

2025

Resolutions Bulletin

March 11, 2025



The Alberta Teachers' Association

Resolutions Bulletin

March 11, 2025

This copy of resolutions and their explanatory statements is being mailed to all members of the Association in accordance with policy 1.3.1.4. These are the resolutions submitted in the 2024 calendar year by local associations and by Provincial Executive Council for the agenda of the 2025 Annual Representative Assembly, to be held at the JW Marriott, Edmonton, 2025 05 17–19.

Resolutions have been categorized to indicate those arising from the six-year review of policy, those received from local associations and those submitted by Provincial Executive Council (dealing with new policy, amendments to policy, new programs included in the proposed budget and the fee resolutions). The numbering is as follows:

Category 1—Resolutions Arising from the Six-Year Review of Policy (1-1/25 to 1-197/25)

Category 2—Local Resolutions (2-1/25 to 2-39/25)

Category 3—Provincial Executive Council Resolutions (3-1/25 to 3-16/25)

Category 4—Assembly Resolutions (resolutions approved by the Assembly as emergent)

Resolutions being submitted by 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 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.

Policy 1.3.1.5 provides that Provincial Executive 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 Provincial Executive Council, as the case may be. Resolutions that have financial implications of more than \$10,000 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 terms *delete*, *transfer to nonactive policy* and *transfer to 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 resolution to 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 active policy.
3. A resolution to transfer to policy achieved indicates that the Association has substantially achieved the policy.

[Note: The Association maintains a record of all transferred policies.]

Resolutions Arising from the Six-Year Review of Policy

1-1/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.1.0.1 be reaffirmed.

Note—Education should be inclusive, providing opportunities for every child to thrive academically, socially and emotionally. Recognizing and nurturing the unique strengths and talents of each student are essential for fostering a supportive and equitable learning environment.

2.1.0.1 All children in a public education system have the right to an education that will develop their individual potentials.
[1963, 2019]

1-2/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.1.0.2 be reaffirmed.

Note—Providing opportunities for students to develop critical thinking skills, empathy and civic engagement prepares them to navigate and contribute to the complexities of the world around them, fostering a society built on informed citizenship and mutual respect.

2.1.0.2 Basic to education are learning experiences that help students to become knowledgeable, self-directed, responsible individuals who are able to form healthy social relationships and become engaged, contributing members of a complex, changing democratic society.
[1971, 2019]

1-3/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.1.0.3 be reaffirmed.

Note—This comprehensive approach to education empowers individuals to fulfill their personal and professional aspirations while also promoting social responsibility and civic engagement, ultimately benefiting both the individual and the broader community.

2.1.0.3 The mission of public education is to
1. develop the potential and gifts of each child;
2. instill an enthusiasm for learning that equips students to function effectively in work and life and to pursue further learning; and
3. prepare students to become active, contributing citizens in a democratic society.
[1998, 2019]

1-4/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.1.0.4 be reaffirmed.

Note—The integration of cognitive, social, emotional and physical well-being into the curriculum is essential for providing a holistic education that addresses the diverse needs of students, promoting their overall development and preparing them for success in various aspects of life.

2.1.0.4 The domains of an integrated curriculum should foster the cognitive, social, emotional and physical well-being of students.
[1971, 2019]

1-5/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.1.0.5 be amended to read—

“The content, activities and resources associated with each subject in the program of studies and all curriculum should be tailored to the developmental level and learning needs of students so that they attain a deeper understanding of each subject and of the connections between them as they progress from grade to grade.”

Note—The term *program of studies* is not being used by the government for Grade 6 and below, so adding *curriculum* will expand this policy to encompass K–12.

Tailoring the content, activities and resources of each subject in the program of studies to the developmental level and learning needs of students is essential for fostering deeper understanding and promoting interdisciplinary connections. This approach supports students’ academic growth and engagement, facilitating a more meaningful and coherent educational experience as they progress through grades.

2.1.0.5 The content, activities and resources associated with each subject in the program of studies **and all curriculum** should be tailored to the developmental level and learning needs of students so that[, as they progress from grade to grade;] they attain a deeper understanding of each subject and of the connections between [subjects] **them as they progress from grade to grade**.
[1967, 2019]

1-6/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.1.0.6 be amended to read—

“The Government of Alberta, school authorities and teachers are jointly responsible for creating the teaching and learning conditions and selecting the

learning resources that are required to meet student needs and the requirements outlined in the Ministerial Order on Student Learning (005/2024).”

Note—The *Goals and Standards Applicable to the Provision of Basic Education in Alberta* was ministerial order 004/98, which was repealed in 2013 when ministerial order 001/2013 was signed by then minister of education Jeff Johnson. The Ministerial Order on Student Learning, first signed in 2020, outlines the vision, foundations and outcomes for student learning from kindergarten through Grade 12.

2.1.0.6 The Government of Alberta, school authorities and teachers are jointly responsible for creating the teaching and learning conditions and selecting the learning resources that are required to meet student needs and [achieve] the [Goals and Standards Applicable to the Provision of Basic Education in Alberta] **requirements outlined in the Ministerial Order on Student Learning (005/2024)**.
[1978, 2019]

1-7/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.1.0.7 be reaffirmed.

Note—The Association wants to remain actively involved in the development of new curriculum. Teachers are the experts in this area and need to be included in substantive ways during curriculum development.

2.1.0.7 The curriculum should be developed in ongoing and structured consultation with the Association and other education partners.
[1994, 2019]

1-8/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.1.0.8 be amended to read—

“Teachers should have the primary role in developing the program of studies and curriculum.”

Note—Teachers possess invaluable expertise and first-hand knowledge regarding student learning processes, optimal pacing of content delivery and age-appropriate instructional approaches. Their insights necessitate their substantive contribution to the development of any curriculum or program of studies.

The term *program of studies* is not being used by the government for Grade 6 and below, so adding *curriculum* will expand this policy to encompass K–12.

2.1.0.8 Teachers should have the [major voice] **primary role** in developing the program of studies **and curriculum**. [1963, 2019]

1-9/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.1.0.9 be reaffirmed.

Note—The Association wants to remain actively involved in the development of new curriculum. Teachers are the experts in this area and need to be at the table during curriculum development.

2.1.0.9 The Government of Alberta should actively engage the Association and teachers in curriculum development as they are both subject-matter and pedagogical experts in curriculum matters. [2020, 2021]

1-10/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.1.0.10 be reaffirmed.

Note—The Association needs to remain actively involved in the development of new curriculum. Teachers are the experts in this area and need to be the predominant voice in such matters.

2.1.0.10 Teachers representing the Association should constitute a majority of the members on all Government of Alberta committees dealing with programs of study and curriculum. [1993, 2019]

1-11/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.1.0.11 be reaffirmed.

Note—It is important that students and teachers see themselves in the curriculum being taught and that all perspectives are considered when developing curriculum.

2.1.0.11 The Government of Alberta must ensure that those advising on curriculum include Alberta K–12 classroom teachers who are representative and supportive of the diverse communities in Alberta. [2020, 2021]

1-12/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.1 be amended to read—

“The Government of Alberta should create a professional working group, collaboratively led by the Association and the government, to coordinate all curriculum-development initiatives.”

