Note—In 2015, amendments to the *School Act*, sexual orientation, gender identity and gender expression are specifically mentioned as protected grounds in the *Alberta Bill of Rights* related to developing a welcoming, caring, respectful and safe learning environment. In 2015 “gender expression” was added to the list of protected grounds in the *Alberta Bill of Rights* and district policies and procedures must reflect this.

2.B.14 BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with [accredited] Alberta teacher education programs recognized by the Association to include curriculum and instructional strategies to help teachers address sexual orientation [and], gender identity and gender expression in age-appropriate ways in Alberta classrooms and schools.
[2007/10/13]

1-18/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.15 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with Alberta teacher education programs recognized by the Association 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—First Nations, Metis and Inuit student populations are rapidly increasing. Teachers who will be new to the profession need specialized training in order to understand and meet the unique needs of these cultures. The word “accredited” is unnecessary as it applies to all programs that are recognized by the Association.

2.B.15 BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with [accredited] Alberta teacher education programs recognized by the Association to ensure that, during teacher preparation, all students take at least one regular course on First Nations, Métis and Inuit histories, cultures and education.
[2013]

1-19/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.17 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with Alberta teacher education programs recognized by the Association to include information on the role of teachers regarding mental health issues and suicide prevention in their teacher education programs.”

Note—Teacher education programs are in the best position to help beginning teachers understand the important role that mental health plays in the successful education of youth. Teachers can play a pivotal role in increasing awareness of the mental health needs of children, in decreasing the stigma often associated with mental illness and in helping families access appropriate supports. The word “accredited” is unnecessary as it applies to all programs that are recognized by the Association.

2.B.17 BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with [accredited] Alberta teacher education programs recognized by the Association to include information on the role of teachers regarding mental health issues[;] and [including] suicide prevention[;] in their teacher education programs.
[2013]

1-20/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.18 be amended and transferred to long-range policy—

“Teacher education programs recognized by the Association should ensure that content related to classroom management, curriculum, ethics and law is delivered by instructors who are eligible to hold a teaching certificate in Alberta.”

Note—This is an important belief of the profession and a significant policy position. It should form part of our long-range policy now and into the future as it is an issue that must be addressed over the long term because instructors change yearly.

2.B.18 [~~BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with accredited Alberta~~] [~~†~~]Teacher education programs recognized by the Association [~~†~~] should ensure that content related to classroom management, curriculum, ethics and

law is delivered by instructors who are eligible to hold a teaching certificate in Alberta.
[2013]

1-21/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 3.B.1 be amended and transferred to long-range policy—
“School boards should provide suitable inservice programs and individual support to teachers who have been transferred from one teaching level and/or subject area to another.”

Note—Teachers who experience changes in their teaching assignments need specialized and emergent professional development in order to facilitate their planning for new curricula and development of their professional growth plans. This policy aligns with long-range policy 1.A.8.

3.B.1 ~~BE IT RESOLVED, that the Alberta Teachers’ Association urge~~ [s]School boards [to] **should** provide suitable inservice programs and individual support to teachers who have been transferred from one teaching level and/or subject area to another.
[1989/92/95/98/2001/04/07/10/13]

1.A.8 The Department of Education should plan, fund, implement and evaluate a thorough orientation and inservice program for teachers required to teach any new curriculum authorized by the Minister of Education.
[1980/81/82/83/86/88/98/2008]

1-22/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.6 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to ensure teachers required to travel for any business of the school board are fully insured and that the insurance premiums are paid in full by the employing board so that teachers are protected from all financial losses resulting from the request to travel.”

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. The amendment addresses this as a teacher issue. The Association does not generally work through the Alberta School Boards Association but with school boards directly.

5.B.6 BE IT RESOLVED, that the Alberta Teachers’ Association urge ~~the Alberta School Boards Association to ensure that all~~ school boards ~~employees~~ **to ensure teachers** 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~~ **teachers** are protected from all financial loss resulting from the request to travel.
[1998/2001/04/07/10/13]

1-23/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.10 be reaffirmed.

Note—This continues to be an issue of importance for the profession and the policy direction remains valid.

5.B.10 BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to ensure that the instructional workload for distributed, online and e-learning teachers does not exceed the workload of other teachers.
[1989/92/95/98/2001/04/07/10/13]

1-24/16 (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. The importance of this issue has been heightened as teachers have been required to manage and provide services to students in inclusive classroom settings.

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.
[2004/07/10/13]

1-25/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.14 be reaffirmed.

Note—Having child care needs taken care of more readily facilitates the work schedules of periodically employed teachers.

5.B.14 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 parents can be met and that this subsidy be significantly increased.
[1988/91/94/97/2000/03/04/07/10/13]

1-26/16 (Current Directive)
Provincial Executive Council

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

Note—While progress was made in past decades to fewer steps, most grids require 9 to 10 years to reach maximum salary—the longest of any profession. Reducing the number of steps 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.
[2001/04/07/10/13]

1-27/16 (Current Directive)
Provincial Executive Council

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

Note—When a teacher in a designated position has 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 introduce or reintroduce continuing designations where term designations exist.*
[1992/95/98/2001/04/07/10/13]

1-28/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.19 be reaffirmed.

Note—Teachers continue to supplement resources in their classrooms with personal purchases of necessary supplies. Out-of-pocket expenses should qualify as deductions for income tax purposes.

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 costs associated with their professional duties.*
[1996/99/2001/04/07/10/13]

1-29/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.25 be reaffirmed.

Note—This is a heightened issue of importance for the profession given the Alberta government's recent exploration of different "blended learning" models and associated course access legislation based on models being implemented in the United States.

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 supported and delivered by certificated teachers.*
[1989/92/95/98/2001/04/07/10/13]

1-30/16 (Current Directive)
Provincial Executive Council

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

Note—This policy is addressed by 5.B.36, which provides greater specificity.

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.*
[2007/10/13]

5.B.36 *BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to manage their substitute teacher rosters so as to ensure all teacher requests are filled, while ensuring that those who substitute teach full-time maintain a living wage.*
[2015]

1-31/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.31 be reaffirmed.

Note—Parental harassment and bullying of teachers continues to be a critical issue. Incidents of teacher harassment by parents create difficult working conditions and negatively impact the learning environment. It is imperative that both the ministry and school boards design a plan to address this issue. This directive aligns with long-range policy 5.A.48.

5.B.31 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education and school 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.*
[2007/10/13]

5.A.48 *Safeguards essential for the protection of teachers from abuse or harassment by students or parents should include*

1. *a district policy for sites under its jurisdiction developed in accordance with principles established by the Association;*
2. *recognition of the teacher's right to know all accusers and to address all accusations;*
3. *a teacher evaluation system that places responsibility for the evaluation of the professional performance of the teacher on the teacher's colleagues as identified in Association policy;*
4. *identification of individuals convicted under the Youth Criminal Justice Act and in the teacher's care, including knowledge of the general nature of the offence;*
5. *the support of community service agencies when harassment or abuse are threatened or occur;*
6. *enforcement of those sections of the School Act dealing with student and public conduct in schools; and*
7. *the teacher's right to exclude from class students who (a) pose a physical safety risk to themselves or others including the teacher and (b) continue to disrupt the operation of the classroom or the learning program of other students.*
[1994/96/2001/11]

1-32/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.33 be reaffirmed.

Note—It is important that school jurisdictions have transparent, well-understood and consistently applied criteria governing the employment of substitute teachers. This provides integrity and fairness to the process.

5.B.33 *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.*
[2010/13]

1-33/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.34 be deleted.

Note—This is a directive concerning the Association's objectives in collective bargaining. It is best included with similar statements in the omnibus long-range policy 5.A.15.

5.B.34 *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 with two cumulative years of service on probationary, temporary or interim contracts with the same school district if a suitable contract becomes available.*
[2013]

1-34/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 6.B.5 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to eliminate the remaining 2002 Alberta Teachers’ Pension Plan deficiency caused by the provisions of the 1992 pension agreement.”

Note—The 1992 agreement contained a provision by which any surplus in the post-1992 fund (post-fund) would be drawn back to pay down the Unfunded Liability (UFL) in the pre-1992 fund (pre-fund). Since the post-fund is funded at one-half government and one-half teachers and the pre-fund was funded two-thirds government and one-third teachers, this was a gain for government.

When the financial crisis of 2001 hit, the fund would have had surplus enough to absorb the losses had it not been for this provision. Therefore, the 2002 deficiency in the post-fund is attributable to the 1992 agreement and the pre-1992 UFL, currently scheduled to be fully paid by 2017.

When government took over the full payment of the pre-fund UFL in 2007, this deficiency remained in the post-fund as is.

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~~] **remaining 2002 Alberta Teachers’ Pension Plan deficiency caused by the provisions of the 1992 pension agreement.** [1997/2000/01/04/07/10/13]

1-35/16 (Current Directive)
Provincial Executive Council

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

Note—School boards must account for the proper use of the funding provided for all students who self-declare as First Nations, Métis or Inuit. Currently there is no accountability requirement and no transparency on the part of school boards to ensure these funds are utilized as they are intended. This needs to be explained in their annual reports.

7.B.1 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. [2008/11/13]

1-36/16 (Current Directive)
Provincial Executive Council

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

Note—Education funding has not kept pace with the developing size and complexity of a classroom. Lack of resources to meet the needs of all learners combined with compensation that has not kept pace with cost of living has made retaining teachers in their early years of service more difficult.

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. [2001/04/07/10/13]

1-37/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.14 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to require school authorities receiving public funds 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 authority.”

Note—A better understanding of the quantity of funds raised by schools and how those funds are expended will help the public determine the costs of providing instruction. This will allow the public to better determine if current education funding is meeting the needs of students in schools. Use of the term “authorities” extends the application of the policy to charter and private schools.

7.B.14 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to require school [~~boards~~] **authorities receiving public funds** 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~~] **authority.** [1995/98/2001/04/07/10/13]

1-38/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.15 be reaffirmed.

Note—This directive acknowledges that it is the provincial government’s responsibility to fund off-reserve First Nations, Métis and Inuit students and that the federal government has a concomitant responsibility for onreserve students. Currently, the funding for onreserve students is approximately \$3,000 less per student per annum than that provided for other students.

7.B.15 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 onreserve students at least matches annual provincial funding provided to other students. [2006/09/12/13]

1-39/16 (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 refugee students coming 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. [2004/07/10/13]

1-40/16 (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.

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. [1998/2001/04/07/10/13]

1-41/16 (Current Directive)
Provincial Executive Council

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

Note—This directive was meant to specifically address the lack of a promised funding increase in Budget 2013. The issues identified in the resolution are covered by policies 7.B.34, 7.B.39 and many others.

7.B.20 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to immediately increase 2013/14 education funding levels by a minimum of 2 per cent as projected in Budget 2012 and, going forward, provide adequate, predictable, sustainable funding for education to ensure that school boards have the capacity to provide class sizes, programs and staffing that best serve students' needs. [2013]

7.B.34 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to adopt an adequacy based funding model for education and establish an independent Office of Education Budget and Policy Analysis that would involve key education partners and inform funding decisions. [2011/14]

7.B.39 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure annual increases in grants allocated on a per student basis are at least sufficient to cover increases in costs and are not less than the annual increase in Alberta's rate of inflation. [2012/15]

1-42/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.21 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to fully fund and implement the inclusive education framework so as to ensure that students with exceptional and diverse needs are appropriately supported.”

Note—Inclusive education is not currently adequately funded and not all students' needs are being met. The *Setting the Direction Framework* and government response outline 12 strategic actions, many of which have not been implemented, and others that have been superficially implemented. The greater complexity of student needs makes increased funding critical if all students are to succeed. The amendments reflect current language and recognize that inclusion takes place in a variety of settings.

7.B.21 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to fully fund and implement the inclusive education framework so as to ensure that students with [special] exceptional and diverse needs are appropriately supported [in an inclusive education environment]. [2013]

1-43/16 (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, it does recognize the need to provide additional funding to maintain safer classroom environments in courses where students engage in potentially dangerous learning activities. It is vital that this 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. [2010/13]

1-44/16 (Current Directive)
Provincial Executive Council

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

Note—These cuts have not been restored and English language learners are still not provided with the support that they require. Mastering an additional language takes many years. Many students of English as an additional language require special multiyear supports in order to be successful in mastering the English language and English language curriculum. Early withdrawal of program funding for students of English as an additional language creates setbacks and hinders their progress.

7.B.30 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to support learners of English as an additional language who are continuing to develop their English proficiency by restoring funding for the sixth and seventh years of “English as a Second Language” programming. [2013]

1-45/16 (Current Directive)
Provincial Executive Council

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

Note—This is covered by current directive 13.B.1.

7.B.31 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to expedite implementation of fully funded optional full-day Kindergarten programs by public education authorities, delivered by certificated teachers. [2013]

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. [1995/98/2001/04/07/08/11/14]

1-46/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.41 be deleted.

Note—The Alberta Initiative for School Improvement (AISI) will likely not be revived, and if in fact it is brought back, it will likely take a very different form. Furthermore, the objectives of Inspiring Education are now in question as a result of the change in government. The resolution is therefor outdated and should be deleted.

7.B.41 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to immediately restore full funding to the internationally recognized Alberta Initiative for School Improvement (AISI) and work with education partners to support the objectives of Inspiring Education by initiating a new round of AISI administered in accordance with the founding principles of the initiative as exemplified in AISI Cycle 1 and in full partnership with locals.
[2013]

1-47/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.42 be reaffirmed.

Note—Effective the 2013/14 school year, work experience and special projects courses were funded at 60 per cent of the regular CEU funding. An erosion of these course offerings reduces options for students who have individualized needs that cannot be met within the general school schedule. Students who may not go on to postsecondary education and who require credits for a high school diploma are the most disadvantaged by these funding cuts.

7.B.42 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to immediately restore the grant rate provided to school boards for special project and work experience courses to a level equivalent to the full Credit Enrolment Unit rate.
[2013]

1-48/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.43 be reaffirmed.

Note—The significant reduction of distance learning funding that occurred in the 2013/14 school year for students taking high school courses continues to negatively impact their learning and poses particular difficulties for rural and at-risk students who are forced into inappropriate alternative courses or programs.

