

**ALBERTA K–6 Teachers
Curriculum Implementation 2023**

Preliminary Report and Analysis

March 2023



**The Alberta
Teachers' Association**



The Alberta Teachers' Association

RANDOM STRATIFIED SAMPLE - K-6 TEACHERS ONLY RESEARCH STUDY CONDUCTED FEBRUARY 10 TO MARCH 6, 2023

TOTAL RESPONDENTS CURRICULUM IMPLEMENTATION N=993

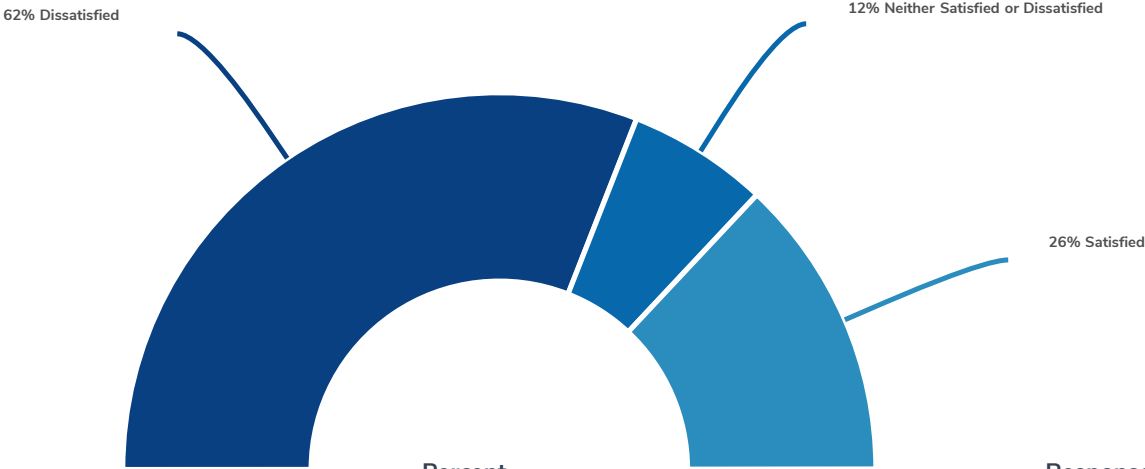
Level of Satisfaction

1. *Full Chart K-6 Teachers Only - Please identify your level of satisfaction with each of the new program of studies?

	Completely dissatisfied	Mostly dissatisfied	Somewhat dissatisfied	Neither satisfied or Dissatisfied	Somewhat satisfied	Mostly satisfied	Completely satisfied	Not applicable	Responses
K to 3 Mathematics Count Row %	160 16.2%	157 15.9%	155 15.7%	92 9.3%	121 12.2%	69 7.0%	8 0.8%	227 23.0%	989
K to 3 English Language Arts and Literature Count Row %	101 10.2%	95 9.6%	148 15.0%	121 12.3%	150 15.2%	105 10.6%	21 2.1%	245 24.8%	986
K to 6 Physical Education and Wellness Count Row %	113 11.4%	127 12.8%	199 20.1%	180 18.2%	150 15.1%	106 10.7%	14 1.4%	102 10.3%	991
Totals Total Responses									991

2. K to 3 Mathematics Teachers Only (Not Applicable Removed)

Filter: Question "K to 3 Mathematics" is one of the following answers ("Completely dissatisfied", "Mostly dissatisfied", "Somewhat dissatisfied", "Neither satisfied or Dissatisfied", "Somewhat satisfied", "Mostly satisfied", "Completely satisfied")