Note—The term *cochaired* is not strong enough in this policy. For this work to move forward in a meaningful manner, teachers need to be *coleaders* in the work. This terminology change is meant to emphasize the relationship teachers want to have with the government when embarking on this important work.

2.2.1.1 The Government of Alberta should create a professional working group, [cochaired] **collaboratively led** by the Association and the government, to coordinate all curriculum-development initiatives. [2013, 2019]

1-13/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.2 be amended to read—

“The Government of Alberta should develop, publish and adhere to an educationally sound schedule of curriculum development and evergreening.”

Note—Attempting to change all curriculum at the same time is an untenable task. Teachers need time to properly implement new curricula, and creating a well-thought-out schedule would ensure time and predictability. It is important to emphasize educational soundness within this policy because changing large amounts of curriculum in the same year across multiple grade levels is not only disrespectful to the work teachers do, but also inappropriate for student learning.

2.2.1.2 The Government of Alberta should develop, **publish** and adhere to [α] **an educationally sound** schedule [to ensure that curricula are reviewed and updated regularly] **of curriculum development and evergreening**. [2016, 2019]

1-14/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.3 be amended to read—

“The Government of Alberta should develop a plan for collaborative curriculum renewal that is based on the following principles:

1. Curriculum is about what students need to learn.
2. Curriculum is not about how a particular curriculum outcome should be taught.
3. Curriculum belongs to, and must be understood and supported by, Albertans.
4. Teachers should play the lead role in designing programs of study.
5. Although business has a legitimate contribution to make to the curriculum, the curriculum should address much more than short-term economic objectives.
6. A broad cross-section of civil society, including labour, arts, cultural, academic and Indigenous groups and additional diverse communities, should have an opportunity to provide input into the curriculum.
7. The curriculum should be sufficiently flexible to allow room for inclusion, local innovation and adaptation.
8. Technology is a tool that can support instruction.
9. The curriculum cannot be implemented unless teachers receive adequate support.
10. Teachers are responsible for helping students to master the curriculum, and the Government of Alberta and school authorities are responsible for supporting teachers in their efforts to do so.”

Note—Collaborative curriculum renewal based on these principles ensures that the curriculum is student-centred, teacher-led, inclusive and adaptable to local needs. Involving a diverse range of stakeholders, including teachers, civil society and Indigenous groups, enhances the relevance and richness of the curriculum, promoting a well-rounded education that goes beyond short-term economic goals.

2.2.1.3 The Government of Alberta should develop a plan for collaborative curriculum renewal that is based on the following principles:

1. Curriculum is about what students need to learn.
2. Curriculum is not about how a particular curriculum outcome should be taught.
3. Curriculum belongs to, and must be understood and supported by, Albertans.
4. Teachers should play the lead role in designing programs of study.
5. Although business has a legitimate contribution to make to the curriculum, the curriculum should address much more than short-term economic objectives.
6. A broad cross-section of civil society, including labour, arts, cultural, academic [ethnic] and Indigenous groups **and additional diverse communities**, should have an opportunity to provide input into the curriculum.
7. The curriculum should be sufficiently flexible to allow room for inclusion, local innovation and adaptation.
8. Technology is a tool that can support instruction.
9. The curriculum cannot be implemented unless teachers receive adequate support.
10. Teachers are responsible for helping students to master the curriculum, and the Government of Alberta and school authorities are responsible for supporting teachers in their efforts to do so. [2015, 2019]

1-15/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.4 be amended to read—

“The Government of Alberta should employ certificated teachers with expertise in curriculum design to supervise the development and implementation of programs of study and new curriculum.”

Note—Employing certificated teachers with expertise in curriculum design to supervise the development and implementation of programs of study ensures that the curriculum reflects best practices in teaching and learning. This approach leverages the professional knowledge and experience of educators to create high-quality and effective educational materials.

The term *program of studies* is not being used by the government for Grade 6 and below, so adding *curriculum* will expand this policy to encompass K–12.

2.2.1.4 The Government of Alberta should employ certificated teachers with expertise in curriculum design to supervise the development and implementation of programs of study **and new curriculum**. [1971, 2019]

1-16/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.5 be reaffirmed.

Note—To get the best results from field testing, teacher participation should be voluntary rather than prescriptive. This approach fosters a collaborative and enthusiastic environment for curriculum development while maintaining

high standards of quality and effectiveness in educational materials.

2.2.1.5 In fulfilling their responsibilities under section 196(2) of the Education Act, school authorities should select only teachers who willingly volunteer to develop and field-test new curricula and teaching and learning resources. [2003, 2019]

1-17/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.6 be amended to read—

“Teachers should have an integral role at both the provincial and school authority level in designing, developing, reviewing, selecting and piloting educational technologies and resources, and should be adequately compensated, in terms of time and money, for doing so.”

Note—Teachers are the experts in this area. Their expertise needs to be trusted and valued.

2.2.1.6 Teachers should have [the final say] **an integral role** at both the provincial and school authority level in designing, developing, reviewing, selecting and piloting educational technologies and resources, and should be adequately compensated, in terms of time and money, for doing so. [1981, 2019]

1-18/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.7 be amended to read—

“In developing and implementing a new program of studies or curriculum, the Government of Alberta should follow these steps:

1. Undertake a needs assessment.
2. Formulate a statement of goals and learner outcomes.
3. Produce a draft program of studies or curriculum.
4. Undertake a pilot project to evaluate the draft program of studies or curriculum, the teaching and learning resources, and the impact of the program on teacher workload.
5. Plan, fund, implement and evaluate inservice for teachers required to teach the new program of studies or curriculum.
6. Ensure that the approved program of studies or curriculum and necessary resources are available at least one school year before the date of implementation.
7. Provide school authorities with funds to purchase approved teaching and learning resources and acquire additional facilities that may be required.
8. Allow one year of optional implementation.
9. Ensure that it is fully funded.
10. Evaluate the new program of studies or curriculum on an ongoing basis.
11. Revise the program of studies or curriculum as needed.”

Note—These steps promote thorough planning, effective implementation and continuous improvement in the curriculum, ultimately benefiting students and educators alike.

The term *program of studies* is not being used by the government for Grade 6 and below, so adding *curriculum* will expand this policy to encompass K–12.

2.2.1.7 In developing and implementing a new program of studies **or curriculum**, the Government of Alberta should follow these steps:

1. Undertake a needs assessment.
2. Formulate a statement of goals and learner outcomes.
3. Produce a draft program of studies **or curriculum**.
4. Undertake a pilot project to evaluate the draft program of studies **or curriculum**, the teaching and learning resources, and the impact of the program on teacher workload.
5. Plan, fund, implement and evaluate inservice for teachers required to teach the new program of studies **or curriculum**.
6. Ensure that the approved program of studies **or curriculum** and necessary resources are available at least one school year before the date of implementation.
7. Provide school authorities with funds to purchase approved teaching and learning resources and acquire additional facilities that may be required.
8. Allow one year of optional implementation.
9. Ensure that it is fully funded.
10. Evaluate the new program of studies **or curriculum** on an ongoing basis.
11. Revise the program of studies **or curriculum** as needed. [1967, 2019]

1-19/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.8 be amended to read—

“The Government of Alberta is responsible for providing ongoing funding and support for educational programs that it authorizes.”