7.B.43 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to immediately restore funding to distance learning programs in Alberta.
[2013]

1-49/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.1 be amended and transferred to long-range policy—
“All those employed in administrative, supervisory and consultative positions related to the teaching function should hold an Alberta teaching certificate.”

Note—This policy has been in place since 1989 and reflects a long standing and fundamental belief of the Association.

8.B.1 [BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta] to require in legislation that] [a]All those employed in administrative, supervisory and consultative positions related to the teaching function should hold an Alberta teaching certificate.
[1989/92/95/98/2001/04/07/10/13]

1-50/16 (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. adhere to all measures and reporting standards required of public schools and
5. are operated by a nonprofit society.”

Note—As private schools receive a substantial amount of public funding, they should be held accountable to the same standards as public schools and report their results in the same fashion as public schools. The amendment incorporates policy 8.B.16.

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,
4. *[meet public accountability]* **adhere to all measures** and reporting standards **required of public schools** and
5. are operated by a nonprofit society.
[1989/92/95/98/2001/04/07/10/13]

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.
[1998/2001/04/07/10/13]

1-51/16 (Current Directive)
Provincial Executive Council

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

Note—Incorporated into amendments to current directive 8.B.8.

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.
[1998/2001/04/07/10/13]

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,
 4. [~~meet public accountability~~] **adhere to all measures** and reporting standards **required of public schools** and
 5. are operated by a nonprofit society.
- [1989/92/95/98/2001/04/07/10/13]

1-52/16 (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 predictable and sustainable 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.*
[1998/2001/04/07/10/13]

1-53/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.17 be amended and transferred to long-range policy—
“The Department of Education, in promoting its international education agenda should

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—This policy reflects the Association's long-standing belief that educational systems should assist students to develop the intercultural understanding and perspective necessary for them to participate fully as global citizens. At the same time, efforts to commodify education for the purpose of facilitating the international trade of education services must be resisted.

8.B.17 [~~BE IT RESOLVED, that the Alberta Teachers' Association urge t~~] **The Department of Education, in promoting its international education agenda [;→] should**
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.
[2001/04/07/10/13]

1-54/16 (Current Directive)
Provincial Executive Council

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

Note—It is crucial that government recognize the importance of a holistic approach to improving the plight of underserved children in our province. A comprehensive agenda is not yet in place.

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.
[1998/2001/04/07/10/13]

1-55/16 (Current Directive)
Provincial Executive Council

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

Note—Services for early education benefit students for a lifetime. Their importance cannot be overemphasized.

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.*
[1998/2001/04/07/10/13]

1-56/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.22 be amended and transferred to long-range policy—
“The Alberta Teachers' Association opposes any participation by the Government of Canada in any international trade and services agreements that would limit Alberta's jurisdiction over education.”

Note—The Government of Canada will continue to negotiate and enter into a variety of international trade and service agreements. The Association must continue to oppose any agreements that would jeopardize Alberta's ability to protect its public education system from private interests This policy statement should be transferred to long-range policy and be recognized as an ongoing statement of belief for the Association.

8.B.22 [~~BE IT RESOLVED, that t~~] **The Alberta Teachers' Association opposes any participation by the Government of Canada in any international trade and services agreements that would limit Alberta's jurisdiction over education.**
[1998/2001/04/07/10/13]

1-57/16 (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.*
[1998/2001/04/07/10/13]

1-58/16 (Current Directive)
Provincial Executive Council

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

Note—These workers are often among the most marginalized in the province and have difficulty advancing their personal circumstances and enhancing the quality of home life for their children. The strongest single predictor of educational achievement and academic outcomes is the socio-economic status of the student's family. Legislation is needed to improve the social and economic security for many Alberta parents.

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.*
[1998/2001/04/07/10/13]

1-59/16 (Current Directive)
Provincial Executive Council

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

Note—The new government is committed to reviewing minimum wage and has promised to raise it to \$15 by 2018; however, living wages are still much higher (over \$17 in Calgary, for instance). These changes need to be made as soon as possible. A living wage ensures social and economic security for families which helps support student learning.

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.*
[1998/2001/04/07/10/13]

1-60/16 (Current Directive)
Provincial Executive Council

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

Note—This reaffirmation is pending passage of sections 31 and 32 of the *Education Act*.

8.B.26 *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.*
[2013]

1-61/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.34 be reaffirmed.

Note—It is the ongoing role of the Canadian Teachers' Federation to monitor international issues and relay the information back to Canadian teachers and their provincial and territorial teacher organizations.

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 pressures for restructuring of education for purposes of private interests including, but not limited to commercialization.*
[1998/2001/04/07/10/13]

1-62/16 (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 which 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.*
[2007/10/13]

1-63/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.41 be reaffirmed.

Note—This directive addresses the need for teacher right of ownership of all teacher-created materials to be addressed in labour legislation as well as in copyright legislation and commercial property rights legislation. This directive recognizes that the Canadian Teachers' Federation is in the best position to lobby at the federal level.

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 (including textbooks, research papers, multimedia and all materials which are developed by the teacher).*
[2010/13]

1-64/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.45 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to legislate improvements to the social and economic security of temporary foreign workers.”

Note—Association policy recognizes the ongoing need to address inequity in wealth distribution in society. Poverty and low income can negatively impact students and school staff. The amendment is intended to highlight the plight of a particularly vulnerable segment of the labour market.

8.B.45 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to legislate improvements to the social and economic security of temporary foreign[-;low-wage] workers.*
[2013]

1-65/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.46 be reaffirmed.

Note—The new NDP government has been elected with a mandate to reform Alberta's revenue structure but reforms, including royalty reform, have not yet been fully implemented. The unpredictability of school budgets that ultimately arises from unstable and inconsistent government funding makes program planning very difficult, as do extreme fluctuations in revenue and unfunded student growth.

8.B.46 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to introduce comprehensive taxation and royalty reforms that will increase revenues, stabilize the government's fiscal situation and equitably share the responsibility for adequately funding public programs, including public education, among all Albertans and corporations conducting business in Alberta.*
[2013]

1-66/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.47 be reaffirmed.

Note—Bill C-377 is currently law. The Bill is a clear attempt on the part of the previous government to weaken unions' ability to represent the interests of their members. Although the Liberal government has introduced legislation to repeal C-377, it has not yet passed third reading in the House of Commons. There have been indications that the Conservative majority in the Senate will attempt to block repeal. Given current uncertainty, the policy should be reaffirmed.

8.B.47 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Canadian Teachers' Federation to continue to lead teacher opposition to Bill C-377, An Act to amend the Income Tax Act (requirements for labour organizations), and other federal and provincial initiatives intended to diminish workers' rights to organize collectively or unions' ability to represent the interests of their members.*
[2013]

1-67/16 (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

teachers serving in central office, school leadership and classroom instruction roles and are contrary to the interests of students.”

Note—With ministerial approval pending for the *Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta* and the efforts under way to develop a school system leader standard, it is important to promote a collegial and collaborative model where administrators and teachers are professional colleagues who work together to create a climate that supports effective teaching and student learning. The amendment enhances the clarity of the policy.

9.B.1 *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 teachers serving in central office, school leadership and classroom instruction roles and are contrary to the interests of students [and teachers].*
[1992/95/98/2001/04/07/10/13]

1-68/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.2 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association opposes the use of classroom walk-through checklists as part of the teacher evaluation process.”

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. Checklists typically involve short, discrete and incomplete observations. Checklists 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 where the full context of the teacher's assignment, including student needs, is considered. Gathering complete information about curricular and instructional teaching practices and the decisions teachers make generates more useful conversation about professional practice.

9.B.2 *BE IT RESOLVED, that the Alberta Teachers' Association opposes the use of classroom walk-through[s] checklists as part of the teacher evaluation process.*
[2007/10/13]

1-69/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.6 be reaffirmed.

Note—The workload of administrators and the complexity of schools necessitates a principal being present in each school. Staff and students are best served by principals who are posted to a single school. This directive aligns with long-range policy 9.A.15.

9.B.6 *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.*
[2007/10/13]

9.A.15 *A principal should be assigned as principal of no more than one school building.*
[1989/96/2006]

1-70/16 (Current Directive)
Provincial Executive Council

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

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to 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.”

Note—The New Democratic Government of Alberta appears to be intent on preserving public funding of private and charter schools, at least in the short run, and so the issue continues to be relevant. It is in the public interest that all members of the teaching profession should be held to high standards of accountability for their conduct and practice by the Association. The amendment is editorial and aligns the language of the resolution with that used in other policy.

10.B.2 BE IT RESOLVED, that the Alberta Teachers’ Association [request-that] **urge** the Government of Alberta **to** 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.
[1995/98/2001/04/07/10/13]

1-71/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 10.B.3 be amended to read—

“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 with specialized knowledge and skills in counselling.”

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 knowledge and skills 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 **with specialized knowledge and skills in counselling**.
[2004/07/10/13]

1-72/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 13.B.3 be reaffirmed.

Note—Junior kindergarten provides students with the foundational skills necessary to promote literacy, numeracy and social skills, particularly for students from impoverished backgrounds or with delayed development. Early childhood education is also shown to contribute to improving school completion.

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 kindergarten programs taught by certificated teachers.
[2005/07/10/13]

1-73/16 (Current Directive)
Provincial Executive Council

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

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. School districts that require teachers’ growth plans to include district and/or school goals are not only operating outside provincial policy but they are also denying teachers opportunities for optimal learning. This directive aligns with long-range policy 15.A.7.

15.B.1 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.
[2001/04/07/10/13]

15.A.7 The Alberta Teachers’ Association believes that teachers and school and system administrators must not be expected to adopt a school’s or school system’s improvement goals or format for their individual professional growth plans.
[2004/10]

1-74/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 15.B.3 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the government and all school boards to adopt growth, supervision and evaluation practices for administrators that are consistent with the Alberta Teachers’ Association Administrator Professional Growth, Supervision and Evaluation Policy Model.”

Note—The proposed provincial School Leadership Framework (2009) 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. The amendment clarifies that the policy refers to administrators.

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 **for administrators** that are consistent with the Alberta Teachers’ Association Administrator Professional Growth, Supervision and Evaluation Policy Model.
[2004/07/10/13]

1-75/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.1 be reaffirmed.

Note—To ensure student and staff safety, and sound pedagogy, sufficient certificated personnel must be available to supervise and teach in online and e-learning environments. This directive aligns with long-range policy 16.A.19.

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.
[2007/10/13]

16.A.19 School boards must ensure that all distributed, digital and/or e-learning activities are appropriately supervised under the direction of an onsite certificated teacher.
[1990/98/2001/07/14]

1-76/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.2 be reaffirmed.

Note—This continues to be an important issue for teachers especially in light of recent activity by the Department of Education to advance ambiguous notions of blended learning in relation to Alberta's high school redesign initiative. The promise of blended learning models to provide instruction at "any time, any place, any pace" suggests round-the-clock teacher availability. Further research is needed on the impact on teachers' conditions of practice.

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.
[2007/10/13]

1-77/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.4 be amended to read—
"BE IT RESOLVED, that the Alberta Teachers' Association, in conjunction with the Department of Education and school boards, develop policies and strategies for the use of online and digital technologies that address issues of responsible and appropriate use, student and teacher safety and cyberbullying."

Note—The amendments provide clarity to the resolution. Although some school boards have policy addressing these issues, it is imperative in light of amendments to the *School Act* and proposed amendments to the *Education Act* that all school districts maintain current policy and strategies to guide behaviour.

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 **for the use of online and digital technologies that [to] address issues of responsible and appropriate use, student and teacher safety[;] and cyberbullying [and the appropriate uses of online and digital technologies]**.
[1997/2000/03/06/07/10/13]

1-78/16 (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 abreast of emerging trends and practices and it is incumbent upon school boards to ensure 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.
[2002/05/07/10/13]

1-79/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.11 be amended to read—

"BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to mandate that school boards collaborate with teachers when establishing policy to govern the acquisition and application of technology in schools."

Note—This continues to be an issue of importance for the profession, especially in light of digital reporting and assessment tool decisions. However, there are cases where the acquisition and application of technology will need to be done in consultation with district staff as it may have wider privacy, cost, complexity, access or support implications.

16.B.11 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to mandate that school boards **collaborate with teachers when establishing** 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~~].
[1999/2002/05/07/10/13]

1-80/16 (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, adequate SuperNet bandwidth and reliable Internet access for every Alberta classroom."

Note—In some rural school boards, Internet access is not reliable despite it being present in the school facility. Alberta SuperNet bandwidth may be inadequate given the growing and daily demands.

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

1-81/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.15 be reaffirmed.

Note—Student placement in distributed learning environments is a growing concern for teachers. There is a perception that students are increasingly being inappropriately placed into these environments, despite the complexity of their social and emotional needs and/or their capability to effectively learn in such environments.

16.B.15 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.
[2001/04/07/10/13]

1-82/16 (Current Directive)
Provincial Executive Council

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

Note—Teachers in these technology enabled learning environments require supports similar to those provided to teachers working in more traditional settings. The lack of sufficient support is a source of frustration for teachers in distributed, online and e-learning settings.

16.B.16 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.
[2001/04/07/10/13]

1-83/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.17 be reaffirmed.

Note—These criteria are in line with the criteria used in evaluating conventional programs and resources.

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;
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.

[2001/04/07/10/13]

1-84/16 (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 exceptionalities in Alberta's public system.”

Note—When public schools are funded appropriately, there is no need to have parents access special needs programs in designated 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 stop the practice of funding special education private schools and to provide appropriate resources for the education of students with [special needs] exceptionalities in [the inclusive] Alberta's public system.
[1998/2001/04/07/10/13]

1-85/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.8 be reaffirmed.

Note—The current model does not trigger funding through the coding of special needs students. The 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 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 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.
[1995/98/2001/04/07/10/13]

1-86/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.2 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta institutions with teacher education programs recognized by the Association to ensure that preparation for teaching in inclusive school communities is fundamental to the teacher education program.”

Note—The increasingly diverse nature of Alberta's classrooms place new demands on teachers to understand diversity and to meet student needs. Teachers require the necessary knowledge and understanding to program for student needs in appropriately inclusive environments. This directive aligns with long-range policy 18.A.29.