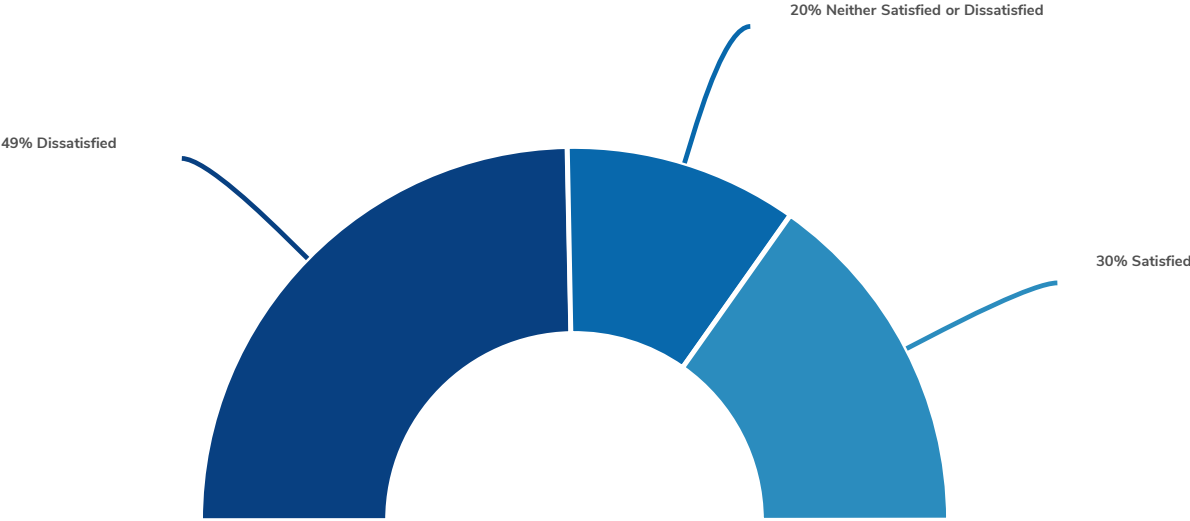


Value	Percent	Responses
Dissatisfied	61.9%	472
Neither Satisfied or Dissatisfied	12.1%	92
Satisfied	26.0%	198

Totals: 762

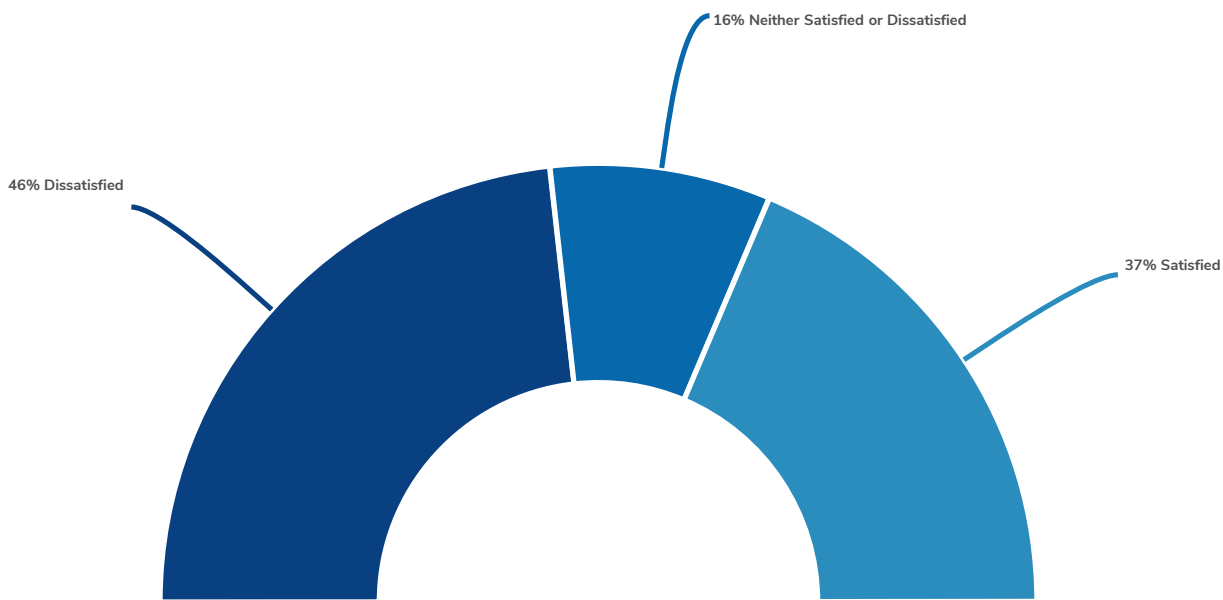
3. K to 6 Physical Education and Wellness Teachers Only (Not Applicable Removed)

