

LEADERSHIP UPDATE

Volume 8

Number 2



Leadership.11 Building a Framework for Change

You are invited to join us at Leadership.11—a professional learning conference and symposium on educational leadership in Edmonton, Canada.

Leadership.11 is a conference for teacher-leaders, assistant principals, principals, trustees, superintendents and central office personnel.

Leadership.11, “Building a Framework for Change,” is bringing together educational leaders from across Canada and throughout the world to grow together as colleagues in a stimulating setting—the beautiful Fantasyland Hotel in the West Edmonton Mall.

The preconference day, October 19, will be led by Dr Jason Ohler, known throughout the world for his work in digital storytelling and digital citizenship. Keynote speakers on October 20 and 21 are Steve Munby, Dr Phil McRae and Sir Ken Robinson. Please join us in October.

Find out more at www.wceac.org.

WHEN

Thursday, October 20, 2011, 8:30 AM–Friday, October 21, 2011, 3:30 PM
Mountain Time

WHERE

Fantasyland Hotel
17700 87 Avenue, Edmonton, AB T5T 4V4 Canada

Nearly
all men
can stand
adversity,
but if you
want to test
a man's
character,
give him
power.

—**Abraham
Lincoln**





Q & A
GORDON THOMAS
 Executive Secretary

Q: What are the obligations of part-time teachers? What are their responsibilities regarding attendance at things like staff meetings, district inservice days and teachers' convention on days that they don't normally teach?

A: The answer to your question begins in section 103 of the *School Act*, which speaks specifically to part-time teachers being paid "only for the time the teacher teaches" in section 103(b).

The teaching assignment is their shift. Their shift is a defined time, and any addition to or adjustment of the shift must be done with their mutual agreement and proper compensation.

In simplest terms, whatever is consistent with the teacher's assignment for that day is his/her obligation. If the teacher does not have a teaching assignment for that day then he/she is not obligated to attend.

It is understood that staff meetings and other organizational and inservice days are an important part of the operation of the school. However, part-time teachers may engage in other employment when not working for the school board. It is unfair to expect a part-time teacher to forgo employment income from a second job to attend school events for which they are not paid. Even if a part-time teacher does not have another job, he or she often works part-time for family reasons, and attendance at events outside the scheduled work week may require extensive organization and some cost beyond what was developed/budgeted for the teacher's normal schedule. The Association has recently received an arbitration decision that clearly states that part-time teachers cannot be assigned duties on days or times they normally do not work. The arbitrator also recommended that part-time teachers discuss all their assigned duties with their principal at the start of the school year and receive the schedule in writing. The teacher's FTE status should be based on this agreed schedule.

Consider the following examples:

1. If the teacher works mornings, and your staff meeting is late afternoon, the teacher is not obligated to come back for the meeting without additional salary. However, it is the teacher's duty to be informed about what is covered in the meeting and that decisions made at the meeting in his/her absence are binding.
2. If the teacher normally works a half-day on Fridays and the district is having an inservice day that day, the teacher attends consistent with his/her regularly scheduled shift on that day.
3. The same applies to Teachers' Convention. However, some collective agreements provide additional compensation to part-time teachers for full attendance at convention.

If a teacher is asked to report to work beyond his/her scheduled work days, a simple solution would be to increase the part-time teacher's full time equivalency to compensate for attendance at all organizational activities. Or the employer can offer to pay the teacher for the full day if the employer deems it important for him/her to attend. This may be done in half-day (1/400) or full-day (1/200) increments. It is best to have this discussion with the teacher at the beginning of the year so that the teacher has sufficient time to make the necessary arrangements to attend scheduled events.

The teacher's professional obligations are not to be confused with district mandates. District inservices provide teachers with education about district initiatives and priorities. The teacher's obligation to professional growth and development is rooted in his or her professional growth plan (according to Provincial Policy 2.1.5: Teacher Growth, Supervision and Evaluation). It is based on the teacher's own self-assessment, which drives his/her professional decisions regarding priorities for that school year and is reviewed with the principal. However, none of this means that the teacher couldn't attend these events voluntarily. Teachers are always encouraged to participate in staff meetings and professional development if it fits with their schedule. In many cases, teachers and principals work together to identify key meetings and functions with a provision for time in lieu.

Every contract of employment and collective agreement has unique features. Teachers and administrators are encouraged to call Member Services or Teacher Welfare if they have further questions.



Teacher Efficacy Project

SYMPOSIA

Last year the Association was awarded a conditional grant of \$423,000 from Alberta Education to undertake a two-year research project to gain a better understanding of teacher perceptions of efficacy related to their professional learning and development and the range of teacher learning opportunities that teachers identify as best meeting their professional growth needs. It will also investigate teacher beliefs, teacher efficacy and

practices pertaining to five specific modalities of professional learning experiences (Joyce and



Calhoun 2010). Teacher efficacy—the confidence teachers have about their individual and collective capability to influence student learning—is considered one of the key motivations influencing teachers’ professional behaviours and student learning (Klassen and Chiu 2010). The research will seek to fill in the gaps in knowledge with respect to both the policy intention and the lived experiences of teachers and their various school contexts. The research study will draw upon a cross-section of Alberta teachers, with the population geographically representative of various school settings, sizes and compositions.