18.B.2 BE IT RESOLVED, that the Alberta Teachers' Association urge [the faculties of education] Alberta institutions with teacher education programs recognized by the Association to ensure that preparation for teaching in inclusive school communities is fundamental to the teacher education program.
[2003/06/09/12/13]

18.A.29 Faculties of education should include and support the principles of diversity, equity and human rights in teacher preparation programs and practices.
[1992/95/98/2001/02/05/13]

1-87/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.7 be amended to read—

“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, gender expression, physical

characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.”

Note—In 2015 “gender expression” was added to the list of protected grounds in the *Alberta Bill of Rights* and district policies and procedures must reflect 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, **gender expression**, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background. [1998/2001/04/07/10/13]

1-88/16 (Current Directive)
Provincial Executive Council

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

Note—School boards must model respect for and understanding of the impact of diversity in the socioeconomic backgrounds of their students when reporting on student 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. [1998/2001/04/07/10/13]

1-89/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.10 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta, the Alberta School Boards Association and individual school boards to continue to implement strategies that address children at risk, including children at risk of developing violent behaviour.”

Note—The task force report is approximately 15 years old. A change in policy language can achieve the same intent without the need for a dated reference.

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 **continue to implement [the recommendations of the Task Force on Children at Risk] strategies that address children at risk, including children at risk of developing violent behaviour.** [2001/04/07/10/13]

1-90/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.11 be reaffirmed.

Note—Many students whose first language is not English require specialized supports to achieve success and complete high school. With the increasingly diverse nature of students in schools, there is an increasing need for specialized supports. This directive aligns with long-range policy 1.A.62.

18.B.11 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. [2006/09/12/13]

1.A.62 The Government of Alberta should provide sufficient funding and support for English as an additional language program to ensure that students with limited proficiency in English benefit fully from the Alberta educational system. [1991/98/2008]

1-91/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.15 be amended to read—

“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 Low Income Cutoff, After-tax.”

Note—Poverty is negatively correlated with student achievement. This policy has not yet been addressed by the Government of Alberta and continues to be an area of need impacting Alberta students. There has been a debate among poverty groups as to the appropriate measure to use to define the level of poverty. Most groups, including the Alberta College of Social Workers, Edmonton Social Planning Council and Public Interest Alberta, are now using the Low Income Cutoff, After-tax as the most appropriate measure.

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~~] **Low Income Cutoff, After-tax.** [1998/2001/04/07/10/13]

1-92/16 (Current Directive)
Provincial Executive Council

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

Note—As classrooms continue to become more culturally diverse, ongoing professional development opportunities are required to address this diversity. Funding for professional development for teachers in the area of intercultural education is required to help them 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. [1992/95/98/2001/04/07/10/13]

1-93/16 (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 diversity and multicultural education policy consistent with Association diversity, equity and human rights policies.
[1992/95/98/2001/04/07/10/13]

1-94/16 (Current Directive)
Provincial Executive Council

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

Note—A limited number of perspectives are explicitly addressed in the Program of Studies. Multiple perspectives reflecting the complexity and diversity of Alberta society must be infused throughout the entire curriculum.

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.
[1992/95/98/2001/04/07/10/13]

1-95/16 (Current Directive)
Provincial Executive Council

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

Note—School boards have an obligation to adequately fund schools with unique populations, such as those schools that have enrolled significant numbers of English as an additional language students.

18.B.19 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.
[2013]

1-96/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.23 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association encourage its locals to address issues related to diversity, equity, human rights, social responsibility, justice and democracy as part of their political engagement programs.”

Note—The wording of the resolution is confusing. Rather than developing projects, it is more practical and effective to address the listed social justice issues within the context of existing programs for political engagement.

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~~] **address issues related to** [~~support~~] diversity, equity, human rights, social responsibility, justice and democracy [~~in their schools and/or communities~~] **as part of their political engagement programs.**
[2010/13]

1-97/16 (Current Directive)
Provincial Executive Council

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

Note—Nearly half of all local associations have officially established standing committees to support diversity, equity and human rights based on local contexts. It is hoped that all local associations will choose to 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.
[2010/13]

1-98/16 (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 facilitates teachers' work in supporting 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.
[2010/13]

1-99/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.4 be reaffirmed.

Note—Portable and relocatable classrooms were created to serve a temporary purpose and should not be used as a long-term solution to shortages of classroom space. The *Occupational Health and Safety Act* mandates that employers ensure the health and safety of employees. Also, routine public release of this information (thereby not requiring access requests under the *Freedom of Information and Protection of Privacy Act*) makes issues of health and safety transparent to employees and other stakeholders.

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.
[2003/04/07/10/13]

1-100/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.5 be amended to read—

“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; and
5. ensuring ergonomic design be incorporated into school maintenance and modernization projects.”

Note—Numbers 6 and 7 are already included in policy 20.B.4.

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; **and**
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].~~
[2003/04/07/10/13]

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.
[2003/04/07/10/13]

1-101/16 (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.
[1998/2001/04/07/10/13]

1-102/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.1 be reaffirmed.

Note—There is currently inadequate funding allocated by the Department of Education for the express purpose of improving student success and high school completion among First Nations, Métis and Inuit students. Some of the programs that exist in the schools are system based or school based without sufficient funding to render them sustainable.

23.B.1 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.
[2013]

1-103/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.2 be reaffirmed.

Note—School-based programs and initiatives can be tailored to meet the unique needs of the school community. Increased funding will ensure that appropriate resources, including qualified staff, are in place to address the unique needs of First Nations, Métis and Inuit students.

23.B.2 *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.*
[2013]

1-104/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.3 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta and the institutions with Alberta teacher preparation 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 (FNMI) population in the 0–17 age group is the fastest growing in Alberta. Although the teaching profession should represent the diversity of Alberta's students, there continue to be limited numbers of FNMI teachers in Alberta schools. Increasing the number of FNMI teachers will lead to greater opportunities for positive role modelling for all students. The word *accredited* is unnecessary as it applies to all programs that are recognized by the Association.

23.B.3 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta and the institutions with [accredited] Alberta teacher preparation 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.*
[2013]

1-105/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.4 be reaffirmed.

Note—This policy aligns with policy 23.B.3 in recognizing the need for greater numbers of First Nations, Métis and Inuit (FNMI) teachers in Alberta schools. First Nations, Métis and Inuit staff that currently work in schools would bring valuable experience and background to the teaching profession and to the success of FNMI students.

23.B.4 *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.*
[2013]

23.B.3 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta and the institutions with accredited Alberta teacher preparation 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.*
[2013]

1-106/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.5 be reaffirmed.

Note—The Department of Education has identified strategies to recruit, support and retain First Nations, Métis and Inuit (FNMI) teachers. These strategies need to be bridged with school board strategies. Collaboration between the Association, school boards and the Department of Education can help promote broad-based action plans that address local barriers to recruitment and retention of FNMI teachers.

23.B.5 *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.
- [2013]

1-107/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.6 be reaffirmed.

Note—First Nations, Métis and Inuit (FNMI) students face unique challenges in transitioning. They can experience dissonance between home and community traditions, and the public school system. Well-developed transition plans can help ensure greater success for FNMI students.

23.B.6 *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.*
[2013]

1-108/16 (Current Directive)
Provincial Executive Council

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

Note—Many school administrators and teachers may lack the cultural awareness necessary to facilitate effective communication with First

Nations, Métis and Inuit (FNMI) families. FNMI liaison personnel can assist in the success of FNMI students by encouraging stronger connections between home, school and community.

23.B.7 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. [2013]

1-109/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.8 be amended to read—

“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 cultural genocide and 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—The Truth and Reconciliation Commission of Canada report uses the term *cultural genocide* and it is important to reflect the language used in this watershed report. Improving the success of First Nations, Métis and Inuit (FNMI) students requires a concerted effort from all teachers, administrators and system personnel. An understanding of the histories and cultures of FNMI peoples will help teachers to employ appropriate pedagogy and learning strategies for curriculum infusion of FNMI perspectives.

23.B.8 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 ***cultural genocide and 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.
- [2013]

1-110/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.9 be reaffirmed.

Note—This is consistent with the Truth and Reconciliation Commission of Canada recommendations. As well, 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.

23.B.9 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. [2013]

1-111/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.10 be reaffirmed.

Note—This is consistent with the Truth and Reconciliation Commission of Canada recommendations. As well, this policy aligns with policy 23.B.9 and will help ensure that teachers easily have access to current, relevant and accurate resources for the purpose of enhancing the knowledge and understanding of First Nations, Métis and Inuit perspectives on the part of all students.

23.B.10 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. [2013]

23.B.9 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. [2013]

1-112/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.11 be amended to read—

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

Note—It is important to provide culturally appropriate materials for First Nations, Métis and Inuit (FNMI) students to help them understand their own cultures and histories. Likewise, non-FNMI students gain value from learning about the variety of cultures and histories in Canada.

23.B.11 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to [~~include~~] ***prioritize the inclusion of*** First Nations, Métis and Inuit literature in the authorized resources list appropriate for the high school English programs of study. [2013]

1-113/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.12 be reaffirmed.

Note—Course offerings in Aboriginal studies are limited at best. This policy recognizes the need for more offerings of Aboriginal studies courses in school, which would provide greater opportunity for all students to learn about First Nations, Métis and Inuit cultures, histories and world views.

23.B.12 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to offer and promote Aboriginal studies courses in Alberta high schools.
[2013]

1-114/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.13 be reaffirmed.

Note—Recognizing Aboriginal Studies 30 as satisfying entrance requirements for a Humanities (Group A) course would improve access to postsecondary institutions for students who take this course. It would also recognize the value of the content of the course and encourage school boards to offer it as a choice for students.

23.B.13 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta postsecondary institutions to recognize Aboriginal Studies 30 as a Humanities (Group A) course for the purpose of satisfying entrance requirements.
[2013]

1-115/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.14 be reaffirmed.

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. Alberta Programs of Study exist for Cree, Blackfoot and Dene and some school districts have locally developed courses for other First Nations languages, but First Nations' language course offerings are limited in schools. Implementation of First Nations, Métis and Inuit language courses based on the outcomes identified in the Common Curriculum Framework will provide students with greater access to the languages of their ancestors.

23.B.14 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*.
[2013]

1-116/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.15 be amended to read—

“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, histories, world views and languages.”

Note—Though elements of this policy are articulated within other policy under the umbrella of First Nations, Métis and Inuit education, it still needs to be stand alone. To add the histories and world views makes the Aboriginal perspectives complete.

23.B.15 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, histories, world views and languages.
[2013]

1-117/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 23.B.16 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to include the Association as a community partner in any Department of Education initiatives that support First Nations, Métis and Inuit students' success in education.”

Note—The First Nations, Métis and Inuit Education (FNMI) Partnership Council has been disbanded; however, the Department of Education has indicated that addressing the needs of FNMI students is a priority. There will be future opportunities for collaboration between the Department of Education and the Association on matters relating to FNMI education.

23.B.16 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to include the Association as a community [~~representative on the~~] partner in any Department of Education initiatives that support First Nations, Métis and Inuit [~~E~~] education [~~Partnership Council~~] students' success in education.
[2013]

Local Resolutions

2-1/16 (Current Directive)

Wolf Creek

BE IT RESOLVED, that convention associations be required, in order to raise member fees, to have

1. the approval of each member local and
2. a minimum of one full year's notice prior to increasing their convention fees before an increase to convention fees can be made.

Note—This resolution will place better boundaries on convention associations' ability to increase fees and increase the notice that must be provided to member locals. This resolution is not meant to handcuff convention boards but to provide for transparency and accountability in funding. If they increase our fees, we have no recourse, and/or we have no time to change our supplementary levy and collect the additional funds before the increased expenditure comes into effect.

2-2/16 (Current Directive)

Wolf Creek

BE IT RESOLVED, that the Alberta Teachers' Association revisit political contributions from locals for candidates running for political office at either the provincial or federal level, as well as for Alberta Teachers' Association Provincial Executive Council positions.

Note—This resolution will place equitable spending limits on candidates running for political office, whether it be for the ATA or for a position at either the provincial or the federal level. This will limit the amount of money that can be contributed to a political campaign, which will greatly level the playing field for all candidates, ensuring that any one candidate does not benefit from campaign contributions that far exceed the amounts that other candidates can raise.

2-3/16 (Current Directive)

Wolf Creek

BE IT RESOLVED, that the Alberta Teachers' Association revisit political spending limits for candidates running for political office at either the provincial or federal level, as well as for Alberta Teachers' Association Provincial Executive Council positions.

Note—This resolution will revisit current limits on the grant-in-aid amount of money available for candidates to spend when running for political office, whether it is for the ATA or for a position at either the provincial or the federal level.

2-4/16 (see page 43)

2-5/16 (Current Directive)

Edmonton Public

Edmonton Catholic

BE IT RESOLVED, that current directive 8.B.49 be deleted.

Note—This resolution was passed in regard to a specific minister of education who is no longer in office. It no longer seems appropriate to keep this policy as there have been multiple ministers of education since it was adopted.

8.B.49 BE IT RESOLVED, that the teachers of Alberta have lost confidence in the current Minister of Education.
[2014]

2-6/16 (Current Directive)

Edmonton Public

BE IT RESOLVED, that the Alberta Teachers' Association urge the Resolutions Committee to thoroughly review all of the policies of the Alberta Teachers' Association and report back to the Annual Representative Assembly in 2017, with recommendations on policy consolidation and deletion.

Note—Every year members from across the province come together in a brilliant representation of democracy to decide on policy that steers the ATA toward our goals. As we have progressed through the years, our handbook has become thick and cumbersome with policies as we address all of our concerns each year. It is time to review all of our policies as a whole to scrub the outdated policies and consolidate similar policies so they present a clear, concise, effective document that can be used to influence all stakeholders to effect the positive changes we want to see in education.

2-7/16 (Current Directive)

Edmonton Public

BE IT RESOLVED, that the Alberta Teachers' Association urge all locals to include provisions that address maternity and parental leaves for local executive members into their constitutions and/or guidelines.

Note—The ATA is a professional organization, known worldwide for our innovation, and our strength, with respect to bargaining on behalf of our members. However, there are no local constitutional rules in our locals guaranteeing the rights of parents while serving as executive members. To encourage a wide variety of age groups to participate in leadership within their locals, we must include those who may be starting or adding to their families. Guidelines, following the labour standards related to maternity and parental leave, should be created by *all* local executives to ensure that we remain strong and innovative for our members.