Filter: Question "K to 6 Physical Education and Wellness" is one of the following answers ("Completely dissatisfied", "Mostly dissatisfied", "Somewhat dissatisfied", "Neither satisfied or Dissatisfied", "Somewhat satisfied", "Mostly satisfied", "Completely satisfied")



Value	Percent	Responses
Dissatisfied	49.4%	439
Neither Satisfied or Dissatisfied	20.2%	180
Satisfied	30.4%	270
		Totals: 889

4. K to 3 English Language Arts and Literature Teachers Only (Not Applicable Removed)



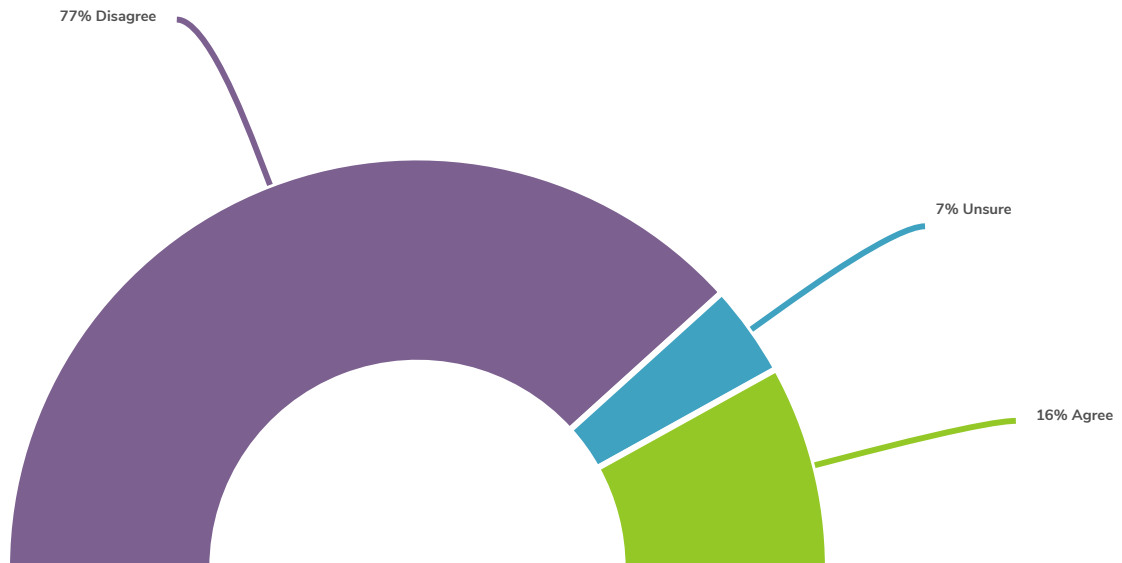
Value	Percent	Responses
Dissatisfied	46.4%	344
Neither Satisfied or Dissatisfied	16.3%	121
Satisfied	37.2%	276
		Totals: 741

Curriculum Inservicing, Resources and Supports

5. K-6 Teachers Only - Please identify your level of agreement to the following statements.

	Disagreement	Unsure	Agreement	N/A	Responses
I had the teaching and learning resources necessary to successfully implement the new K-6 curriculum by September 2022. Count Row %	675 68.0%	64 6.4%	142 14.3%	112 11.3%	993
I had the necessary curriculum inservicing and planning time required to successfully implement the new K-6 curriculum by September 2022. Count Row %	692 69.8%	54 5.4%	134 13.5%	112 11.3%	992
My school district is providing planning time and curriculum inservicing throughout the year to implement the new K-6 curriculum. Count	360 36.3%	94 9.5%	479 48.3%	58 5.9%	991
Totals Total Responses					993