Note—When educational programs are authorized or introduced, it is important for the government to provide ongoing support rather than to expect teachers or boards to take on this additional task.

The addition of the term *funding* to this policy makes explicit what is already implied. Any additional financial supports for authorized programs should come from the government without the expectation that they be absorbed by school divisions or individual schools.

2.2.1.8 *The Government of Alberta is responsible for providing ongoing **funding and** support for educational programs that it authorizes.*
[1984, 2019]

1-20/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.9 be amended to read—

“While providing specific resources to achieve the objectives of the curriculum or program of studies, the Government of Alberta should not restrict the right of teachers to select their own resources.”

Note—No two classrooms are the same. Teachers need to have the freedom to select the resources that meet the needs of their students and ensure that such resources respect the diversity found within their classrooms.

The term *program of studies* is not being used by the government for Grade 6 and below, so adding *curriculum* will expand this policy to encompass K–12.

2.2.1.9 *While providing specific resources to achieve the objectives of the **curriculum or** program of studies, the Government of Alberta should not restrict the right of teachers to select their own resources.*
[1984, 2019]

1-21/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.10 be amended to read—

“Local autonomy and local participation should be a major consideration in the design and development of the program of studies or curriculum.”

Note—Involving local stakeholders such as educators, administrators, parents and community members ensures that the curriculum reflects the unique needs, values and contexts of each community. This approach promotes ownership, relevance and effectiveness in the educational experience, enhancing student engagement and success.

The term *program of studies* is not being used by the government for Grade 6 and below, so adding *curriculum* will expand this policy to encompass K–12.

2.2.1.10 *Local autonomy and local participation should be a major consideration in the design and development of the program of studies **or** curriculum.*
[1967, 2019]

1-22/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.11 be reaffirmed.

Note—Encouraging and funding local curriculum projects can promote innovation, diversity and responsiveness to the unique needs of different communities. This approach empowers educators to tailor educational experiences to the specific context and requirements of their students, fostering a more engaging and relevant learning environment.

2.2.1.11 *The Government of Alberta should encourage the development of, and provide funds for, local curriculum projects.*
[1981, 2019]

1-23/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.12 be reaffirmed.

Note—Scheduling such work during the school day emphasizes the professional nature of this work and its importance. It should not be completed during evenings, weekends or holidays; rather, educators should have the necessary time to engage in meaningful collaboration, reflection and refinement of instructional practices, ultimately enhancing the quality of education delivered to students.

2.2.1.12 *Teachers require adequate time during the school day and sustained resources to perform their role in curriculum development and implementation.*
[1976, 2019]

1-24/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.13 be amended to read—

“School authorities that have developed local documents and tools, similar to individualized program plans, Success in School frameworks or individual support plan tools, should reduce teachers’ instructional time to provide teachers with sufficient noninstructional time to effectively develop, implement and monitor such documents and tools.”

Note—The amendments seek to bring the policy in line with the terminology currently used by Alberta Education.

With classroom size and complexity increasing, teachers are creating more and more individual learning documents. To create these properly takes considerable time and effort. Teachers should have noninstructional time to complete such tasks and monitor student progress.

2.2.1.13 *School authorities that have developed local documents and tools, similar to [individual] **individualized** program plans, Success in School [plans] **frameworks** or [Inclusive Education Planning Tools] **individual support plan tools**, should reduce teachers’ instructional time in order to provide teachers with sufficient noninstructional time to effectively develop, implement and monitor such documents and tools.*
[2012, 2019]

1-25/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.14 be amended to read—

“The Association opposes the censorship of locally or provincially approved teaching and learning resources except those that would discriminate against a person or class of persons protected under provincial and federal legislation.”

Note—Opposing censorship of approved teaching and learning resources is crucial for promoting academic freedom, diverse perspectives and critical thinking in education. Allowing a variety of perspectives to be presented in the classroom enhances the learning experience and helps students develop the skills needed for informed and open-minded citizenship.

2.2.1.14 *The Association opposes the censorship of locally or provincially approved teaching and learning resources **except those that would discriminate against a person or class of persons protected under provincial and federal legislation.***
[1992, 2019]

1-26/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.15 be reaffirmed.

Note—Educational goals and priorities may change over time. A review allows the government to align the fine arts program with broader educational objectives, ensuring that it contributes to the development of well-rounded individuals with a diverse skill set, including artistic expression.

2.2.1.15 *The Government of Alberta should review and update the program of studies for the fine arts program, including the components of music, art, drama and dance.*
[1998, 2019]

1-27/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.16 be transferred to nonactive policy.

Note—The government no longer funds education on the basis of credit enrolment units. Grants for students enrolled in work experience and special projects are no longer provided, as school authorities receive block funding. It is still important to keep our beliefs on record.

2.2.1.16 *The Government of Alberta should restore to a level equivalent to the full credit enrolment unit rate, the grant that it provides to school authorities for students enrolled in work experience and special projects.*
[2013, 2019]

1-28/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.17 be reaffirmed.

Note—Examining the nature of programs and the number of students being served enables the government to allocate

resources more effectively. It ensures that schools have the necessary funding to maintain and enhance the quality of education, taking into account the size and diversity of student populations.

Schools in different regions may require different levels of flexibility and innovation to meet local needs. A funding review can identify opportunities for schools to innovate in their programming, adapting to the unique circumstances of each community and fostering a more responsive education system.

2.2.1.17 *The Government of Alberta should review how it funds senior high school programming to ensure that the funding provided takes into account the nature of the programs being offered, the number of students being served and the diverse needs of schools in different parts of the province.*
[2017, 2019]

1-29/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.18 be reaffirmed.

Note—This proactive approach allows educators to familiarize themselves with the updated curriculum, receive necessary training and prepare instructional materials effectively. Adequate support prior to implementation facilitates smoother transitions and increases the likelihood of successful outcomes for both teachers and students.

2.2.1.18 *The Government of Alberta and school authorities should provide time, inservice and resources for new curriculum before implementation.*
[2019, 2020]

1-30/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.19 be reaffirmed.

Note—When the government rolls out a new curriculum, it needs to ensure that teachers have the tools to properly deliver it. Given the geographic reach of the province, an online repository would ensure that all teachers have access to teaching and learning resources.

2.2.1.19 *The Government of Alberta should operate a central repository of online teaching and learning resources to support curriculum implementation and instruction.*
[2019, 2021]

1-31/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.20 be reaffirmed.

Note—Off-campus education programs serve a diverse student population and require sustainable funding to meet students’ needs. Without these programs, many students would not be able to complete high school.

2.2.1.20 *The Government of Alberta should provide targeted funding for off-campus education programs.*
[2021, 2022]

1-32/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.21 be reaffirmed.