2-8/16 (Current Directive)

Edmonton Public

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to refrain from assigning substitute teachers before school supervision on the first day of an assignment.

Note—Substitute teachers will be able to better render professional service if provided with time to review and prepare for their assignment at the outset of the assignment.

2-9/16 (Current Directive)
Edmonton Public

BE IT RESOLVED, that the Alberta Teachers' Association urge the editorial board of the *ATA News* to publish information from a federal government report from the Standing Committee on Health entitled *Radiofrequency Electromagnetic Radiation and the Health of Canadians* (2015), in which the Conservatives, Liberals and NDP voted unanimously to educate and protect Canadians from the growing concern around wireless radiation.

Note—An excerpt from a federal government website shares that the mandate of the standing committee is “to study and report on all matters relating to the mandate, management, and operation of Health Canada.” Their report on wireless radiation shares themes including cancer, illness, fertility, autism, public awareness, school environments and medical responsibilities. It discusses studies demonstrating adverse effects at levels below Health Canada’s guidelines. The United Federation of Teachers currently provides information advising reducing exposure and protecting pregnant women. We rely on Health Canada for information; teachers should be informed about the report from the body that oversees them.

2-10/16 (Long-Range Policy)
Calgary Public

BE IT RESOLVED, that long-range policy 5.A.15 be amended to read—

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

...

73. Where a teacher is employed in a system administrative role, holiday time is scheduled at the discretion of the teacher and not tied to the system calendar.”

Note—There are occasions when district office staff are directed to take holidays in conjunction with the system calendar, but when this does not align with their workload. A specialist may return to work on August 10 to support year-round schools, as well as traditional calendar schools for startup. It might make sense for that specialist to take holidays during the fall break with year-round certificated staff (not allowable if their holidays are tied to the traditional calendar), or to take those days at a time of their choosing elsewhere in the year if the time during the year-round school fall break carries work duties associated with supporting traditional calendar teachers (for example, EYE assessment support or reporting support).

5.A.15 BE IT RESOLVED, that school boards and others must ... should include clauses as follows:

...

73. Where a teacher is employed in a system administrative role, holiday time is scheduled at the discretion of the teacher and not tied to the system calendar.

2-11/16 (Current Directive)
Calgary Public

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to ensure that certificated staff employed at a district office within the scope of the collective agreement are not required to provide service in excess of 200 days per school year.

Note—Teachers employed in district offices in the Calgary Board of Education have been coping with a number of inequities over the course of the last few years. Even among each other, there are differing holiday allowances, and an expectation to provide more than 200 days of service simply because the collective agreement permits the board to ask for it, despite there not being enough work to justify time in excess of 200 days. Teachers in other districts that employ a significant contingent of teachers in district offices face the same conditions. This series of resolutions is intended to start addressing these issues via the collective bargaining process, and to apply pressure to school boards to reduce the workload of district office staff.

2-12/16 (Current Directive)
Calgary Public

BE IT RESOLVED, that the Alberta Teachers' Association urge local economic policy committees to negotiate changes to collective agreements that ensure certificated staff employed at a district office are not required to provide service in excess of 200 days per school year.

Note—Teachers employed in district offices in the Calgary Board of Education have been coping with a number of inequities over the course of the last few years. Even among each other, there are differing holiday allowances, and an expectation to provide more than 200 days of service simply because the collective agreement permits the board to ask for it, despite there not being enough work to justify time in excess of 200 days. Teachers in other districts that employ a significant contingent of teachers in district offices face the same conditions. This series of resolutions is intended to start addressing these issues via the collective bargaining process, and to apply pressure to school boards to reduce the workload of district office staff.

2-13/16 (Long-Range Policy)
Calgary Public

BE IT RESOLVED, that long-range policy 5.A.39 be amended to read—

“BE IT RESOLVED, that teacher participation in school-sponsored extracurricular activities is voluntary, wherein voluntary is deemed to mean initiated solely by the teacher and not motivated by promise or threat.”

Note—Teachers should be equitably compensated for time spent outside of school for extracurricular activities. As professionals, we are expected to lead in a professional manner, so our time should be recognized.

5.A.39 BE IT RESOLVED, that teacher participation in school-sponsored extracurricular activities is voluntary, wherein voluntary is deemed to mean initiated solely by the teacher and not motivated by promise[-] or threat [or compensation].
[1991/99/2001/11]

2-14/16 (Current Directive)
Calgary Public

BE IT RESOLVED, that teacher participation in school-sponsored extracurricular activities be compensated by providing 1/200th of the teacher's salary per eight hours of time provided outside of instructional hours.

Note—Teachers should be equitably compensated for time spent outside of school for extracurricular activities. As professionals, we are expected to lead in a professional manner, so our time should be recognized.

2-15/16 (Current Directive)
Calgary Public

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

“BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with 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—Provincial Executive Council's proposal to delete 2.B.4 would leave the Association without policy recommendations on how we believe postsecondary institutions should achieve the goal of implementing an early childhood specialization. Instead, deleting the duplicate current directive 2.B.9, which is less specific, would be more beneficial.

2.B.4 BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with [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.
[2004/07/10/13]

2-16/16 (Current Directive)
Calgary Public

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

Note—This policy is redundant to current directive 2.B.4.

2.B.9 BE IT RESOLVED, that the Alberta Teachers' Association urge teacher preparation institutions to provide for an early childhood specialization.
[2014]

2.B.4 BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with 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.
[2004/07/10/13]

2-17/16 (Current Directive)
Calgary Public

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

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to fund and roll up the odd numbered steps on teacher salary grids to implement a five-step annual increment teacher salary grid.”

Note—Current policy fails to provide guidance to the government about the intent of moving to a five-step grid. Without this amendment, it could be interpreted to mean that it would be acceptable to simply remove all higher valued grid steps, leaving just the bottom five steps. This amendment clarifies that the intent is not to financially disadvantage teachers but, rather, to roll up the grid and reach the maximum step in a shorter period of time.

5.B.15 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to fund [the] and roll up the odd numbered steps on teacher salary grids to implement[ation of] a five-step annual increment teacher salary grid.
[2001/04/07/10/13]

2-18/16 (Current Directive)
Calgary Public

BE IT RESOLVED, that current directive 7.B.19 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide sufficient funding so that school boards can achieve the class sizes recommended by the 2003 Alberta Commission on Learning.”

Note—The current policy fails to provide sufficient specificity for meaningful change. The ACOL report outlines specific class size targets that continue to be referred to today as valid goals. Policy should seek adherence to these targets.

7.B.19 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide sufficient funding [to] so that school boards [to allow for major reductions in class size] can achieve the class sizes recommended by the 2003 Alberta Commission on Learning.
[1998/2001/04/07/10/13]

2-19/16 (Current Directive)
Calgary Public

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

Note—There are multiple types of walk-through evaluations (anecdotal accounts, snapshots and so on) that can occur in addition to observation checklists. Walk-throughs are harmful in that they fail to gain a full understanding of the context of the teacher's lesson and should not be used, in any form, during a teacher evaluation process.

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.
[2007/10/13]

2-20/16 (Current Directive)
Calgary Public

BE IT RESOLVED, that current directive 18.B.10 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta and individual school boards to implement strategies that address children at risk.”

Note—The Association does not normally interact with the Alberta School Boards Association (ASBA) on matters of this nature. The removal of the reference to the ASBA is consistent with Provincial Executive Council's direction in its proposal for current directive 5.B.6. In addition, the amendment proposed by PEC unnecessarily highlights one category of at-risk children. The policy is equally as

strong without this additional reference, and further emphasizes that the Association supports all at-risk children, and not one category over another.

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~~] strategies that address children at risk.*
[2001/04/07/10/13]

2-21/16 (Current Directive)
Calgary Public

BE IT RESOLVED, that current directive 23.B.5 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to work collaboratively with the Association on a strategy to attract and retain First Nations, Métis and Inuit teachers that includes the following elements:
...”

Note—The removal of the reference to the Alberta School Boards Association (ASBA) is consistent with the direction taken by Provincial Executive Council in current directive 5.B.6, as the Association does not normally interact with the ASBA on these issues.

23.B.5 *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.
[2013]

2-22/16 (Current Directive)
Calgary Public

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to schedule regular updates of the authorized resources list appropriate for the high school English programs of study.

Note—The authorized resource list has not been updated in some time and is overdue for revision. This resolution complements resolution 1-112/16.

2-23/16 (Current Directive)
Calgary Public

BE IT RESOLVED, that current directive 23.B.12 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to offer and promote Aboriginal studies courses in all Alberta high schools.”

Note—A potential misinterpretation of the current policy, whereby a board may claim that Aboriginal studies courses are promoted in *some* of its high schools, is mitigated by adding the word “all” to ensure that every Alberta student is able to access these important avenues of inquiry.

23.B.12 *BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to offer and promote Aboriginal studies courses in all Alberta high schools.*
[2013]

2-24/16 (Current Directive)
Rocky View

BE IT RESOLVED, that the Alberta Teachers' Association request the Government of Alberta to discontinue the use of the Grade 3 Student Learning Assessment exams.

Note—These exams are very labour intensive for the teacher, far too stressful for the students to take, do not have questions that are appropriate for the grade level, and are not achieving the intended results. The current format does not yield results reflective of the students' abilities. Classroom teachers are better able to assess the needs of their own students within the classroom environment.

2-25/16 (see page 42)

2-26/16 (Administrative Directive)
Fort McMurray

BE IT RESOLVED, that the Alberta Teachers' Association support a social media facilitator position in order to promote the Association's profile in education as an agile and adept organization.

Note—Currently, the responsibilities for the Association's social media account are shared by a number of staff at Barnett House. This position would help enhance the ATA's image and presence on social media (Twitter, Facebook, Instagram, and so on) by raising public awareness on educational issues, sharing Association research initiatives and sharing best practices.

2-27/16 (Current Directive)
Edmonton Catholic

BE IT RESOLVED, that the Alberta Teachers' Association urge postsecondary institutions to accept English 30-1 or English 30-2 as entry courses for students other than those entering an English-intensive field of study.

Note—If we, as an Association, support the motion 1.B.34 that increases opportunities for students to enter postsecondary in terms of math requirements, then we should also do so for English. For example, an ESL student with high grades in math and science but a low grade in English 30-1 is eliminated from entering the Faculty of Engineering.

1.B.34 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.
[1998/2001/04/07/10/13]

2-28/16 (Current Directive)
Edmonton Catholic

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to evaluate the work of the curriculum branch and ensure that curricula are updated in a timely manner with routine reviews and updates in all subject areas.

Note—The elementary science program of studies, for example, has not been updated in many years.

2-29/16 (Long-Range Policy)
Edmonton Catholic

BE IT RESOLVED, that long-range policy 2.A.23 be amended to read—

“BE IT RESOLVED, that the preparation of a teacher for initial certification requires

1. general education, subject preparation, study of evidence-informed pedagogical strategies and field experiences;
...”

Note—There should be a foundation for pedagogical strategies based on research.

2.A.23 *The preparation of a teacher for initial certification requires*

1. general education, subject preparation, study of **evidence-informed** pedagogical strategies and field experiences;
2. a teacher education program based on a professional practice standard determined by the profession;
3. instruction in the legal, ethical and professional nature of teaching, with an emphasis on the services, structure and function of the Alberta Teachers' Association;
4. university entrance standards equivalent to those of other faculties;
5. a minimum of four years of university-level study beyond recognized university entrance, provided that a degree has been earned;
6. at least two of the university years, which include all of the pedagogical strategies and the field experience prerequisite, to be taken in a university faculty of education program where the university faculty of education assumes total authority and direct responsibility for the teacher education program including admission of students, program requirements, program review and approval, course content and evaluation, course delivery, placement and supervision of students in the field experience, and conferral of the degree; and
7. at least half of the minimum four years of university preparation to be common for all teachers regardless of specialization.

[1967/70/78/87/97/04/07]

2-30/16 (Long-Range Policy)
Edmonton Catholic

BE IT RESOLVED, that long-range policy 5.A.15 be amended to read—

“BE IT RESOLVED, that school boards and others must recognize that high-quality education, attractive schools and favourable working conditions are important in the recruitment

and retention of teachers. Negotiations should include all matters which affect the quality of the educational system and the teacher's ability to provide a high level of professional service. Without limiting the generality of the foregoing, collective agreements negotiated by the Association should include clauses as follows:

...

74. Provision of funds in personal accounts for teacher-directed professional development.”

Note—A wide variety of models exists for the funding of teacher professional development, potentially with significant inequalities for teachers as a result of site-based decision making. Dedicated and equitable funding for self-directed professional development of teachers would enhance the autonomy of teachers and the teaching profession in general.

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

...

74. Provision of funds in personal accounts for teacher-directed professional development.”

[1970/73/76/78/79/80/82/83/84/85/86/87/90/91/92/96/97/98/2000/01/02/03/07/10/11/12/14]

2-31/16 (Long-Range Policy)
Edmonton Catholic

BE IT RESOLVED, that long-range policy 16.A.7 be deleted.

Note—Given Wi-Fi and cellphones, the task is impossible.

16.A.7 *The supervision of student use of the Internet within the school setting is a responsibility of teachers.*
[1997/2001/04/14]

2-32/16 (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

...

10. adequate training in software as well as identifying issues related to student use of technology.”

Note—Maintaining software is not the responsibility of a teacher.

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,
8. access to instructional time consistent with access to instructional time available in traditional instructional programs,

9. professional development, resources and technical supports for the teacher in the use of the technology to facilitate the learning that will be taking place, and

10. adequate training in [maintaining] software as well as identifying issues related to student use of technology.
[1997/2004/13/14]

2-33/16 (Current Directive)

Edmonton Catholic

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

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to require school boards to allocate sufficient funds to ensure teachers are appropriately trained in the use of the technology within the school.”

Note—While we recognize the importance of properly funding professional development to support the implementation of technologies within the school, we propose to revise the specific number of 50 per cent of all technology spending to better reflect appropriate needs with the school. (Servers and similar hardware do not require teacher PD.)

16.B.10 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to require school boards to allocate [~~50 per cent of technology spending to professional development~~] sufficient funds to ensure teachers are appropriately trained in the use of the technology within the school.
[1999/2002/05/08/11/14]

2-34/16 (see page 43)

2-35/16 (Current Directive)

Edmonton Catholic

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta and Alberta Education to recognize the calls to action as defined in the Truth and Reconciliation Commission of Canada report.