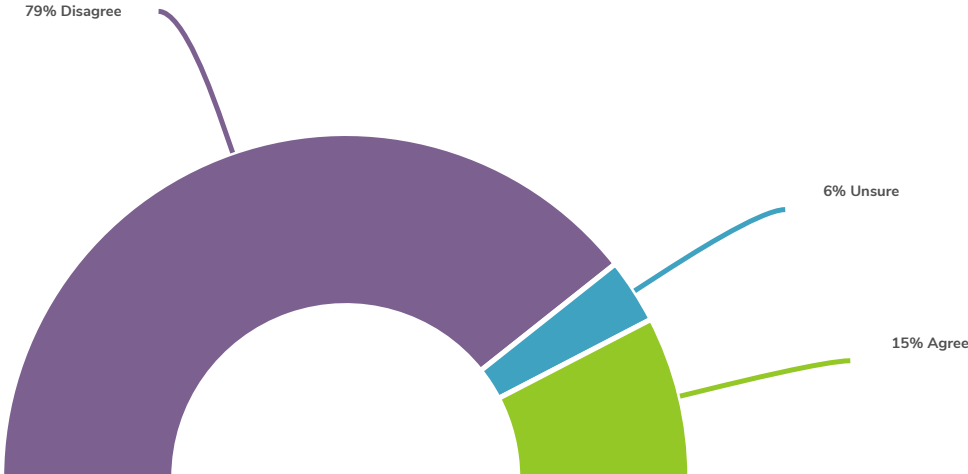
6. I had the teaching and learning resources necessary to successfully implement the new K-6 curriculum by September 2022. (Not Applicable Removed)



Value	Percent	Responses
Disagree	76.6%	675
Unsure	7.3%	64
Agree	16.1%	142

Totals: 881

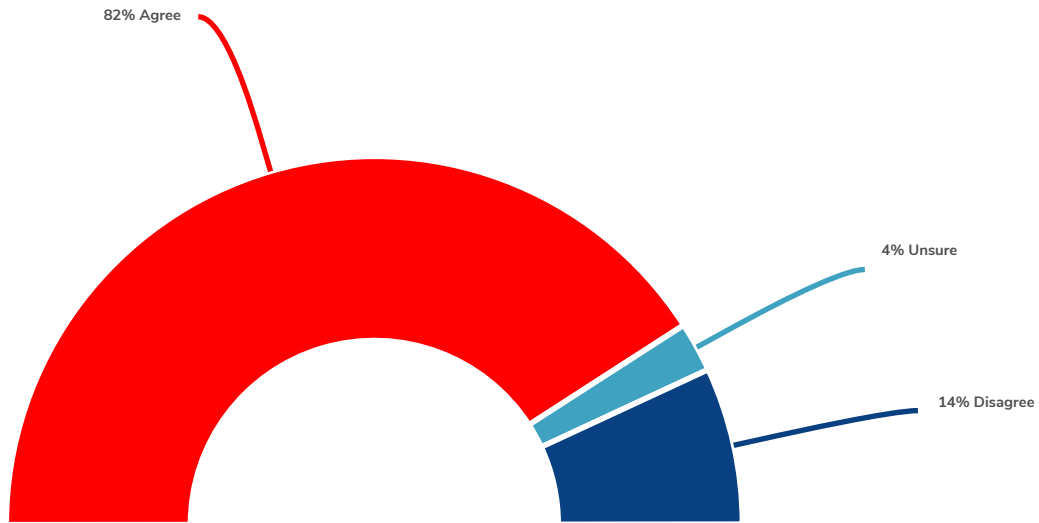
7. I had the necessary curriculum inservicing and planning time required to successfully implement the new K-6 curriculum by September 2022. (Not Applicable Removed)