Note—Teachers’ first-hand experience and expertise provide invaluable insights into the practical implications and effectiveness of curriculum changes, leading to more relevant, engaging and effective educational experiences for students. Collaborating closely with teachers in the review process fosters a sense of ownership and investment in the curriculum, ultimately benefiting the entire education system.

2.2.1.21 *The Government of Alberta should respect the subject-area knowledge and pedagogical expertise of Alberta’s active classroom teachers and ensure that they have, through their profession, a primary role in the curriculum review process.*
[2021, 2022]

1-33/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.1.22 be deleted.

Note—The Online Reference Centre came to an end on 2021 06 30. Policy should point to the new LearnAlberta.ca resource, which is replacing the reference centre.

2.2.1.22 *The Government of Alberta should reverse its decision to discontinue funding for the Online Reference Centre.*
[2021, 2022]

1-34/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.1 be amended to read—

“Teachers should foster in students an ability to write and speak clearly and effectively.”

Note—These are core competencies that teachers promote at all grade levels. Developing strong communication skills is essential for academic success, effective expression of ideas and future professional endeavours. Clear and effective communication is a fundamental aspect of education that supports students in various aspects of their lives.

2.2.2.1 *Teachers should foster in students an ability to write and speak clearly and [correctly] effectively.* [1981, 2019]

1-35/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.2 be amended to read—

“The Government of Alberta should review and revise high school social science courses.”

Note—Reviewing and revising high school social science courses is essential to ensure that the curriculum remains relevant, engaging and aligned with current educational goals and societal needs. This ongoing process supports the delivery of high-quality education to students in Alberta.

2.2.2.2 *The Government of Alberta should [complete the review and revision of] review and revise high school social science courses.* [2011, 2019]

1-36/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.3 be amended to read—

“The Government of Alberta should ensure that the Alberta Social Studies Program of Studies and curriculum maintain a balance between Canadian studies and international studies.”

Note—This balanced approach equips students with the knowledge and skills needed to engage critically and empathetically with both local and global issues, preparing them to become informed and responsible citizens in an interconnected world.

The term *program of studies* is not being used by the government for Grade 6 and below, so adding *curriculum* will expand this policy to encompass K–12.

2.2.2.3 *The Government of Alberta should ensure that the Alberta Social Studies Program of Studies and curriculum [maintains] maintain a balance between Canadian studies and international studies.* [1981, 2019]

1-37/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.4 be reaffirmed.

Note—A democratic society provides citizens with the knowledge, skills and attitudes that allow them to contribute fully to that society. It is important that students understand the role that the labour movement has played in the past and is playing today. Students need to know how they can contribute to the building of a democratic society through participation in these organizations and institutions. The present social studies curriculum does not adequately deal with labour in any dimension.

2.2.2.4 *The Government of Alberta should ensure that topics of labour history, the contributions of labour to society and workplace rights are incorporated into programs of study and curricula as they are revised.* [1999, 2019]

1-38/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.5 be reaffirmed.

Note—Students need to understand the impact of their environmental footprint and manners in which their actions affect the global community.

2.2.2.5 *Global and environmental education should be part of the Alberta curriculum.* [1988, 2019]

1-39/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.6 be reaffirmed.

Note—While this is achieved in Grades K–9, physical education in Grades 10–12 could provide much needed physical and psychological benefits, an appreciation for lifelong activity, leadership and communication skills, improved attention and concentration, and an antidote for stress and depression.

2.2.2.6 *A compulsory health and daily physical education program should exist for students from K–12.* [1975, 2019]

1-40/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.7 be reaffirmed.

Note—Complementary courses offer students an opportunity to learn and challenge themselves in manners that are distinctly different from those of core courses.

2.2.2.7 *Schools should offer a balance of core courses and complementary courses, the latter to be chosen from, among others, the practical arts, the fine and performing arts, and languages other than English.* [1988, 2019]

1-41/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.8 be amended to read—

“The Government of Alberta should revise the Physical Education and Wellness curriculum, the Health and Life Skills program of study and the Career and Life Management program of study at all grade levels to include learning outcomes and age-appropriate resources to address the concepts of sexual consent, sexual harassment and sexual exploitation.”

Note—The resolution is amended to contain the current name for what was the health curriculum.

Given that these are contentious issues in any wellness curriculum, it is essential that the learning outcomes centred on sexual consent, harassment and exploitation be protected from curriculum redesign because they serve the purpose of informing students about their bodies, bridging trust with adult caregivers, and setting respectful boundaries in real time and in the digital world.

Including age-appropriate resources ensures that students receive relevant information at each stage of their development, contributing to a comprehensive and effective approach to sexual education.

2.2.2.8 *The Government of Alberta should revise the Physical Education and Wellness curriculum, the Health and Life Skills program of study and the Career and Life Management [Programs of Study] program of study at all grade levels to include learning outcomes and age-appropriate resources to address the concepts of sexual consent, sexual harassment and sexual exploitation.* [2012, 2019]

1-42/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.9 be reaffirmed.

Note—Funding programs and services to enhance understanding of sexual consent, sexual exploitation, sexual assault and sexual harassment is crucial for the well-being and safety of young people. Adequate financial support ensures the implementation of effective educational initiatives, which contribute to creating a culture of respect and awareness around these important issues.

2.2.2.9 *The Government of Alberta should fund existing and new programs and services to help young people better understand the concepts of sexual consent, sexual exploitation, sexual assault and sexual harassment.* [2012, 2019]

1-43/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.10 be reaffirmed.

Note—Teaching strategies in Knowledge and Employability courses often require significantly more hands-on learning opportunities and a different pace than those in “mainstream” courses. Students with exceptional learning needs require the most enabling learning environment to succeed. As such, when Knowledge and Employability courses are being taught in an inclusive environment, teachers should have additional supports and resources to ensure equitable opportunities for inclusive learners.

2.2.2.10 *School authorities should ensure that Knowledge and Employability courses are delivered either*
1. *separately rather than in combination with other courses or*
2. *in an inclusive learning environment in which appropriate supports are available.* [2015, 2019]

1-44/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.11 be reaffirmed.

Note—Technology is evolving at a rapid pace and becoming more prevalent in classrooms, schools and communities. There is greater access to information from which people construct knowledge and their understanding of the world. Schooling must develop wisdom concerning the appropriate

and ethical use of this knowledge to achieve a positive future.

2.2.2.11 *The curriculum at all levels should help students develop a critical awareness of the role that the media and digital technology play in a democratic society.* [1999, 2019]

1-45/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.12 be reaffirmed.

Note—Classrooms are increasingly complex, and as new curriculum is being implemented, resources that take into consideration the wide range of learners in the classroom need to be developed. Failure to do this on the government’s part will result in the development of such resources becoming the responsibility of teachers.

2.2.2.12 *The Government of Alberta should ensure that its curriculum documents and learning resources take into account the full range of students’ learning needs.* [2015, 2019]

1-46/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.13 be amended to read—

“The Association supports the inclusion of curriculum that explicitly addresses issues relating to anthropogenic climate change in a manner that is science based and subject and age appropriate.”