In late May, the research proposal submitted by a research consortium

represented by professors Robert Klassen, Jim Parsons and Larry Beauchamp (former dean) of the University of Alberta was approved by the project steering committee. Researchers will work with Alberta school districts that already employ effective professional development programs—both formal and informal—in an attempt to discover why and under what conditions professional development and teacher professional learning work best. The

research will use a mixed-methods longitudinal design, with web-based survey data collected in years 1 and 2 and smaller-scale

individual and focus group interviews in one or more schools in each jurisdiction. The study, which began in September 2011, will be implemented over the school years 2011/12 and 2012/13.

For additional information, please contact Michael Podlosky, Professional Development, Alberta Teachers’ Association.

References

- Joyce, B, and E Calhoun. 2010. *Models of Professional Development: A Celebration of Educators*. Thousand Oaks, Calif: Corwin.
- Klassen, R, and M Chiu. 2010. “Effects on Teachers’ Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress.” *Journal of Educational Psychology* 102, no 3: 741–56.

Action on Curriculum, September 29–30, 2011

Association staff has been collaborating with Alberta Education staff during the summer and early fall to design the provincial symposium Goals and Standards for K–12 Education and Student Learning Outcomes: Designing Transformation Together. The symposium will start on the evening of September 29 and continue for a full day on September 30 at the Mayfield Inn and Suites, in Edmonton. The objectives of the invitational symposium are twofold: (1) to develop recommendations for a new ministerial order for student learning and (2) to enhance stakeholder understanding of transformation in the education system.

Fall Professional Development Area Conference (PDAC) and Curriculum Symposium, November 4–5, 2011

The Association and Alberta Education are cohosting an invitational symposium, Curriculum Design for Informed Transformation: Creating a Great School for Every Student, to be held at the Sutton Place Hotel, 10235 101 Street, Edmonton. This event is a follow-up to the September 29/30 Action on Curriculum Fall Symposium, at which stakeholders engaged in a collaborative dialogue to

develop recommendations for the creation of a new ministerial order for the provision of basic education.

The invitational symposium, Curriculum Design for Informed Transformation: Creating a Great School for Every Student, will

- consider the international successes and challenges for curriculum design and development,
- create a better understanding of the curriculum design challenges desired in Alberta and
- identify the practical considerations for designing new provincial curricula.

The symposium will feature presentations on the following topics: (1) Curriculum as Designing the Future: International Perspectives, by Professor Dennis Shirley, Boston College, Lynch School of Education; (2) Curriculum Design: One of Many Puzzle Pieces, by Dr Pasi Sahlberg, director general, Centre for International Mobility and Cooperation; (3) Curriculum Design: Lessons from Finland, by Irmeli Halinen, head of curriculum development, Finnish National Board of Education; and (4) Curriculum Design: Making It Happen in Alberta, by Dr Stephen Murgatroyd, chief scout of the Innovation Expedition.

Leadership Development Program

Cognitive CoachingSM Foundations Series



Sponsored by
The Alberta Teachers' Association

This leadership development program, sponsored by the Alberta Teachers' Association, provides participants with the knowledge and skills essential for a positive professional coaching relationship. Cognitive CoachingSM is a process that supports individuals to become self-directed persons with the cognitive capacity for developing excellence both independently and as members of a community. The Cognitive Coaching Seminars[®] is a registered program of the Centre for Cognitive CoachingSM, in Denver, Colorado, cofounded by Art Costa and Bob Garmston.

The seminar series is open to all teachers and school and system administrators interested in peer coaching, mentorship, curriculum leadership, teacher supervision and school/system leadership development. Participants will receive a certificate upon completion of this 5-seminar series.

Facilitator

John Clarke is a registered training associate and board member of the Centre for Cognitive CoachingSM. John is a former Alberta teacher, counsellor and school principal. In addition to providing Cognitive Coaching Seminars[®], he works with schools and school jurisdictions across the province and internationally to promote the development of excellent teaching practice, positive school culture, student self-esteem and change management.

Schedule Participants are required to attend all 5 seminars below.

Each session consists of Friday evening workshop (7:00–9:30 P.M.) and Saturday full day (8:30 A.M.–3:30 P.M.)

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| 2011 | October 21 (eve) and 22 | December 9 (eve) and 10 | |
| 2012 | February 3 (eve) and 4 | April 27 (eve) and 28 | May 25 (eve) and 26 |

Location: Barnett House, 11010–142 Street, Edmonton, Alberta

Cost: \$400 plus GST for ATA members; \$800 plus GST for nonmembers

Registration deadline is October 14, 2011

Registration cost includes seminar materials and meals (breakfast, lunch and refreshment breaks). Register at www.teachers.ab.ca. For more information, please e-mail jacquie.skytt@ata.ab.ca.

To find archived issues of *Leadership Update* go to www.teachers.ab.ca and click on Other Publications (under Publications), then go to School Administrators.

Feedback is welcome. Please contact Konni deGoeij, associate coordinator, administrator assistance, Member Services, at konni.degoeij@ata.ab.ca.