Note—As an organization that at the beginning of each meeting recognizes treaty land, this is an obvious next step.

2-36/16 (Long-Range Policy)

Edmonton Catholic

BE IT RESOLVED, that long-range policy 15.A.10 be amended to read—

“Professional growth plans are the property of the individual; although a copy may reside with the administrator’s office, the plan is returned to the individual or deleted if it has been provided in a digital form no later than the end of the school year.”

Note—Much correspondence is currently done electronically. Administrators should return the teacher’s PGP either in the paper form or electronically, then delete the PGP from their files.

15.A.10 Professional growth plans are the property of the individual; although a copy may reside with the administrator’s office, the plan is returned to the individual or deleted if it has been provided in a digital form no later than the end of the school year.
[2000/10]

2-37/16 (Current Directive)

Parkland Teachers’

BE IT RESOLVED, that an exploratory committee be formed to investigate the transition to a solely digital publication of the *ATA News*.

Note—Every month, copies of the *ATA News* are sent to every school and are being recycled as many are not being read. We need to be leading by example in a reduction of the consumption of cheaper products and the rapid timing of getting information into everyone’s hands.

2-38/16 (see page 42)

2-39/16 (see page 42)

2-40/16 (Current Directive)

Parkland Teachers’

BE IT RESOLVED, that subcommittees be allowed the flexibility to use online services that host information on secure servers outside of Canada.

Note—Convention boards and other subcommittees can best serve their members by using established service providers with excellent track records for customer service and privacy standards. Certain exclusively Canadian services do not always best meet the needs of the members, and there are very few to choose from. For example, some convention boards have been told that they are not allowed to use PayPal to collect payment from teachers.

2-41/16 (Administrative Directive)

Evergreen

BE IT RESOLVED, that the Alberta Teachers’ Association make the *Members’ Handbook* available only as an online resource.

Note—The *Members’ Handbook* is already published and freely available online. This would simply be a cost savings to the Association and its membership.

2-42/16 (Current Directive)

Evergreen

BE IT RESOLVED, that the Alberta Teachers’ Association provide the opportunity for all members of a local Economic Policy Committee (EPC) to attend the Teacher Welfare Area Conference (TWAC) during bargaining years.

Note—Currently, TWAC attendance has been restricted to around three members, so locals have had to pick and choose who has priority to attend. This resolution is not asking the Association to make grants-in-aid available for every EPC member; the local can cover the cost of the additional members attending. This is simply to make sure there is ample room for all EPC members to attend.

2-43/16 (Administrative Directive)

Evergreen

BE IT RESOLVED, that the Alberta Teachers’ Association send Annual Representative Assembly (ARA) mail-outs

directly to the local committee chair, rather than the local secretary.

Note—In locals that are geographically large, it is difficult for ARA chairs to get their mailings from the secretary. When some of the mailings require timely responses, having to either travel to obtain the documents or wait for the secretary and the ARA chair to be in the same room puts an undue time crunch on the ARA committee to meet and formulate a response (budget workbooks, straw vote). Mailing directly to the ARA chair would eliminate this issue.

2-44/16 (Current Directive)
Evergreen

BE IT RESOLVED, that the Government of Alberta provide immediate and direct funding to school boards to provide for school breakfast and lunch programs for students living below the poverty line.

Note—Students need to be given the opportunity to learn without having to worry about where their next meal might come from. This would ease the financial burden on families that are already impoverished, and would likely lead to more engaged, healthy and successful students.

2-45/16 (Administrative Directive)
Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association mail out login and password data to all the membership so they may log in and electronically vote for Alberta Teachers' Association elections.

Note—Voter turnout for many years has floated between 30 and 40 per cent, using the mail-in ballot system. The last elections used an electronic voting system, which required finding teacher certification numbers to log in and vote. This dissuaded most voters, as voter turnout was a measly 10 per cent. If the Association is to continue with electronic voting, they will need to make logging in to cast a ballot much easier.

2-46/16 (Administrative Directive)
Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association modify or make available a version of the Alberta Teachers' Association audited financial statements written in common everyday English and French, such that the average teacher can make sense of what each item means and corresponds to.

Note—Currently, our audited financial statements are written with the best accounting practices in mind. They are written by accountants, in the language and style of the accounting profession. They are incredibly difficult for most teachers to decipher. It takes a fairly detailed knowledge of accounting practices and documents to interpret what they are saying.

2-47/16 (see page 42)

2-48/16 (see page 42)

Provincial Executive Council Resolutions

3-1/16 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.15 be amended by adding—

.72 provision that continuing teaching contracts first be awarded to those teachers with two cumulative years of service on probationary, temporary or interim contracts with the same school jurisdiction if a suitable contract becomes available.

Note—Council recommended that current directive 5.B.34 [see 1-33/16], concerning the Association’s objectives in collective bargaining, be deleted and be included with similar statements in the omnibus long-range policy 5.A.15.

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

...
.72 provision that continuing teaching contracts first be awarded to those teachers with two cumulative years of service on probationary, temporary or interim contracts with the same school jurisdiction if a suitable contract becomes available.”

[1970/73/76/78/79/80/82/83/84/85/86/87/90/91/92/96/97/98/2000/01/02/03/07/10/11/12/14]

5.B.34 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 with two cumulative years of service on probationary, temporary or interim contracts with the same school district if a suitable contract becomes available. [2013]

3-2/16 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that decisions about the use of technology in the classroom should reside with the individual teacher.

Note—Teachers should decide what technology needs exist in the school, as they are the primary users with students and they provide the pedagogy that incorporates the technology. Teachers are best suited to understand the implications for students of decisions of technology acquisition.

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

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to involve the profession in the creation of policies, regulations and standards related to inclusive education that are sufficiently specific to ensure that a baseline of predictable supports and services is readily available to meet the needs of all students.

Note—The definition of inclusion has become so broad that coming up with standards has become increasingly difficult. It is still critically important to have enough specificity to ensure that there is a baseline of supports and services for students with diverse needs.

3-4/16 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to ensure that the Alberta Teachers’ Association is represented on all government working groups and committees that will have an impact on K–12 education in the province of Alberta.

Note—In the past the Association has not been meaningfully involved in government working groups and committees that impact K–12 education.

3-5/16 (Long-Range policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.5 be amended to read—

“7.A.5 To achieve funding equity, adequacy and stability, federal, provincial and local funding for education should be derived from a variety of sources.”

Note—Long-range policy 7.A.5 has been amended to capture the intent and content of policies 7.A.4 and 7.A.6 which would, as a result, become redundant. Hence, the recommendations to delete 7.A.4 (resolution 3-6/16) and 7.A.6 (resolution 3-7/16).

*7.A.5 To [effect stability of revenue and equity of burden, funds for federal and provincial support] **achieve funding equity, adequacy and stability, federal, provincial and local funding** for education [must] **should** be derived from a variety of sources. [1967/72/89/96/2006]*

7.A.4 The financing of education requires the stability of revenue that is available from large government units: federal, provincial, local. [1967/89/96/2006]

7.A.6 All levels of government should institute measures designed to finance education by revenue raised from a variety of sources. [1967/70/72/77/82/89/96/2006]

3-6/16 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.4 be deleted.

Note—Given the amendment to 7.A.5, 7.A.4 and 7.A.6 are redundant.

*7.A.5 To [effect stability of revenue and equity of burden, funds for federal and provincial support] **achieve funding equity, adequacy and stability, federal, provincial and local funding** for education [must] **should** be derived from a variety of sources. [1967/72/89/96/2006]*

7.A.4 The financing of education requires the stability of revenue that is available from large government units: federal, provincial, local. [1967/89/96/2006]

7.A.6 All levels of government should institute measures designed to finance education by revenue raised from a variety of sources.
[1967/70/72/77/82/89/96/2006]

3-7/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.6 be deleted.

Note—Given the amendment to 7.A.5, 7.A.4 and 7.A.6 are redundant.

~~7.A.5 To [effect stability of revenue and equity of burden, funds for federal and provincial support] **achieve funding equity, adequacy and stability, federal, provincial and local funding** for education [must] **should** be derived from a variety of sources.~~
[1967/72/89/96/2006]

7.A.4 The financing of education requires the stability of revenue that is available from large government units: federal, provincial, local.
[1967/89/96/2006]

7.A.6 All levels of government should institute measures designed to finance education by revenue raised from a variety of sources.
[1967/70/72/77/82/89/96/2006]

3-8/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.9 be amended to read—

“School financing should be structured so that the major part of expenditure on early childhood, elementary and secondary education is borne by the Government of Alberta and implemented through a comprehensive education finance plan.”

Note—This is an editorial change as there is no “school financing program”.

~~7.A.9 “[The s]School financing [program] should be structured so that the major part of expenditure on early childhood, elementary and secondary education is borne by the Government of Alberta and implemented through a comprehensive education finance plan.”~~
[1967/70/73/78/83/89/96/2006]

3-9/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.10 be amended to read—

“The distribution of funds for public education should provide for equity of opportunity.”

Note—Teachers want to ensure that every student has equitable access to learning opportunities; the appropriate provision of funding is necessary for achieving this objective.

~~7.A.10 The distribution of funds for public education should provide for [equalization] **equity** of opportunity.~~
[1967/72/73/89/96/2006]

3-10/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.12 be amended to read—

“The Government of Alberta should make provision for an annual adjustment to reflect

1. an escalation factor that bears a reasonable relationship to inflation,
2. expansion factors in the economy,
3. the need for improvement of the educational system and
4. increases to student population.”

Note—Year over year these are perennial pressures on the education system that require ongoing adjustments to funding.

~~7.A.12 The [provincial education finance plan] should make provision for an annual adjustment to reflect~~
1. an escalation factor that bears a reasonable relationship to inflation,
2. expansion factors in the economy,
3. the need for improvement of the educational system and
4. increases to student population.
[1975/80/85/89/91/96/2001/06]

3-11/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.13 be deleted.

Note—This policy is outdated. It is unlikely that school jurisdictions will have their capacity to levy local taxes restored. Nor would such a policy shift be likely to contribute to improved equality or adequacy of funding. It is appropriate to remove this policy from the Association’s books.

~~7.A.13 School jurisdictions should have the right to requisition sufficient funds to maintain a sound educational system.~~
[1970/71/76/81/89/96/2006]

3-12/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.15 be amended to read—

“All new public education programs should be

1. introduced on a specific term trial basis,
2. fully funded,
3. monitored and evaluated during the trial period and
4. implemented and funded as part of the basic education program if, at the end of the trial basis, they have been found to be successful.”

Note—The cavalier implementation of new programs continues to be an ongoing concern. We have many examples where initiatives and programs are introduced without the proper planning or supports in place.

~~7.A.15 All new [government-funded] public education programs should **be**~~
1. [~~be~~] introduced on a specific term trial basis,
2. [~~be~~] fully funded,
3. [~~be~~] monitored and evaluated during the trial period and
4. [~~be incorporated into the basic education finance plan at the end of the trial period if evaluation indicates success] **implemented and funded as part of the basic education program if, at the end of the trial basis, they have been found to be successful.**~~
[1975/80/85/89/96/2006]

3-13/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.16 be amended to read—

“The Government of Alberta’s funding formula should compensate school boards for the cost of fully recognizing teachers’ qualifications and experience”

Note—School boards incur additional costs as the net experience and professional education of their teaching cohort increases. These costs should be recognized and compensated for in the provincial transfers to individual boards. Achieving this would remove an obstacle to expanding the scope of the teacher compensation grid.

7.A.16 *“The [school financing program] Government of Alberta’s funding formula should fully recognize teachers’ qualifications and experience”*
[1969/72/73/78/83/89/96/2006]

3-14/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.17 be amended to read—

“The Government of Alberta should assume financial responsibility when additional resource materials and facilities are made necessary by changes in curriculum.”

Note—While administered by Alberta Education, the funding of education, and particularly education facilities, is a responsibility of the provincial government and may involve ministries outside education.

7.A.17 *The [Department of Education] Government of Alberta should assume financial responsibility when additional resource materials and facilities are made necessary by changes in curriculum.*
[1969/72/77/78/79/84/89/96/2006]

3-15/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.19 be amended to read—

“The Government of Alberta should provide sufficient funding to enable school boards to fund professional development opportunities that support individual teacher growth.”

Note—Providing teachers the opportunity to engage in personally directed professional development activities will entail costs. As the sole funder of public education, the provincial government should ensure school boards are provided with sufficient funding to support all types of professional development based on teacher individual growth plans. The language used is consistent with long-range policy 7.A.33.2.a.

7.A.19 *The [school financing program] Government of Alberta should provide sufficient funding to enable school boards to fund professional development [~~teaves~~] opportunities that support individual teacher growth [~~for teachers~~].*
[1965/69/72/73/78/83/86/89/96/2006]

7.A.33 *Basic requirements for the successful operation of a school-based budgeting system are*

...
2. *maintenance of centralized responsibility and funding for a) ongoing district support services,*

...
[1990/91/96/2006]

3-16/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.20 be amended to read—

“Provincial transportation grants should recognize and fully cover transportation costs associated with curricular activities.”

Note—This continues to be a concern around the province. Parents are subsidizing the costs through fees and this creates inequity. The amendment makes this policy consistent with 7.A.35, ie, extracurricular activities are financed by the participants.

7.A.20 *Provincial transportation grants should recognize transportation costs associated with curricular [~~and extracurricular~~] activities.*
[1979/80/81/86/89/96/2006]

7.A.35 *Those student activities considered extracurricular and requiring supplementary funding should be financed through direct payment by the participant(s) and/or through funds generated by a sponsoring group.*
[1988/91/96/2006]

3-17/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.24 be amended to read—

“The Government of Alberta should increase substantially its funding to school boards to provide for adequate professional staffing of schools so that a maximum weekly instructional time of 20 hours can be realized.”

Note—Class size is deleted from this policy and covered in 7.A.27. The standard derives from the Kratzmann Report (1980).