Note—The Association and the teachers it represents recognize that a balanced approach to climate change education should be included in curriculum for all grades. Within the curriculum, teachers understand that the appropriate response to this challenge is a controversial matter and that public discourse on the issue will reflect a variety of opinions.

2.2.2.13 *The Association supports the inclusion of curriculum that explicitly addresses issues relating to anthropogenic climate change in a manner that is science based and subject and age appropriate.* [2020, 2021]

1-47/25 (Long-Term Policy)
Provincial Executive

Be it resolved that policy 2.2.2.14 be reaffirmed.

Note—The Association understands that many people have deeply held concerns about global climate change and want to give expression to those concerns.

2.2.2.14 *The Association supports the inclusion of curriculum that allows embedded opportunities to address issues relating to anthropogenic climate change, giving students an opportunity to express their views.* [2020, 2021]

1-48/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.15 be amended to read—

“The Government of Alberta should ensure that curriculum redesign includes specific outcomes on antiracism teaching and learning related to the historical and contemporary realities of Black, Indigenous and People of Colour in relation to land and peoples within local, provincial and national contexts.”

Note—Antiracism teaching within the history of Canada is more inclusive of the experiences of different equity-deserving groups.

2.2.2.15 *The Government of Alberta should ensure that curriculum redesign includes specific outcomes [related to antiracism teaching and the histories of Black, Indigenous and People of Colour] on antiracism teaching and learning related to historical and contemporary realities of Black, Indigenous and People of Colour in relation to land and peoples within local, provincial and national contexts.* [2020, 2021]

1-49/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.16 be reaffirmed.

Note—Many books on this list contain depictions of people and groups that we now recognize are problematic and harmful. Because the list is a static document, there is no opportunity to remove texts, make teachers aware of the issues contained in them or add new ones. This list is no longer relevant or helpful for teachers, has the potential to cause harm and should be entirely replaced.

2.2.2.16 *The Government of Alberta should replace the English Language Arts Authorized Novels and Nonfiction Annotated List with a guide to text selection that reflects*

diversity, promotes equity and honours teachers' professional autonomy. [2021, 2022]

1-50/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.2.17 be amended to read—

“The Government of Alberta should ensure that kindergarten to Grade 12 curricula include specific age-appropriate learning outcomes that address concepts related to gender expression, gender identity, sexual orientation, 2SLGBTQIA+ perspectives and historical events, including relevant Alberta legal cases.”

Note—Having age-appropriate learning outcomes is essential to ensuring that safe and caring learning environments are established. All students need to feel valued and welcomed. This can only happen if all students see themselves in the teaching and learning that is happening in the classroom.

2.2.2.17 The Government of Alberta should ensure that kindergarten to Grade 12 curricula include specific age-appropriate learning outcomes that address concepts related to gender expression, gender identity, sexual orientation, [LGBTQ2S+] 2SLGBTQIA+ perspectives and historical events, including relevant Alberta legal cases. [2021, 2022]

1-51/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.3.1 be reaffirmed.

Note—The direct interaction between teachers and students is a fundamental aspect of the learning experience, irrespective of the mode of instruction. This interaction fosters engagement, personalized support and a dynamic exchange of ideas, significantly contributing to effective teaching and student success. With the rise of online learning, this is even more important today than in 2019.

2.2.3.1 The direct interaction between teacher and student is the most important aspect of the learning experience, regardless of the mode of instruction. [1974, 2019]

1-52/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.3.2 be reaffirmed.

Note—Encouraging students to take increasing responsibility for their educational development promotes self-directed learning, critical thinking and a sense of ownership over one's education. This approach helps students develop essential skills for lifelong learning and empowers them to actively engage in their educational journey.

2.2.3.2 Teachers should encourage students to accept an increasing share of responsibility for their own educational development. [1985, 2019]

1-53/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.4.1 be deleted.

Note—The high school base instructional grant now applies to all high schools. This policy is no longer valid because the initiative no longer exists.

2.2.4.1 The Government of Alberta should adequately fund schools participating in its Moving Forward with High School Redesign initiative. [2017, 2019]

1-54/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.4.2 be reaffirmed.

Note—The Association continues to be the lead expert organization in education. As the representative of teachers, it should be meaningfully consulted prior to any implementation of programs that aim to transform Alberta's education system.

2.2.4.2 The Government of Alberta should continue to consult the Association and other education partners on, and to fund, the implementation of evidenced-based strategies for transforming Alberta's education system. [2011, 2019]

1-55/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.4.3 be transferred to nonactive policy.

Note—The Alberta Initiative for School Improvement no longer exists; however, the value that it brought to Alberta teachers is significant.

2.2.4.3 The Government of Alberta should immediately fund and, in cooperation with the education partners, implement a new program of school improvement based on the principles embodied in Cycle 1 of the Alberta Initiative for School Improvement Program. [2013, 2019]

1-56/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.5.1 be reaffirmed.

Note—By acting on behalf of all school authorities in negotiating with and remitting payments to reprographic collectives, the Government of Alberta can streamline processes, ensure consistency and potentially secure more favorable terms for educational materials. This centralized approach may enhance efficiency and resource management across the education system.

2.2.5.1 The Government of Alberta should act on behalf of all Alberta school authorities in negotiating with and remitting payments to reprographic collectives. [1988, 2019]

1-57/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.5.2 be reaffirmed.

Note—The *Copyright Act* currently states that any materials developed by an employee in the course of their employment that are specifically created for use in their work for their employer are owned by that employer. However, employees have the right to negotiate terms with their employers that differ from those stipulated in section 13 of the *Copyright Act*.

Teachers are continually building resources for their students and their classrooms. Typically, such creation is done during unassigned time or during evenings, weekends or holidays. Original work developed by a teacher outside of regular school hours should be the property of the teacher, who should have the right to earn compensation and recognition of authorship for these materials.

2.2.5.2 The Government of Canada should take the position that teachers own and have the right to copyright textbooks, research papers, multimedia and other resources that they have personally created. [2010, 2019]

1-58/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.6.1 be reaffirmed.

Note—A standard age requirement of six years by the beginning of the school year aligns with common educational practices for Grade 1 entrance. This approach ensures that students enter Grade 1 at an appropriate developmental stage and facilitates a consistent and age-appropriate educational experience.

2.2.6.1 The Government of Alberta should apply a standard across the province where children must be six years of age by the end of December to enter Grade 1. [1979, 2019]

1-59/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.7.1 be reaffirmed.

Note—Awarding credits toward a high school diploma for the successful completion of courses or activities supervised by certificated teachers helps maintain educational standards and ensures that students receive quality instruction and assessment. This approach supports the integrity of the diploma and contributes to a high-quality education for students.

2.2.7.1 Credits toward a high school diploma should be awarded only for the successful completion of courses or activities that were supervised by certificated teachers. [1967, 2019]

1-60/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.7.2 be reaffirmed.