Value	Percent	Responses
Disagree	78.6%	692
Unsure	6.1%	54
Agree	15.2%	134

TOTAL RESPONDENTS STUDENT GAPS AND TESTING N=1068

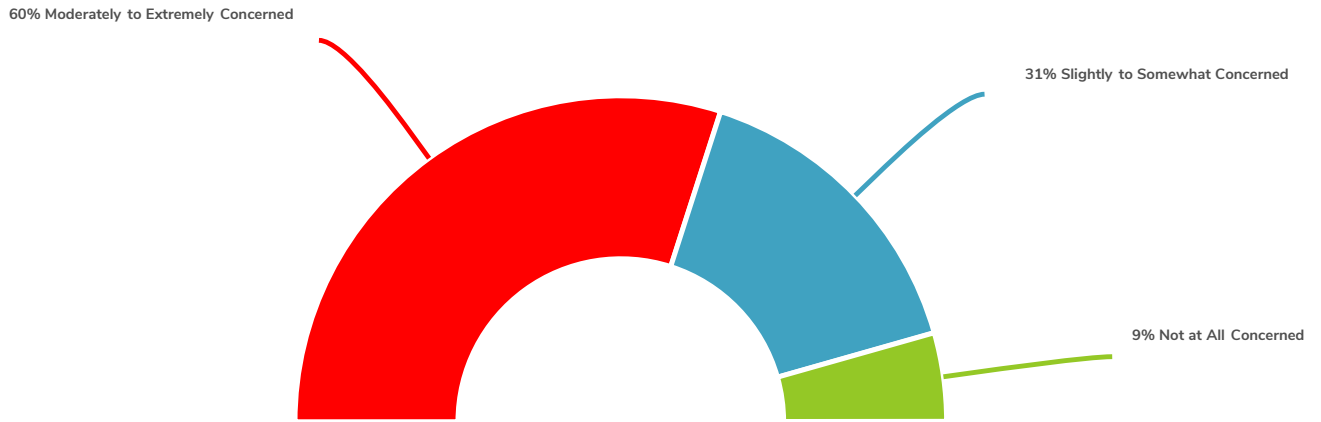
8. Many students in my classes have significant gaps in their understanding of the curriculum I am teaching.



Value	Percent	Responses
Agree	81.8%	874
Unsure	4.4%	47
Disagree	13.8%	147

Totals: 1,068

9. Level of concern with increases to standardized diagnostic assessments or testing in K-6 during the 2022/2023 school year.



Value	Percent	Responses
Moderately to Extremely Concerned	60.0%	624
Slightly to Somewhat Concerned	31.3%	325
Not at All Concerned	8.8%	91
		Totals: 1,040

10. Do you have any other perceptions, comments or questions regarding the new K-6 curriculum and/or its implementation? (Sample Comments)