7.A.24 *The Government of Alberta should increase substantially its funding to school boards to provide for adequate professional staffing of schools so that [~~an average~~] a maximum weekly instructional time of 20 hours [~~and an average class size of 20 students~~] can be realized.*
[1979/80/82/86/89/96/2006]

7.A.27 *The Department of Education should introduce into the school financing program sufficient funds to enable school boards to establish and maintain a maximum class size of 17 students per classroom teacher for Early Childhood Education through Grade 3.*
[1983/84/85/86/89/96/99/2006]

3-18/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.26 be amended to read—

“The Government of Alberta should fully fund inclusive education based on the actual costs of providing appropriate programming and supports.”

Note—The updated language brings the policy in line with the Blue Ribbon Panel recommendations.

7.A.26 *The Government of Alberta should fully fund [~~special~~] inclusive education based on the [~~number of students served and~~—*

~~the nature of the needs to be served] **actual costs of providing appropriate programming and supports.**~~
[1993/96/99/2006]

3-19/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.27 be amended to read—

“The Government of Alberta should provide sufficient funding to enable school boards to establish and maintain the following class size maximums:

- Early Childhood Education to Grade 3: 17 students
- Grades 4 to 6: 23 students
- Grades 7 to 9: 25 students
- Grades 10 to 12: 27 students.”

Note—The class sizes provided for here align with the recommendations of the Alberta Commission on Learning (ACOL); however, this policy recommends establishing items as maximums rather than as division and districtwide averages, as recommended by ACOL.

*7.A.27 The [Department of Education] **Government of Alberta** should [introduce into the school financing program] **provide** sufficient fund[s]ing to enable school boards to establish and maintain **the following** class size maximums: [class size of 17 students per classroom teacher for Early Childhood Education through Grade 3]*

- Early Childhood Education to Grade 3: 17 students**
- Grades 4 to 6: 23 students**
- Grades 7 to 9: 25 students**
- Grades 10 to 12: 27 students.**

[1983/84/85/86/89/96/99/2006]

3-20/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.30 be deleted.

Note—This is a definition, not a policy statement. Association policy is captured in 7.A.33.

7.A.30 The Alberta Teachers’ Association views school-based budgeting as any system by which schools are expected to devise plans for their own operations and to develop budgets for the implementation of those plans.
[1990/96/2006]

7.A.33 Basic requirements for the successful operation of a school-based budgeting system are

1. determination of financial resources for budgeting based on
 - a) a realistic assessment of educational needs and
 - b) maintenance of teachers’ working conditions established through collective bargaining and/or other jointly agreed procedures;
2. maintenance of centralized responsibility and funding for
 - a) ongoing district support services,
 - b) professional development opportunities to support individual teacher growth,
 - c) the administration of collective agreement, substitute teacher and leave costs,
 - d) all personnel and staffing requirements except where schools are given decision-making authority over staffing costs within the following appropriate parameters: a segregated envelope for the allocation of all professional staff, system average rather than individual staff member costs as the factor to be used in budgeting for personnel, recognition of the rights and responsibilities of teachers

as established in legislation or collective agreements, and respect for the contractual rights of current staff when making school program decisions and

- e) all cost factors that are beyond the school’s ability to control;
 3. policies that ensure that school staffs have timely and authentic participation in decision making including provision for
 - a) a consensus model for reaching decisions,
 - b) adequate time and support for participation within the regular school day,
 - c) staff development to build required skills,
 - d) access to all relevant information and
 - e) effective communication with and among all decision-making levels; and
 4. annual review and evaluation of school-based budgeting procedures.
- [1990/91/96/2006]

3-21/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.32 be amended to read—

“Prerequisites for the successful implementation of school-based budgeting include

1. decentralization of certain powers and authority from the district to the school level so that a balance is established between
 - a) the district’s ability to plan, to set policy, to establish standards and to monitor compliance and
 - b) the school’s ability to make decisions that affect school operation; and
2. a funding allocation mechanism that provides equitable educational opportunities by addressing the range of student need, school size and school setting.”

Note—This is a belief statement on school-based budgeting. The amendment is for language consistency.

7.A.32 Prerequisites for the successful implementation of school-based budgeting include

1. decentralization of certain powers and authority from the district to the school level so that a balance is established between
 - a) the district’s ability to plan, to set policy, to establish standards and to monitor compliance and
 - b) the school’s ability to make decisions that affect school operation; and
 2. a funding allocation mechanism that provides [equality of] **equitable** educational opportunit[y]ies by addressing the range of student need, school size and school setting.
- [1990/96/2006]

3-22/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.34 be amended to read—

“The Government of Alberta should fully fund the initial purchase and subsequent replacement of educational technology, as well as the related supports necessary to implement the prescribed, authorized and approved program of studies.”

Note—Education technology is more than just computer hardware and software. Evergreening programs need to be fully funded. The

technology needs to be funded, but so does the technical support and training for the implementation.

7.A.34 *The [school financing program] **Government of Alberta** should fully fund the initial purchase and subsequent replacement of [computer hardware and software] **educational technology, as well as the related supports** necessary to implement the prescribed, authorized and approved program of studies.*
[1990/93/96/2006]

3-23/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.36 be amended to read—

“The Government of Alberta should fund those school-related services provided by regional library systems, local libraries and external agencies providing library and research services.”

Note—Not only are regional library systems providing these services, many boards are now going to local libraries as well.

7.A.36 *The [school finance program of the Department of Education] **Government of Alberta** should fund those school-related services provided by regional library systems, **local libraries and external agencies providing library and research services.***
[1986/89/92/96/2006]

3-24/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.40 be amended to read—

“The Government of Alberta should allocate funds to provide paid noon-hour supervisors in every public, separate and francophone school.”

Note—Noon-hour supervision should not be included in the scope of teachers’ professional work. The amendment more explicitly focuses on the policy, excluding from its scope private and charter schools which also receive public funds.

7.A.40 *The Government of Alberta should allocate funds to provide paid noon-hour supervisors in [publicly funded schools] **every public, separate and francophone school.***
[1990/93/96/99/2006]

3-25/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.41 be amended to read—

“The Government of Alberta should provide grants to local school boards for the purpose of upgrading equipment needed to support the curriculum.”

Note—While administered by Alberta Education, the funding of education, particularly capital funding, is a responsibility of the government involving other ministries.

7.A.41 *The [Department of Education] **Government of Alberta** should provide grants to local school boards for the purpose of upgrading equipment needed to support the curriculum.*
[1987/90/93/96/99/2006]

3-26/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.42 be amended to read—

“The Government of Alberta should ensure that provincial and federal grants for minority language and bilingual education are used only for the benefit of students enrolled in those programs.”

Note—While administered by Alberta Education, the funding of education, particularly where it involves intergovernmental transfers, is a responsibility of the government involving other ministries.

7.A.42 *The [Department of Education] **Government of Alberta** should ensure that provincial and federal grants for minority language and bilingual education are used only for the benefit of students enrolled in those programs.*
[1991/94/97/2000/06]

3-27/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.45 be amended to read—

“The Government of Alberta should prohibit schools and school boards from using funds raised through student fees and fundraising activities for curricular programs.”

Note—While administered by Alberta Education, the funding of education is a responsibility of the government involving other ministries.

7.A.45 *The [Department of Education] **Government of Alberta** should prohibit schools and school boards from using funds raised through student fees and fundraising activities for curricular programs.*
[1995/96/99/2002/06]

3-28/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 7.A.49 be amended to read—

“The Government of Alberta must ensure appropriate funding for English as an Additional Language students receiving instruction at the early childhood, elementary and secondary levels.”

Note—Alberta’s student population is very diverse and is growing. Funding must be available to provide instructional time and services for these students and is a cross-ministerial responsibility. The amendment is for consistency of language across policies.

7.A.49 *The [Department of Education] **Government of Alberta** must ensure appropriate funding for English as an Additional Language students receiving instruction [in Grades K–12] **at the early childhood, elementary and secondary levels.***
[2004/07/09/12/15]

3-29/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 9.A.1 be amended to read—

“Administrative practice should recognize the rights and responsibilities of individual teachers as professionals.”

Note—Teachers are professionals and should be recognized as such. The term *educator* is increasingly being used to refer to anyone who is engaged in an instructional or training activity and should be avoided when the more proper reference is to *teachers*, who are certificated professionals and members of the Association.

9.A.1 *Administrative practice should recognize the rights and responsibilities of individual teachers as professionals [educators].* [1985/96/2006]

3-30/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 9.A.3 be transferred to the Processes of Teaching section of long-range policy.

Note—This policy is more appropriate to long-range policy within the Processes of Teaching section, as this is not policy specific to administration of schools.

9.A.3 *All members as professional teachers should encourage individual students to accept an increasing share of responsibility for their own educational development.* [1985/90/96/2006]

3-31/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 9.A.5 be deleted.

Note—Redundant with revised 9.A.8. [see 3-32/16]

9.A.5 *Conditions should be established that allow for the inclusion of teachers in decision making and evaluation practices by considering these activities to be part of their teaching load.* [1969/74/79/80/85/96/2006]

9.A.8 *Schools should be organized to provide structures that ensure teacher involvement in decision making related to program development, mode of instruction, allocation of educational resources, **budget**, staffing policy, use of technology and policies related to student, staff and program evaluation, and any other matters that concern teachers.* [1985/88/96/2001/06]

3-32/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 9.A.8 be amended to read—

“Schools should be organized to provide structures that ensure teacher involvement in decision making related to program development, mode of instruction, allocation of educational resources, budget, staffing policy, use of technology and policies related to student, staff and program evaluation, and any other matters that concern teachers.”

Note—The Code of Professional Conduct, s16 and s17, speaks to decision-making structures that allow for teacher opinions to be shared as they relate to program, instruction, resources, staffing, technology, evaluation, students and so on. With school-based budgeting, teacher input into budgeting decisions is critical.

9.A.8 *Schools should be organized to provide structures that ensure teacher involvement in decision making related to program development, mode of instruction, allocation of educational resources, **budget**, staffing policy, use of technology and policies related to student, staff and program evaluation, and any other matters that concern teachers.* [1985/88/96/2001/06]

3-33/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 9.A.9 be deleted.

Note—This policy becomes redundant with the amended version of 9.A.8. [see 3-32/16]

9.A.9 *In keeping with the collegial model, budgeting within a school is an open matter among all teachers within that school.* [1978/83/96/2006]

9.A.8 *Schools should be organized to provide structures that ensure teacher involvement in decision making related to program development, mode of instruction, allocation of educational resources, **budget**, staffing policy, use of technology and policies related to student, staff and program evaluation, and any other matters that concern teachers.* [1985/88/96/2001/06]

3-34/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 9.A.10 be amended to read—

“The school administrator’s role is to facilitate teaching and learning by acting as

1. an educational leader who facilitates the development, promotion and maintenance of a shared vision for the school community;
2. an instructional leader who supports and ensures quality teaching, evaluation and placement of students;
3. a decision maker who is responsible for establishing an appropriate collaborative, shared decision-making model for the school;
4. a manager who is responsible for organizing and operating the school to ensure a safe and effective learning environment;
5. an advocate who promotes the school and public education in the community; and
6. a colleague within the profession who works with teachers to provide an educational environment conducive to student learning and professional growth.”

Note—The amendment is intended to make explicit additional dimensions of teaching practice.

9.A.10 *The school administrator’s role is to facilitate teaching and learning by acting as*

1. an educational leader who facilitates the development, promotion and maintenance of a shared vision for the school community;
2. an instructional leader who supports and ensures quality teaching, **evaluation and placement of students**;
3. a decision maker who is responsible for establishing an appropriate collaborative, shared decision-making model for the school;
4. a manager who is responsible for organizing and operating the school to ensure a safe and effective learning environment;

5. an advocate who promotes the school and public education in the community; and
 6. a colleague within the profession who works with teachers to provide an educational environment conducive to student learning and professional growth.
 [1998/2004/06]

3-35/16 (Long-Range Policy)
 Provincial Executive Council

BE IT RESOLVED, that long-range policy 9.A.12 be amended to read—
 “Schools and schooling should support learning and respect the teacher’s role in meeting the educational needs of students.”

Note—The amendment is intended to reinforce the importance of the teacher’s role and is consistent with the direction of this section of policy.

9.A.12 Schools and schooling should support learning and respect the teacher’s role in meeting the educational needs of students.
 [1994/96/2006]

3-36/16 (Long-Range Policy)
 Provincial Executive Council

BE IT RESOLVED, that long-range policy 9.A.13 be deleted.

Note—Redundant with revised 9.A.10. [see 3-34/16]

9.A.13 School administrators should support and facilitate the teacher’s role in program implementation and in evaluation and placement of students.
 [1991/96/2006]

9.A.10 The school administrator’s role is to facilitate teaching and learning by acting as

1. an educational leader who facilitates the development, promotion and maintenance of a shared vision for the school community;
2. an instructional leader who supports and ensures quality teaching, evaluation and placement of students;
3. a decision maker who is responsible for establishing an appropriate collaborative, shared decision-making model for the school;
4. a manager who is responsible for organizing and operating the school to ensure a safe and effective learning environment;
5. an advocate who promotes the school and public education in the community; and
6. a colleague within the profession who works with teachers to provide an educational environment conducive to student learning and professional growth.
 [1998/2004/06]

3-37/16 (Long-Range Policy)
 Provincial Executive Council

BE IT RESOLVED, that long-range policy 9.A.19 be deleted.

Note—Redundant with revised 9.A.10. [see 3-34/16]

9.A.19 The primary function of school administrators is to facilitate teaching and learning through collaborative and consultative leadership in the education program.
 [1985/94/96/2006]

9.A.10 The school administrator’s role is to facilitate teaching and learning by acting as

1. an educational leader who facilitates the development, promotion and maintenance of a shared vision for the school community;
2. an instructional leader who supports and ensures quality teaching, evaluation and placement of students;
3. a decision maker who is responsible for establishing an appropriate collaborative, shared decision-making model for the school;
4. a manager who is responsible for organizing and operating the school to ensure a safe and effective learning environment;
5. an advocate who promotes the school and public education in the community; and
6. a colleague within the profession who works with teachers to provide an educational environment conducive to student learning and professional growth.
 [1998/2004/06]

3-38/16 (Long-Range Policy)
 Provincial Executive Council

BE IT RESOLVED, that long-range policy 9.A.20 be amended to read—
 “Every member of a school staff shares responsibility for establishing a positive school culture and encouraging positive collaboration.”