Note—Maintaining successful completion of a course in Career and Life Management as a requirement for high school graduation is important. This course equips students with essential life skills, fostering their preparedness for the challenges and decisions they will face after graduation. It contributes to their overall development and readiness for the transition to postsecondary education, work and other life pursuits.

2.2.7.2 The Government of Alberta should maintain successful completion of a course in Career and Life Management as a requirement for high school graduation. [1998, 2019]

1-61/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.7.3 be reaffirmed.

Note—Quality social science programs are an important component of a well-rounded education, which enables students to broaden their knowledge, acquire transferable skills and develop values and attitudes essential to living in a global society. Because of this, students should have the opportunity to take social science courses as option courses that fulfill graduation requirements. There is no demonstrable reason for these courses to be excluded from this section.

2.2.7.3 The Government of Alberta should revise its Alberta High School Diploma Graduation Requirements by expanding the “Ten Credits in Any Combination” category to include high school social sciences elective courses. [2011, 2019]

1-62/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.7.4 be reaffirmed.

Note—This provides students the ability to personalize their studies in a way that better meets their learning and career goals.

2.2.7.4 The Government of Alberta should remove the current five-credit options (excluding the option of a 30-level Registered Apprenticeship Program course) for the Alberta Certificate of High School Achievement and replace them with the following:

1. 30-level Knowledge and Employability occupational course
 2. Advanced level (3000 series) in Career and Technology Studies courses
 3. 30-level locally developed course with an occupational focus
 4. 30-level Knowledge and Employability Workplace Practicum course
 5. 30-level Work Experience course
 6. 30-level Green Certificate course
 7. Special Projects 30
- [2019, 2020]

1-63/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.7.5 be amended to read—

“The successful completion of a Grade 12-level course in social studies should remain as a requirement for high school graduation.”

Note—Social studies courses provide students with essential knowledge and critical thinking skills, which are valuable for understanding the world around them, engaging as informed citizens and participating effectively in society. Across Canada, we are seeing a move away from these values of informed decision making in favor of post-truth attitudes. Currently, populist attitudes not only in Canada but also around the world seek to limit student exposure to controversial issues, which is essential to becoming informed citizens. Students in Alberta should be required to take a 30-level social studies course for graduation to enable them to have educated opinions as engaged citizens.

2.2.7.5 [The Government of Alberta should maintain] **The successful completion of a Grade 12-level course in social studies should remain as a requirement for high school graduation.** [2019, 2020]

1-64/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.8.1 be reaffirmed.

Note—While it is important for students to gain a comprehensive understanding of future career opportunities and workplace requirements, a continued focus on educational development is essential for any transition to be successful. Students need to acquire basic skills and human relations skills to meet future educational challenges and social expectations.

2.2.8.1 Schools, businesses, the Government of Alberta and other education partners share a responsibility for ensuring that students make a smooth transition from school to work. [1996, 2019]

1-65/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.8.2 be reaffirmed.

Note—While awareness of career opportunities is important, successful school-to-work transitions rely significantly on academic mastery, personal wellness and collaborative skills. A well-rounded education that emphasizes both academic content and essential life skills better prepares

students for the evolving demands of the workforce and fosters a holistic approach to their overall development.

2.2.8.2 *Although students need to be aware of career opportunities and workplace requirements, their ability to make successful school-to-work transitions in a changing world depends much more on their mastery of academic content and their ability to achieve personal wellness and to collaborate with others.*
[1994, 2019]

1-66/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.8.3 be reaffirmed.

Note—Offering stand-alone postsecondary courses to high school students as part of their regular school program should only be done under the supervision of a certificated member of the bargaining unit. This ensures that students receive quality education and appropriate guidance, maintaining the integrity and standards of postsecondary coursework within the high school setting.

2.2.8.3 *Stand-alone postsecondary courses should not be offered to high school students as part of their regular school program unless the courses are supervised by a certificated member of the bargaining unit.*
[1993, 2019]

1-67/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.8.4 be transferred to policy achieved.

Note—The University of Alberta, the University of Calgary and the University of Lethbridge have all changed most entry requirements to accept Mathematics 30-2 for fields of study that are not mathematics intensive.

2.2.8.4 *Postsecondary institutions should accept Mathematics 30-1 and Mathematics 30-2 as entry courses for students other than those entering a mathematics-intensive field of study.*
[1998, 2019]

1-68/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.8.5 be reaffirmed.

Note—The current value of the Rutherford Scholarships (\$2,500) is closer to 25 per cent of one year's tuition fee (\$9,500–\$12,500 as articulated on the government's website). Such a discrepancy will inevitably result in many students incurring substantial student debt.

2.2.8.5 *The Government of Alberta should ensure that the monetary value of Rutherford Scholarships is 50 per cent of the average tuition fee for an undergraduate student in Alberta.*
[2000, 2019]

1-69/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.8.6 be reaffirmed.

Note—Limiting the recruitment of high school students by postsecondary institutions to events specifically designed for this purpose helps maintain a focused and informed approach to postsecondary planning. This approach ensures that students have access to relevant information and guidance during dedicated events, promoting a more thoughtful and deliberate decision-making process regarding their academic and career paths.

2.2.8.6 *Postsecondary institutions should not be allowed to recruit high school students except at events specifically designed for this purpose.*
[2002, 2019]

1-70/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.9.1 be reaffirmed.

Note—Joint responsibility among schools, school authorities and the Government of Alberta for establishing, maintaining and evaluating school libraries/learning commons is essential. This collaborative effort ensures that students have access to well-equipped spaces and up-to-date resources, fostering a conducive learning environment and supporting their academic development.

2.2.9.1 *Schools, school authorities and the Government of Alberta are jointly responsible for establishing, maintaining and evaluating school libraries/learning commons.*
[1973, 2019]

1-71/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.9.2 be reaffirmed.

Note—Librarians in school libraries and learning commons should have received specific instruction in children's

literature, reading instruction, child psychology and the techniques of teaching children.

2.2.9.2 *The Government of Alberta should provide school authorities with sufficient funding to ensure that every school in Alberta has a learning commons or a library that is staffed by at least one qualified teacher-librarian and the clerical and technical personnel required.*
[1973, 2019]

1-72/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.9.3 be reaffirmed.

Note—Teachers are also accessing regional libraries when planning for instruction and providing it to students.

2.2.9.3 *The Government of Alberta should fund school-related library and research services provided by regional library systems, local libraries and external agencies.*
[1986, 2019]

1-73/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.9.4 be reaffirmed.

Note—Teacher-librarians perform very necessary functions in providing library services to schools. Adequate time and resources must be provided for them to perform their role.

2.2.9.4 *Teacher-librarians require adequate time and resources to perform their role of providing library services that support classroom instruction at all levels.*
[1998, 2019]

1-74/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.10.1 be reaffirmed.

Note—Having certificated counsellors and health professionals in Alberta schools addressing human sexuality and social health issues is vital for promoting the well-being of students, fostering healthy relationships, preventing issues, and creating an inclusive and supportive learning environment.

2.2.10.1 *Certificated counsellors and/or health professionals should be available to provide students with accurate information, support and advice on human sexuality and social health issues.*
[1983, 2019]

1-75/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.10.2 be reaffirmed.