ResponseID	Response
6	The lack of resources has been a burden. It is also worrying to me that other provinces and territories are not adopting the Alberta curriculum which mean fewer publishers will want to make resources. This is a major concern for French immersion because it's such a small market if it's only Alberta.
13	I would like Alberta parents to know that their children are losing out on PE time each week because the PE teachers must now teach wellness (health) during their PE blocks. Our school has gone from 4 periods of PE per week down to 3.
21	Poor timing. Bring in new curriculum with little to to prepare, no resources and students who are already struggling to catch up after Covid absences from attending school.
33	Teachers in K-3 in my school were given time and money for resources. They are boggled by the huge changes in learning outcomes in math. ie: learning #s to 100 by the end of grade 2 last year, but now in grade 3 they must know up to 100,000 by the end, instead of 1000. They don't understand why the curriculum wasn't phased in so that each subsequent year, the kids didn't end up with a massive learning gap.
65	Clearly no teachers who have set a foot in the classroom participated. It's not developmentally appropriate nor does it take into consideration, the changes two years have done to the children.
79	The new curriculum will leave HUGE gaps in students learning in Math. There are zero textbooks or resources provided to teachers.
140	There is no way I will get through the amount of curriculum I am required to teach.
150	I put in a dollar amount of what was actually spent, but the total would be far greater in terms of hours spent creating my own resources.
155	Not enough or sufficient time provided for teachers to properly implement
171	I hope that we would be given time to plan and more funding for materials.
176	Implementing 2-3 subjects at the same time is too much all at once. And, the curriculum should be phased in as students move to new grades. When implementing next year, these kids will not have the background knowledge required to be successful (math!).
183	It was too much all at once. Teachers are stressed and overwhelmed.
200	I had no time to learn the curriculum, I have not had any group work time, I teach in a special program and there is no support for me, I feel really let down.
224	I am very concerned with the process that was implemented to create this new curriculum. How fast it occurred; who was involved / not involved; and the regression in the content and learning processes outlined.
230	We need continuity in resources across the province. Boards needs to share- many hands make light work.
245	I need more time to become comfortable with Math, ELA and PEW before adding new science and social! Grade level team is VERY overwhelmed and working twice as hard to try and make next year slightly easier with preparedness of the new curriculum.
277	Reconsider the PE wellness curriculum. Keep health separate from PE. It deserves its own time in the classroom. Kids need to be moving in PE when they are there because it is so limited. Take out financial literacy! Doesn't fit in there.
308	The new curriculum, especially math, take concepts typically found in higher grades and now expect younger students to know them. Unfortunately there was no time or opportunity to teach the huge gap in previously obtain KSAs to the now necessary KSAs. This on top of huge learning gaps created by pandemic learning.

METHODOLOGY

Curriculum Implementation Research Sample Stratification Logic:

- Sample will be randomized and stratified across all school authorities. i.e. include an equal percentage of members from each school jurisdiction relative to the size of the authority.
- Active members only. No associates
- Exclude people on leave as of the date of the last member count (November of the current school year)
- Exclude people who have ever had a TMSER option of type inactive by election or Associate by election
- Person has a contract with a primary board (board is associated with a Local)
- If survey is being sent by email then person must have a home email address recorded in Alinity
- Has a Date of Birth (DOB) recorded in Alinity
- Person was recorded in the last member count. If the last member count has not been completed, then member must have a contribution for November of the current school year.
- Person is not deceased
- Exclude anyone who was part of another sample during the current school year
- Exclude anyone who has a mail preference specifying they are not to be contacted
- Exclude anyone with an ATA email address

Randomization – The Alberta Teachers' Association (the Association) draws a randomized stratified sample from an algorithm that arbitrarily pull emails out of the Association's membership database (stratification logic detailed below). The randomized pool that we survey is selected based on what is the most representative of the population dynamics for the teaching profession.

Geography is a key indicator of population density within the profession of teaching, and for the randomization the Association draws based on where the population of Alberta teachers are employed. For example, the sample will draw a representative sample randomly from an urban area at 28% , 3% from another a rural area....etc

Gender is also highly indicative of the teaching profession in Alberta and breaks down around approximately 78% female - 22% male; however, respondents may prefer not to answer or prefer to self-describe as options.

Each study contains a complete breakdown of the demographics of the respondents.

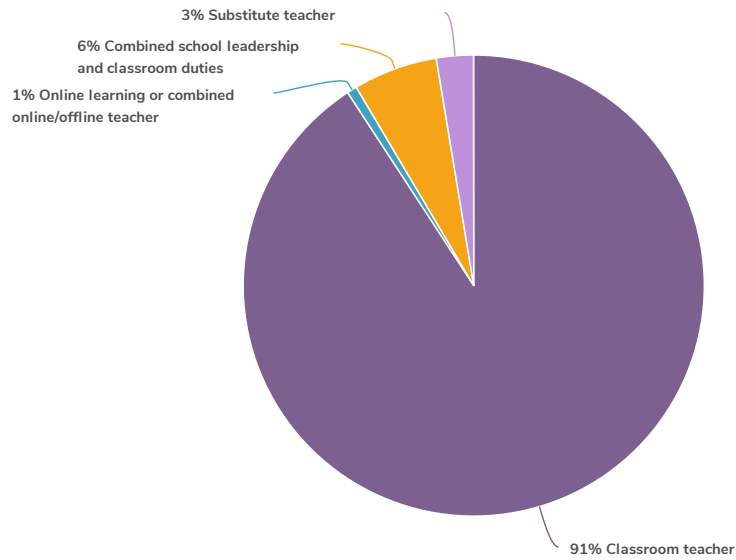
Method:

This Association research study was completed using an online survey and is voluntary -participants could withdraw at any point in time. It is activated online through our secure socket layer Alchemer platform with data held in Canada.

The randomized sample, when finally completed, usually draws over a 30% response rate from the randomized pool that was initially invited. The results traditionally provide the Association with a highly representative regional balance (along with other demographics). In the event where it does not, we adjust and weight the sample for what would be most representative of the teaching profession in the province of Alberta. This happens when the gender identity and/or geographic balance is not what we would expect from the current Alberta teacher demographics.

DEMOGRAPHICS

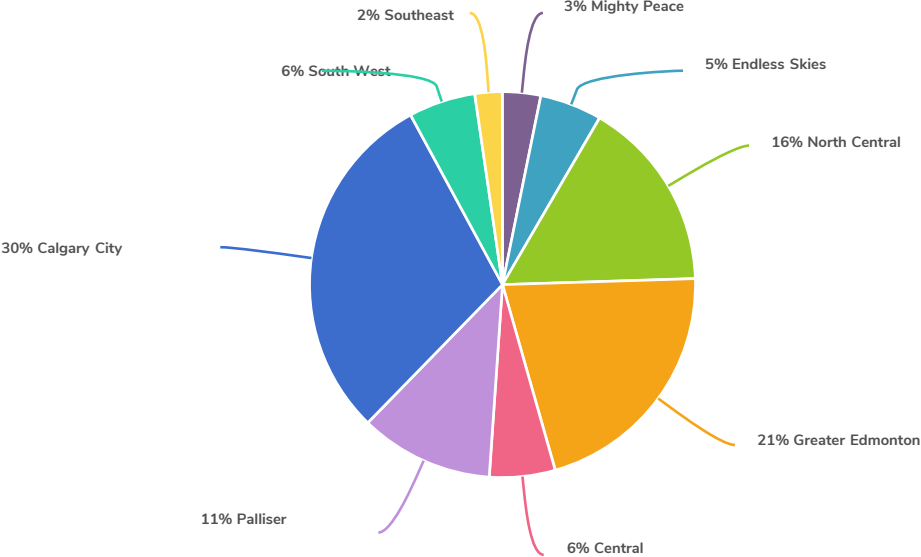
12. Your current assignment



Value	Percent	Responses
Classroom teacher	90.8%	1,032
Online learning or combined online/offline teacher	0.7%	8
Combined school leadership and classroom duties	5.9%	67
Substitute teacher	2.6%	30