Note—School administrators should recognize that often principals are held accountable when larger school culture issues, often out of their immediate control, need to be addressed. Given the nature of term administrator contracts, school administrators are particularly vulnerable to employer action.

9.A.20 Every member of a school staff [~~should~~] shares responsibility for establishing a positive school culture and encouraging positive collaboration.
 [1985/96/2006]

3-39/16 (Long-Range Policy)
 Provincial Executive Council

BE IT RESOLVED, that long-range policy 9.A.24 be amended to read—
 “School services and programs should be coordinated across all levels of education if coordination efforts and efficiencies provide benefits for teaching and learning.”

Note—Not all school services require coordination at levels beyond the school; however, if coordination efforts are of potential benefit to students beyond the school, then it may be warranted.

9.A.24 School services and programs should be coordinated across all levels of education if coordination efforts and efficiencies provide benefits for teaching and learning.
 [1985/96/2006]

3-40/16 (Long-Range Policy)
 Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.30 be amended to read—

“The *School Act* should

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

and local teachers, a neutral body or an appeal committee established pursuant to the collective agreement;

4. define the full-time teacher's maximum instructional time within a week as no more than 20 hours;
5. limit the use of temporary contracts to specific situations where a teacher is clearly on leave;
6. limit the extension of probationary contracts to situations where there are clearly identified concerns about a teacher's performance; and
7. require that a teacher on probationary contract who has met the Teaching Quality Standard be recommended for a continuing contract."

Note—The proposed amendment derives from a recommendation in the report on resolution 2-18/15 from the 2015 Annual Representative Assembly [see page 45].

5.A.30 *The School Act should*

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

[1986/89/92/93/96/2001/11]

3-41/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 23.A.1 be amended to read—

"The Alberta Teachers' Association believes that

1. the term Indigenous 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 Indigenous and non-Indigenous 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 Indigenous world view is complementary to a child-centred, holistic vision of education and has much to contribute to Alberta's education systems;
4. the strengths and aspirations of the Indigenous community are essential to creating change, and Association policy and programs on Indigenous education must continue to develop with the leadership of all educators; and
5. the building of relationships between Indigenous and non-Indigenous people in Alberta is based on mutual understanding, respect and collective action to create a different future as outlined by the Truth and Reconciliation Commission of Canada."

Note—The addition of this statement to the long-range policy will communicate that teachers are committed to working with Indigenous people in Alberta to support the process of reconciliation as outlined in the final report of the Truth and Reconciliation Commission of Canada. The use of the term *Indigenous* is consistent with calls to action in the report and, where appropriate, will be integrated into existing Association policy as an editorial change in the next iteration of the *Members' Handbook*.

23.A.1 *The Alberta Teachers' Association believes that*

1. the term Indigenous 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 Indigenous and non-Indigenous 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 Indigenous 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 Indigenous community are essential to creating change, and Association policy and programs on Indigenous education must continue to develop with the leadership of all educators; ~~and~~
5. **the building of relationships between Indigenous and non-Indigenous people in Alberta is based on mutual understanding, respect and collective action to create a different future as outlined by the Truth and Reconciliation Commission of Canada.**"

[2013]

3-42/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that current directive 23.B.9 be amended to read—

"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 and as outlined in the Truth and Reconciliation Commission of Canada."

Note—With the conclusion of the Truth and Reconciliation Commission of Canada report and acceptance by the Government of Canada, it is essential that the Department of Education incorporate the findings and support the way forward to reconciliation by including specific outcomes in the programs of studies and supporting authorized resources.

23.B.9 *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 and as outlined in the Truth and Reconciliation Commission of Canada.*

[2013]

3-43/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge teacher preparation institutions to ensure that the history and content of First Nations treaties and Métis settlement agreements are incorporated into teacher preparation programs, including information on First Nations, Métis and Inuit inherent rights enshrined in the Canadian Constitution, established through court decisions and as outlined in the Truth and Reconciliation Commission of Canada.

Note—With the release of the Truth and Reconciliation Commission of Canada report and acceptance by the Government of Canada, it is essential that Alberta teacher preparation institutions incorporate the findings and support the way forward to reconciliation with appropriate content in the teacher preparation program.

3-44/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association develop a comprehensive professional development program to support teachers in promoting the Truth and Reconciliation Commission of Canada's calls to action.

Note—The proposed changes to the Teaching Quality Standard and the new School Leader Standard include competencies on applying a foundational knowledge of the First Nations, Métis and Inuit, which will require a program of professional development for teachers. The program of support for teachers may include supports such as workshops, print and electronic resources, and other supports as needed.

3-45/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Minister of Education to ensure that boards establish policies and regulations to provide staff with a welcoming, caring, respectful and safe employment environment that respects diversity and fosters a sense of belonging as indicated in section 45.1 of the *School Act*.

Note—The *School Act*, section 45.1 states that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. In early November, 2015, the Minister of Education directed school boards to develop and submit board policy, regulations and codes of conduct to Alberta Education to ensure that the protections for students are provided as set out in the *School Act* section 45.1. The Minister's directive clearly outlined the Minister's expectations about policy, regulations and codes of conduct to protect students, but was not specific on the need to develop and submit policy and/or regulations to protect staff. The intent of this Current Directive is to ensure that boards will provide the protections for staff as set out in section 45.1. It is important to specifically address the board's responsibility as it relates to the lesbian, gay, bisexual, trans and queer (LGBTQ) community, including employee's rights.

3-46/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 2.A.17 be amended to read—

“Cooperating teachers' involvement in field experience programs and activities must be voluntary with decisions about participation being made only at the school level by the teacher in consultation with the principal.”

Note—Teachers should be encouraged and supported when they choose to voluntarily offer their services as cooperating teachers. Placement decisions should be made considering the school and staff context and with the input of the principal, who is statutorily responsible for the operation of the school. There is an emerging practice in the province to screen potential cooperating teachers at the jurisdictional level, which may be inappropriately evaluative. An additional concern is that jurisdiction administrators might direct that a teacher host a student teacher. This practice is coercive and contrary to the interests of both the cooperating and student teachers.

2.A.17 Cooperating teachers' involvement in field experience programs and activities must be voluntary with decisions about participation being made only at the school level by the teacher in consultation with the principal.
[1976/81/87/97/2007]

3-47/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 2.A.37 be amended to read—

“The faculties of education should ensure that wherever possible school-based administrators are not used as faculty consultants/advisors for field experience assignments in the schools in which they are employed.”

Note—Intentionally or not, the appointment of a school administrator to supervise a preservice teacher placement within his or her own school may create the expectation that teachers host preservice teachers when they would otherwise decline to do so. Furthermore, the proposed changes make the policy more broadly applicable and create alignment with Association beliefs concerning field experience placements by helping to prevent their use for recruitment (2.A.12.10) and by ensuring that preservice teachers are provided an objective evaluation (2.B.19). The Association should advocate that objective faculty consultants/advisors external to the placement be appointed to supervise student teacher placements.

2.A.37 The faculties of education should ensure that wherever possible school-based administrators [~~responsible for the evaluation of teachers~~] are not used as faculty consultants/advisors for field experience assignments in the schools in which they are employed.
[1991/94/97/2007]

2.A.12 An effective field experience program must incorporate the following basic features:

1. A graduated set of field experiences extended throughout the teacher preparation program
2. Appropriate orientation of the student teacher to the school, the system and the profession
3. Procedures that will provide for effective evaluation of student teachers during each phase of the field experience program
4. An opportunity for a field experience in both rural and urban settings
5. Supervision and evaluation consistent with Association policy
6. Each field experience connected to a specific on-campus course
7. Participation by the Alberta Teachers' Association in the resolution of professional conduct disputes related to field experience programs in schools

8. An appeal procedure for students who are unsuccessful in their field experiences
9. Evaluation of student teacher performance as a shared responsibility of cooperating teachers and education faculties, provided cooperating teachers have the major responsibility for final evaluation
10. Safeguards to ensure that the field experience is not compromised by activities related to teacher recruitment
[1987/94/97/2007]

2.B.19 BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with accredited Alberta teacher education programs to ensure that preservice field experience observations and evaluations are conducted only by assigned cooperating teachers and faculty consultants/advisors.
[2015]

3-48/16 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 2.A.12 be amended to read—

“An effective field experience program must incorporate the following basic features:

1. A graduated set of field experiences extended throughout the teacher preparation program
2. Appropriate orientation of the preservice teacher to the school, the system and the profession
3. An appropriate orientation to and opportunity to practice each of the knowledge, skills, attributes and competencies required of teachers set out in the Teaching Quality Standard
4. Procedures that will provide for effective evaluation of preservice teachers during each phase of the field experience program
5. An opportunity for a field experience in both rural and urban settings
6. Supervision and evaluation consistent with Association policy
7. Each field experience connected to a specific on-campus course
8. Participation by the Alberta Teachers' Association in the resolution of professional conduct disputes related to field experience programs in schools
9. An appeal procedure for students who are unsuccessful in their field experiences
10. Evaluation of preservice teacher performance as a shared responsibility of cooperating teachers and education faculties, provided cooperating teachers have the major responsibility for final evaluation
11. Safeguards to ensure that the field experience is not compromised by activities related to teacher recruitment”

Note—Field experience placements must ensure that prospective teachers have the foundational experiences that can ensure their successful integration into the profession. Alternate field placements as sole practicum placements may not provide a suitable venue for meeting these learning needs.

2.A.12 An effective field experience program must incorporate the following basic features:

1. A graduated set of field experiences extended throughout the teacher preparation program
2. Appropriate orientation of the preservice teacher to the school, the system and the profession

3. An appropriate orientation to and opportunity to practice each of the knowledge, skills, attributes and competencies required of teachers set out in the Teaching Quality Standard

- 4[3]. Procedures that will provide for effective evaluation of preservice teachers during each phase of the field experience program
- 5[4]. An opportunity for a field experience in both rural and urban settings
- 6[5]. Supervision and evaluation consistent with Association policy
- 7[6]. Each field experience connected to a specific on-campus course
- 8[7]. Participation by the Alberta Teachers' Association in the resolution of professional conduct disputes related to field experience programs in schools
- 9[8]. An appeal procedure for students who are unsuccessful in their field experiences
- 10[9]. Evaluation of preservice teacher performance as a shared responsibility of cooperating teachers and education faculties, provided cooperating teachers have the major responsibility for final evaluation
- 11[10]. Safeguards to ensure that the field experience is not compromised by activities related to teacher recruitment.
[1987/94/97/2007]

3-49/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to maintain and sufficiently fund a library and/or learning commons at each school that they operate.

Note—As noted by Alberta Education in its *Learning Commons Guidelines*, “A learning commons is an agile and responsive learning and teaching environment available to individuals and groups to use for multiple, often simultaneous, purposes. It supports literacy, numeracy, competency development and student learning outcomes through access to and instruction in the effective use of print and digital resources. The learning commons approach functions best when learning experiences in the school community are coordinated to support student learning outcomes through collaborative planning, teaching and assessing.” The resolution is intended to recognize the importance of providing students with access to print materials in addition to online and other resources. The inclusion of *library* respects the more traditional term still in widespread use.

3-50/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to include literature that is representative of sexual and gender minorities in the authorized resources list for the English Language Arts program of study.

Note—Teachers should have the opportunity to draw from the authorized resources list literature that is broadly reflective of Alberta's diverse society.

3-51/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED that the Alberta Teachers' Association provide funds to develop and implement an ongoing invitational program to orient members of the Legislative Assembly, school board trustees and opinion leaders to the Association's role in, and perspectives on, public education.

Note—The May provincial election resulted in only 16 incumbents retaining their seats in the legislature. School board elections scheduled for October 2017 will result in new school trustees coming into office. The objective of this program is to inform these education decision makers about the role of the Association as a leading authority on education policy and establish a foundation for future engagement and influence. The planned program is Sunday through Thursday at the Summer Conference.

[Cost—\$15,000]

3-52/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to initiate an ongoing annual forum involving the Association and Alberta Education managers to consider education issues and directions.

Note—While Association executive staff officers work on an ad hoc basis with officials at various levels of Alberta Education, there is currently no mechanism to facilitate a broader discussion of the goals and strategic direction of the Association and Alberta Education with the objective of developing a collaboration strategy.

[Cost—\$10,000]

3-53/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to develop a strategy to identify, recruit, prepare and support members from the field to participate in representation activities.

Note—This initiative would provide for more effective representation of teacher interests by ensuring that field members are aware of and able to effectively articulate Association positions and interests in government forums.

[Cost—\$10,000]

3-54/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to establish an Alberta Provincial Action Research Network based on some of the founding principles of the Alberta Initiative for School Improvement.

Note—Given the growing complexity and diversity in Alberta classrooms, support for building the business case for the network would require the establishment of model projects.

[Cost—\$10,000]

3-55/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association develop organizational capacity to address and support professional regulatory requirements under the *Teaching Profession Act*.

Note—Providing opportunities for professional development and education of staff responsible for these requirements is a necessary obligation for the Association. This would include, but not be limited to, funding attendance at relevant conferences and courses.

[Cost—\$5,000]

3-56/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association establish a Committee on FNMI Education designed to provide advice regarding program area supports in this area.

Note—This advisory body would further enrich the professional learning opportunities developed for members.

[Cost—\$15,000]

3-57/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association build capacity for member assistance and representation in the area of occupational health and safety.

Note—Occupational health and safety (OH&S) is a complex and evolving area of law, regulation and practice. Teacher Welfare executive staff officers must be able to advise members on the basics of OH&S compliance.

[Cost—\$4,400]

3-58/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association set aside funds to restore Staff Relations Service training.

Note—The Staff Relations Service was in place for many years but its effectiveness declined and the program was discontinued. The restored program has been reformatted and restructured, focusing on interventions in small-group settings by certified mediators.

[Cost—\$25,000]

3-59/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association develop and pilot a matching grant program to assist locally based teacher initiatives.

Note—The matching grant program would offer reimbursement of actual costs on a 50/50 cost-shared basis between the local and the Association up to \$2,000 per proposal. The initial year of the program would offer five grants.

[Cost—\$10,000]

3-60/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to increase teacher efficacy and member engagement by developing a network of teacher-led hubs of innovation designed to increase professional capacity on collectively identified areas of professional practice.