Note—Not only can teacher-counsellors provide individual support for students, but they also have the pedagogy training to work with full classes. Alberta students would be much better served by their provision of both universal programming and individual supports.

2.2.10.2 *The Government of Alberta should provide sufficient funding to school authorities to enable them to hire at least one formally trained, full-time teacher-counsellor for every 250 students.*
[1982, 2019]

1-76/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.10.3 be reaffirmed.

Note—Updating the school counselling resource guide is essential to ensure that counselling programs in Alberta schools remain relevant, effective and responsive to the evolving needs of students and the changing landscape of education.

2.2.10.3 *The Government of Alberta should update the school counselling resource From Position to Program: Building a Comprehensive School Guidance and Counselling Program; Planning and Resource Guide, published in 1995.*
[2015, 2019]

1-77/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.1 be reaffirmed.

Note—The delivery of integrated health services in schools by the Government of Alberta is crucial for promoting the overall well-being of students. Accessible health services contribute to a healthy and supportive learning environment, addressing the diverse health needs of students and enhancing their ability to succeed academically and socially.

2.2.11.1 *The Government of Alberta should deliver integrated health services in schools for students.*
[2009, 2019]

1-78/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.2 be reaffirmed.

Note—Teachers are not health care professionals, yet both teachers and educational assistants are often asked to provide medical support to students with chronic medical conditions. These students often require medical intervention provided by health care professionals. Community health care professionals have an important role to play in providing the level of support these students deserve if we are to become a truly inclusive system.

2.2.11.2 *The Government of Alberta should provide adequate support for medically fragile students, including the services of qualified health care professionals.*
[2015, 2019]

1-79/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.3 be reaffirmed.

Note—Many areas offer mental health supports for students only by virtual or phone-based resources, if at all. Access to a real person with whom a relationship can be developed is important.

2.2.11.3 *The Government of Alberta should fully fund mental health support services for students in schools, including timely, on-site access to accredited mental health professionals.*
[2017, 2022]

1-80/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.4 be reaffirmed.

Note—Existing students in Alberta are adversely affected by natural disasters. We also receive students from other areas who are fleeing such circumstances. It is important that schools be prepared to support these students in coping with the trauma they are experiencing.

2.2.11.4 *The Government of Alberta should provide school authorities with immediate and ongoing funding to provide school-based mental health programs to help students cope with the trauma resulting from a natural disaster.*
[2016, 2019]

1-81/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.5 be reaffirmed.

Note—Providing sufficient funding for integrated health education services, allowing an enhanced role for community health nurses, and addressing the needs of students and staff in school health programs ensure a comprehensive and effective approach to promoting well-being within the educational environment so that learning can occur. Adequate financial support is crucial for the successful implementation of these initiatives, ultimately benefiting the health and success of both students and school staff.

2.2.11.5 *The Government of Alberta should provide sufficient funding to ensure that*
1. *professionals providing health education and related services can find a way of integrating their efforts,*
2. *community health nurses play an enhanced role in school health education programs, and*
3. *health services available in schools address the needs of students and staff.*
[1985, 2019]

1-82/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.6 be reaffirmed.

Note—Ensuring that competent health care personnel are available to administer medical services during school hours and related activities is essential for the safety and well-being of students. Having qualified professionals on hand enables a prompt and effective response to any health-related needs, contributing to a secure and supportive learning environment.

2.2.11.6 *Competent health care personnel should be available to administer medical services that students require during school hours or while participating in school-related activities.*
[1988, 2019]

1-83/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.7 be reaffirmed.

Note—Teachers are not health care professionals, yet they are often faced with supporting students with significant psychiatric needs. The number of intake beds for children is limited, and schools need to be able to refer students for timely professional medical support when needed.

2.2.11.7 *The Government of Alberta should expand psychiatric care facilities and increase mental health services for students requiring psychiatric care or assessment.*
[1982, 2019]

1-84/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.8 be reaffirmed.

Note—Providing case-by-case alternative instruction for students whose physical condition or behaviour poses a health risk to others, as determined by a medical health professional, is a reasonable and responsible measure. This approach ensures the safety and well-being of all students while addressing the unique needs of those requiring alternative arrangements.

2.2.11.8 *School authorities should arrange alternative instruction, on a case-by-case basis, for students whose physical condition or behaviour, in the opinion of a medical health professional, poses a health risk to other students. [1988, 2019]*

1-85/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.9 be reaffirmed.

Note—Timely, transparent and multilevel communication needs to happen to make sure that children are getting the support they need and that teachers and schools have the information they need to support children properly.

2.2.11.9 *The Government of Alberta should communicate promptly with schools about the medical needs of at-risk students in their care and about the measures that the various government departments involved have undertaken to support those students. [2018, 2019]*

1-86/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.10 be amended to read—

“The Government of Alberta should require all K–12 students who attend schools that receive public funds to be vaccinated to the recommended public health standard, except those presenting valid medical exemptions.”

Note—This amendment will align this policy more closely with policy 2.2.11.12.

2.2.11.12 *The Government of Alberta should require all staff, except those presenting valid medical exemptions, who work in publicly funded K–12 schools and district sites that receive public funds to be vaccinated. [2019, 2020]*

2.2.11.10 *The Government of Alberta should require all K–12 students [~~without exception~~] who attend schools that receive public funds to be vaccinated to the recommended public health standard, except those presenting valid medical exemptions. [2018, 2019]*

1-87/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.11 be amended to read—

“The Government of Alberta should provide on-site, voluntary vaccinations at no cost to all teachers, school staff and students.”

Note—The Government of Alberta should recognize that vaccines are the best defence against illness. It would be in the best interests of public education and the government to provide on-site vaccinations to teachers, staff and students. This would allow vaccines to reach as many people as possible, thus preventing illness-related loss of time in the classroom.

2.2.11.11 *The Government of Alberta should provide on-site, voluntary [~~influenza~~] vaccinations at no cost to all teachers, school staff and students. [2018, 2019]*

1-88/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.12 be amended to read—

“The Government of Alberta should require all staff, except those presenting valid medical exemptions, who work in publicly funded K–12 schools and district sites that receive public funds to be vaccinated to the recommended public health standard.”

Note—It is well documented that outbreaks of preventable diseases are occurring at higher rates across the province. Therefore, we should advocate for the adults working with students to be doing all they can to protect against them.

2.2.11.12 *The Government of Alberta should require all staff, except those presenting valid medical exemptions, who work in publicly funded K–12 schools and district sites that*

receive public funds to be vaccinated to the recommended public health standard. [2019, 2020]

1-89/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.13 be reaffirmed.

Note—In some areas of our province, parents of children experiencing a mental health crisis are being forced to wait until the next morning before an assessment can occur.

2.2.11.13 *The Government of Alberta should ensure that 24-hour, emergency mental health services for children are available across the province. [2019, 2020]*

1-90/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.11.14 be reaffirmed.

Note—If students are to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of themselves and others, school jurisdictions must be sufficiently funded with full-time equivalent professionals to facilitate those choices and behaviours.