Totals: 1,137

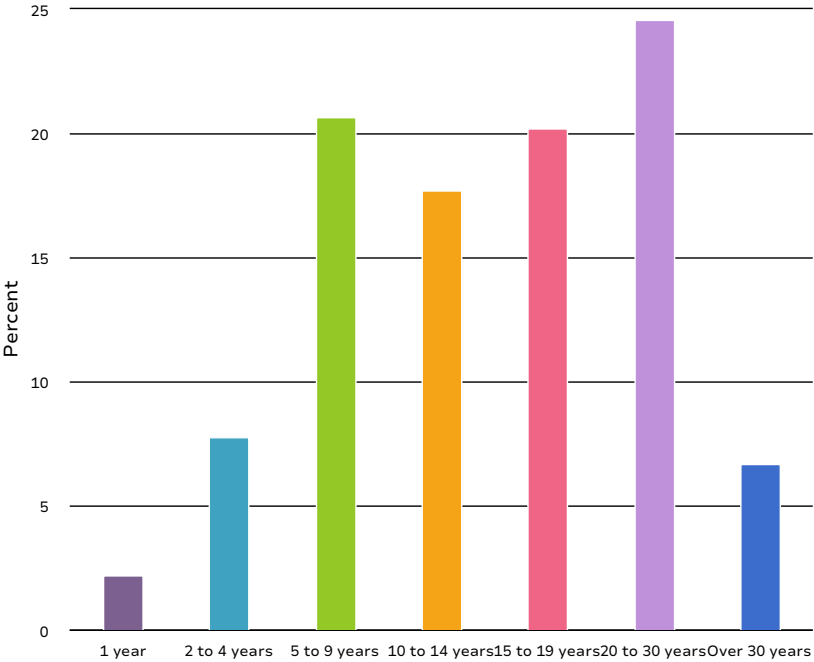
13. Teachers' convention that you attend



Value	Percent	Responses
Mighty Peace	3.2%	31
Endless Skies	5.2%	51
North Central	16.1%	157
Greater Edmonton	21.1%	206
Central	5.5%	54
Palliser	11.2%	109
Calgary City	29.8%	291
South West	5.6%	55
Southeast	2.3%	22

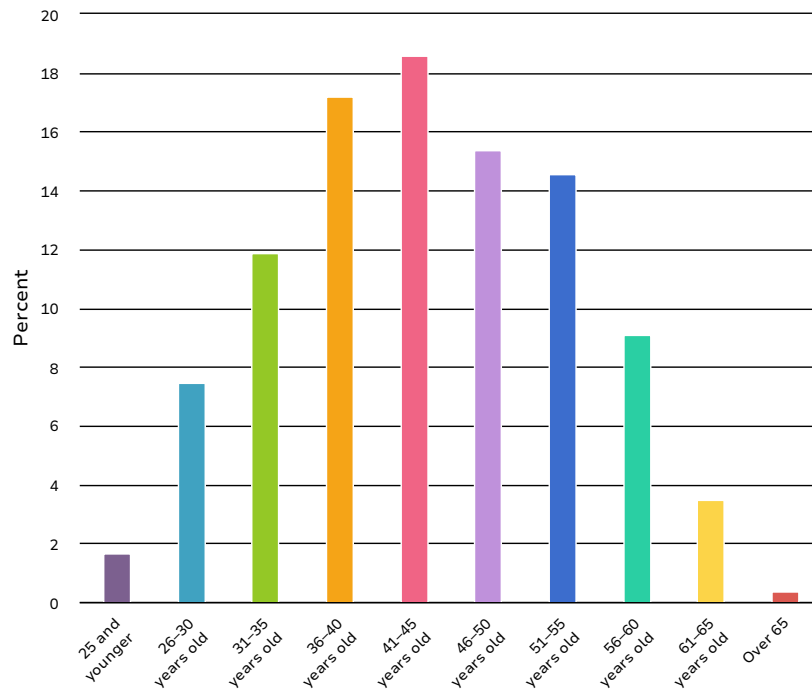
Totals: 976

14. Your teaching experience, including current year



Value	Percent	Responses
1 year	2.2%	22
2 to 4 years	7.8%	77
5 to 9 years	20.7%	203
10 to 14 years	17.7%	174
15 to 19 years	20.2%	198

15. Your age



Value	Percent	Responses
25 and younger	1.7%	17
26-30 years old	7.5%	73
31-35 years old	11.9%	116
36-40 years old	17.2%	168
41-45 years old	18.6%	181
46-50 years old	15.4%	150
51-55 years old	14.6%	142
56-60 years old	9.1%	89
61-65 years old	3.5%	34
Over 65	0.4%	4

Totals: 974



The Alberta Teachers' Association

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Further information about the Association's research is available from Dr Philip McRae at the Alberta Teachers' Association; email research@ata.ab.ca.