Note—This project would have the Association work with jurisdictions to support teacher leadership in particular areas of practice. The goal would be to develop and support networks of teachers throughout the province.

[Cost—\$45,000]

3-61/16 (Current Directive)
Provincial Executive Council

3-49/16 BE IT RESOLVED, that, pursuant to Bylaw 9(2)(a), the fee payable by an active member employed full-time be \$1,260 effective 2016 09 01.

Note—The detailed budget document, the *Budget Booklet* and the budget video presentation provide the rationale for a fee of \$1,260.

3-62/16 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that, pursuant to Bylaw 9(2)(f), the fee payable by an associate member be \$189.00 per annum effective 2016 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

2-25/16 (Administrative Directive)

Rocky View

BE IT RESOLVED, that the Alberta Teachers' Association include the dollar figure for the amount of surplus retained at the end of the budget year as part of the annual budget report to Annual Representative Assembly.

Note—A substantial portion of the revenue generated by the Association comes from members' fees. It is important for teachers to know how much of their money is spent and how much is retained as surplus.

Action—As in previous years, the information requested is published in the Statement of Financial Position, the Statement of Members' Equity and the Statement of Cash Flow, which are included in the Auditor's Report section of the Annual Report of the Alberta Teachers' Association (see the *Ninety-Ninth Annual Representative Assembly Handbook*). Historical comparisons of revenues, expenditures and allocations for the past 10 years are published as an appendix to the Annual Representative Assembly (ARA) 2016/17 *Proposed Budget* booklet provided to all ARA delegates.

2-38/16 (Administrative Directive)

Parkland Teachers'

BE IT RESOLVED, that the Alberta Teachers' Association publish 10-year historical surplus/deficit information as shown on the audited financial statements as part of the Annual Representative Assembly budget process alongside the proposed budget that is presented annually at the February Local Presidents' Meeting.

Note—During the budget presentation of years past, questions have been raised regarding the surplus and deficit status of the Association. In each case, since the year is still ongoing, accurate surplus and deficit information cannot be provided to give context for debate on next year's budget. The information that was provided in the 2015/16 Proposed Budget workbook was not presented clearly enough and was not made available to ARA delegates ahead of time. A timely and transparent presentation of the actual 10-year historical information would allow ARA delegates to make a more informed decision regarding the debate around the setting of the Association fee.

Action—The information requested was distributed to local presidents at their meeting of 2016 02 05–06 in a format similar to the historical comparisons of revenues, expenditures and allocations, which is included in the Annual Representative Assembly (ARA) *Proposed Budget* booklet provided to all ARA delegates. In addition, local presidents received copies of the detailed version of the budget proposed for submission to the 2016 ARA.

2-39/16 (Administrative Directive)

Parkland Teachers'

BE IT RESOLVED, that the Alberta Teachers' Association's audited financial statements be made available to the Annual Representative Assembly delegation.

Note—The Annual Representatives Assembly (ARA) is charged with the duty of setting and approving the budget of the Association each and every year. Traditionally the assembly has only really had access to an executive summary of the different aspects of the budget along with a brief presentation from Provincial Executive Council

members, and made a decision based on a somewhat limited amount of information. Since the budget of the Association is very large and complex, it would make sense for the delegates of the ARA to also have access to the audited financial statements of the Association so they are able to make the best informed decisions during the ARA.

Action—As in previous years, the information requested—the financial statements of the Association—is published in the Auditor's Report section of the Annual Report of the Alberta Teachers' Association, which is distributed to all delegates (see the *Ninety-Ninth Annual Representative Assembly Handbook*). The completion and submission of the Annual Report, including audited financial statements, in a form satisfactory to the minister of education, is a requirement of the *Teaching Profession Act*.

2-47/16 (Current Directive)

Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association urge the Canadian Teachers' Federation to urge the federal government to provide tax incentives and deductions for teachers' income getting spent on items and supplies for students to use in the classroom.

Note—Many teachers spend a lot of their own money equipping their classrooms with supplies, consumables, furniture and so on. This is often to make up for inadequate funding. While the Association has long lobbied for adequate classroom funding, this has obviously not been met. Teachers have had to make up for this funding shortfall out of their own pockets. The issue of teachers spending their own money in their classrooms was brought up in a recent *ATA News* item.

Action—The Association has previously urged the Canadian Teachers' Federation (CTF) to lobby the Canadian government to provide tax relief for teachers respecting their personal purchase of materials, equipment and resources for use in the classroom. The CTF has been active on this file for many years. A tax deduction to offset purchases for the classroom was proposed in the federal Liberal Party platform in the last election, and preliminary discussions have already taken place concerning aspects of its implementation.

2-48/16 (Administrative Directive)

Pembina Hills

BE IT RESOLVED, that the Alberta Teachers' Association publish, in lay terms, the accumulated member equity of the Association along with an explanation for any change in such equity on an annual basis.

Note—Members should know if the equity in their professional association is increasing or decreasing on an annual basis and understand the source of that equity. Such publication could take place after the fiscal year end when actuals are known for the year and need not necessarily be reported for ARA, when the current fiscal year is still in progress.

Action—Members' equity and changes in members' equity are reported in the audited financial statements of the Association. The form and content of these statements is in accordance with Generally Accepted Accounting Principles (GAAP), as is required by law and by the Association's auditor. Individuals having questions about the meaning or interpretation of the statements are free to raise them with elected representatives and staff of the Association. It is expected that the auditor will be present at Annual Representative Assembly to present the financial report and to respond to delegates' questions.

Resolutions on Which Policy Has Been Achieved

2-4/16 (Current Directive)
Edmonton Public

BE IT RESOLVED, that current directive 14.B.1 be transferred to policy achieved.

Note—Current legislation now reflects this policy.

14.B.1 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ban donations by corporations, trade unions and employee organizations to political parties, constituency associations and candidates.*
[2015]

2-34/16 (Current Directive)
Edmonton Catholic

BE IT RESOLVED, that current directive 22.B.11 be transferred to policy achieved.

Note—This has been achieved by our new provincial government.

22.B.11 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to continue to operate a Calgary Young Offenders Centre that includes all services currently offered to support the successful reintegration of those young offenders into society.*
[2015]

Report on Resolutions Requiring Report to the 2015 Annual Representative Assembly

2-17/15 (Current Directive)
Calgary Public

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Teacher Qualifications Service and the Teacher Salary Qualifications Board to amend the *Principles for the Evaluation of Years of Teacher Education for Salary Purposes* in order to recognize education completed in the achievement of a valid journeyman’s certificate, or its equivalent, on an equivalent basis as postsecondary training completed in the achievement of a university degree.”

Staff received representation from the mover of the resolution outlining in considerable detail the requirements that must be fulfilled and standards achieved by individuals seeking certification as a journeyperson in a trade (including “Red Seal” certification) and also the relevance of such certification to teaching. Staff carefully considered that representation and also the history of the current Association policy in the draft of this report and its recommendations.

Staff recommends that all Association policy be amended to use the inclusive term “journeyperson,” which is recognized and used by Statistics Canada, instead of the term “journeyman.”

The issue of recognition of journeyperson qualifications has a long history with the Teacher Qualifications Service (TQS) and the Teacher Salary Qualifications Board (TSQB) and has been a topic of discussion since the inception of the service.

The TQS operates under a memorandum of agreement dated March 23, 1967, between the Alberta Teachers’ Association, the Alberta School Trustees’ Association (now the Alberta School Boards Association) and the Department of Education and is responsible for evaluating a teacher’s years of education for salary purposes. The purpose is to recognize university education and evaluate the equivalency of courses and degrees from other universities to those in Alberta and Canada.

The mission statement of the Association includes “The Alberta Teachers’ Association ... safeguards standards of professional practice” with the object “to improve the teaching profession ... by promoting and supporting adequate programs of preservice preparation, internship and certification.” The goal of having teaching recognized as a profession was achieved in the 1940s when universities became the home for teacher preparation. This standard is one that is largely synonymous across institutions in North America and provides the public assurance that a high standard has been applied. TQS principle 2.01 (see below) clearly defines what is a university and who is responsible for defining them.

Journeyperson’s certificates are largely based on experience rather than education and this experience may vary significantly from program to program and country to country.

It is focused on skill acquisition rather than the process of teaching and learning.

The TQS considered whether or not a journeyperson certificate should be counted as university education in 1968 and concluded that it is best addressed through collective bargaining—as an experience-based program, the reasonable comparator being experience on the salary grid, as is reflected in current directive 5.A.15.71, or as an additional allowance applicable when the incumbent is teaching those courses—not general recognition that would apply no matter what subject was being taught. There are several routes to recognition for journeyperson certification.

In 1979, the principles were amended to allow recognition for a journeyperson’s certificate and experience for up to two-and-one-half courses when a university has accepted them for admittance in advanced standing, revising it to five courses in 1981.

The University of Alberta, along with other universities outside Alberta, accepts journeyperson certification as transfer credit, but still requires the completion of mandatory education courses in curriculum pedagogy and foundations. Current Directive 2.B.8 requests other Alberta universities to follow suit. Where this occurs, the TQS accepts journeyperson certificates as part of the degree, allowing credit, while still upholding the professional standard and focus on university-based teacher training.

In addition, the Government of Alberta offers several programs to support the development of teachers (ie, Bridge to Certification). As long as the prospective teacher is enrolled in a university program, a letter of authority is issued allowing them to teach while they finish their degree. The number of Career and Technology Studies modules requiring journeyperson certification is declining.

In conclusion, while certification in a trade is not recognized as being the equivalent of a university degree, there are currently provisions for recognizing certification as contributing to the coursework required to obtain a degree and teacher certification. Further opportunities exist though collective bargaining to continue to pursue or enhance the recognition of trade certification for the purposes of determining teacher compensation within the context of the collective agreement.

The Association pressed hard for the professionalization of teachers. Accepting nonuniversity programs has the potential to diminish the university standard. Therefore, this resolution is not consistent with upholding the mission and objects of the Association.

2.B.8 BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta postsecondary institutions with preservice teacher education programs to recognize vocational preparation related to

the attainment of a journeyman's certificate for university credit in teacher education on a basis similar to the content components for other education majors.
[2009/12/15]

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

- ...
13. recognition of journeyman's certificates at a standard amount no less than one year of education on the jurisdiction's teacher salary grid.
71. recognition of work experience as a journeyman as years of experience.

TQS principle:

2.01 A recognized institution is considered to be an institution, at the time of student enrolment, which is:

- a) a university or college in Canada that holds ordinary membership in the Association of Universities and Colleges of Canada prior to October 1994 or after October 1994, institutional membership in the association, or
- b) a university or college in the United States whose programs are generally accepted by member institutions of the following accrediting associations:
 - The Middle States Association of Colleges and Schools
 - The New England Association of Schools and Colleges
 - The North Central Association of Colleges and Schools
 - The Northwest Association of Schools and Colleges
 - The Southern Association of Colleges and Schools
 - The Western Association of Schools and Colleges, or
- c) recognized by the Ministry of Education in the home country and is listed in the Association of Commonwealth Universities publications, or
- d) recognized by the Ministry of Education in the home country and is listed in the International Association of Universities publications, or
- e) a university or college holding degree-granting status and deemed acceptable to the Teacher Salary Qualifications Board.

2-18/15 (Current Directive) Calgary Public

"BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to ensure that teachers whose probationary contracts expire while they undertake a maternity and/or parental leave are provided with probationary or continuous contracts immediately upon their return to active service."

School Act Section 98 (3)—"A probationary contract of employment shall terminate on the June 30 next

following the commencement date specified in the contract."

A probationary contract of a teacher on a leave of absence from that contract will expire while the teacher is on leave and there is no obligation on the school jurisdiction to offer the teacher another probationary or a continuous contract once the teacher is again able to work.

In fact the *School Act* only provides for a second probationary contract if further evaluation of the teacher is required and therefore would prevent a teacher being offered a second probationary contract due to a period of leave.

School Act Section 98(4)—"Notwithstanding subsection (3), if evaluations of the teacher indicate to the board that a further probationary period is required and the teacher agrees, the probationary contract of employment may be extended for a further period ending no later than the June 30 next following the date of the renewal of the contract."
1988 cS-3.1 s79

Collective agreements can always improve legislation, and many teacher collective agreements include provisions which are more beneficial to teachers than the provisions in the *School Act*. Ninety calendar days of sick leave is an example of a greater negotiated entitlement than the *School Act* minimum. However, it is detrimental to our members' interests in the long term to negotiate provisions on teacher contracts into collective agreements. The disputes resolution mechanism in a collective agreement is a grievance arbitration process.

The Board of Reference contained in the *School Act* has proved to be a better appeal mechanism for teachers. Setting up an alternate appeal mechanism through the collective agreement would weaken the Board of Reference and perhaps be a step towards its elimination.

No teacher, on leave during the probationary contract or not, has an expressed right to a continuing contract at the end of the probationary contract. Current Directive 2-18/15 would privilege those teachers taking a maternity or parental leave, providing them a right no other teacher has. It is important to note that leaves of absence could be due to maternity or parental but also medical or compassionate reasons and, moreover, teachers who do not take a leave are not guaranteed a continuing contract at the end of a successful probationary contract.

Long-range policy 5.A.30 is similar to the current *School Act* Section 98(4) and does not include a provision that requires continuing contracts when a teacher is deemed to meet the Teaching Quality Standard during the probationary contract. A statement in this policy that applies to all probationary teachers would be more beneficial to both members who take leave during the probationary contract and those who complete the full year of a probationary contract. Therefore we recommend a revision to the long-range policy 5.A.30 to include:

5.A.30 *The School Act* should
1. define a complete school year as 180 days;

2. *require school boards to act reasonably in the matter of transfer of teachers and not use transfers as punitive or disciplinary measures;*
3. *require that any proposed transfer not mutually agreed upon be subject to appeal to a joint committee of the school board and local teachers, a neutral body or an appeal committee established pursuant to the collective agreement;*
4. *define the full-time teacher's maximum instructional time within a week as no more than 20 hours;*
5. *limit the use of temporary contracts to specific situations where a teacher is clearly on leave;*
6. *limit the extension of probationary contracts to situations where there are clearly identified concerns about a teacher's performance;*
and
7. *require that a teacher on probationary contract who has met the Teaching Quality Standard be recommended for a continuing contract.*

[The above appears as Resolution 3-40/16]