2.2.11.14 *The Government of Alberta should provide targeted funding to school authorities for programs and staff dedicated to providing wellness supports for students. [2021, 2022]*

1-91/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.12.1 be reaffirmed.

Note—Providing transportation grants ensures that all students, regardless of their geographical location or financial situation, have equal access to educational opportunities. This helps in promoting inclusivity and reducing disparities in education.

Transportation grants not only support curricular activities but can also extend to extracurricular pursuits. This support encourages students to get involved in clubs, sports and other enrichment programs, contributing to their personal development and overall well-being.

2.2.12.1 *Provincial transportation grants should cover the cost of transporting students so that they can participate in curricular activities. [1979, 2019]*

1-92/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.12.2 be reaffirmed.

Note—Long hours spent on buses can lead to physical and mental fatigue for students. It can impact their overall well-being, contributing to stress, exhaustion, and a decrease in their ability to engage effectively in academic and extracurricular activities.

Establishing age-appropriate limits on the time students spend on buses is an integrated approach that addresses various aspects of student well-being, safety and educational success. It reflects a commitment to providing a quality education that is conducive to the overall development of students in Alberta.

2.2.12.2 *The Government of Alberta should set age-appropriate limits on the amount of time that students can reasonably spend on buses getting to and from school. [2012, 2019]*

1-93/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.13.1 be reaffirmed.

Note—Proper nutrition is imperative for student growth and learning. Schools should prioritize healthy food for the betterment of all students.

2.2.13.1 *In-school food service facilities should ensure that the food they provide is wholesome and nutritious. [1977, 2019]*

1-94/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.13.2 be amended to read—

“The Government of Alberta should fund community-based agencies so that they can offer school breakfast and lunch programs for all students in need.”

Note—All students need to be given the opportunity to learn without having to worry about where their next meal will come from.

2.2.13.2 *The Government of Alberta should fund community-based agencies so that they can offer school breakfast and lunch programs for all students in need. [2016, 2019]*

1-95/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.14.1 be reaffirmed.

Note—Schools should provide information to parents about their family life and human sexuality education curriculum. This transparency fosters communication between schools and parents, allowing for collaboration and ensuring that parents are well-informed about the content and approach of the curriculum. It supports a shared understanding with parents and their involvement in the educational experiences of their children.

2.2.14.1 *Schools should provide information about their family life and human sexuality education curriculum to parents. [1983, 2019]*

1-96/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.2.15.1 be reaffirmed.

Note—Many students who require additional years of high school have faced many barriers on their journey toward high school completion and require additional time and supports. The COVID-19 pandemic has exacerbated the issue.

2.2.15.1 *The Government of Alberta should amend section 3(1)(a) of the Education Act to extend right of access for students from younger than 19 years of age to younger than 21 years of age and provide full funding for students who are guaranteed right of access. [2022, 2023]*

1-97/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 2.3.1.1 be reaffirmed.

Note—While teachers support providing appropriate instruction about human sexuality within the curriculum, entirely ignoring parental preferences and denying parents the ability to undertake this instruction themselves (rather than through the school) intrudes on the parent/child relationship. It also fails to respect the deeply held moral and religious beliefs of those who regard this issue as a matter of conscience. Refusing parents the ability to recuse their children from human sexuality instruction alienates these parents and may ultimately lead them to abandon public education, resulting in their children being denied the advantages of being schooled in an environment that is respectful of diverse beliefs.

2.3.1.1 *The Association affirms and respects the right of individual parents to exclude their children from participation in instructional activities relating to human sexuality. [2019, 2020]*

1-98/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.1.0.1 be reaffirmed.

Note—Assessment is a dynamic and integral part of the learning cycle, providing valuable information that supports the continuous improvement of educational practices and outcomes.

3.1.0.1 *The primary purpose of assessing student learning is to facilitate the teaching/learning process. [1979, 2019]*

1-99/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.1.0.2 be reaffirmed.

Note—Collaboration between the Government of Alberta and the Association is crucial for developing effective, fair and meaningful student assessment practices.

3.1.0.2 *The Government of Alberta should communicate and collaborate with the Association in all stages of the student assessment process. [1993, 2019]*

1-100/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.1.0.3 be reaffirmed.

Note—Including a majority of teachers representing the Association on government committees dealing with student assessment ensures that decisions are grounded in the expertise and experiences of those directly involved in teaching. This approach promotes policies that are more likely to be effective, equitable and well received by Alberta teachers.

3.1.0.3 *Teachers representing the Association should constitute a majority of the members on all Government of Alberta committees dealing with student assessment. [1993, 2019]*

1-101/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.1.0.4 be reaffirmed.

Note—It would be inconsistent with Association policy to support any initiative that would draw support to any form of achievement or diploma exam and, in doing so, enhance its status.

Further, given the present composition of achievement examinations, this practice would reward teachers teaching in “have” areas and penalize those teaching in “have-not” areas.

3.1.0.4 Teachers should not accept rewards based on the performance of their students.
[2001, 2019]

1-102/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.1 be reaffirmed.

Note—The principles emphasize the importance of fairness and equity in student assessment. Consistency with these principles ensures that external assessment instruments are designed and implemented in a way that promotes equal opportunities for all students, regardless of their background or circumstances.

3.2.1.1 External assessment instruments should exhibit these characteristics:

1. Be fair, just and equitable
2. Engage students
3. Instill in students the confidence that they can learn and succeed
4. Provide the teacher with information to make informed instructional decisions
5. Be consistent with the Principles for Fair Student Assessment Practices for Education in Canada [1979, 2019]

1-103/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.2 be reaffirmed.

Note—Involving members selected by the Association in decision making about student assessment and evaluation ensures that policies are steeped in practical experience, informed perspectives and a deep understanding of educational practices. This collaborative approach is likely to lead to more effective, well-received assessments that are based on the Alberta program of studies.

3.2.1.2 In making decisions about student assessment and evaluation, the Government of Alberta should

1. base all policy decisions on structured, ongoing consultation with the Association and other education partners;
2. undertake research on an ongoing basis to guide and improve policy;
3. consult with teachers selected by the Association on the design, technical aspects, administration and scheduling of all examinations;
4. ensure that active members of the Association develop all examinations; and
5. ensure that all examinations are based on the Alberta program of studies.
[2003, 2019]

1-104/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.3 be reaffirmed.

Note—Linking test results to educational funding can create a high-stakes environment, where schools may be pressured to prioritize test preparation over a more comprehensive and well-rounded education. Using test results for comparisons can lead to unfair assessments and rankings and does not accurately reflect the diverse needs and contexts of students, which may cause them harm. Additionally, this narrows the outcomes of education.

3.2.1.3 Standardized tests, including provincial achievement tests and international assessments, are unacceptable if

1. the test results are used to determine educational funding;
2. the test results are used to compare students, teachers, programs, schools, communities, school authorities or provinces;
3. the test results constitute the sole criterion for determining in what grade or program students should be placed, whether they have completed a course or whether they should be promoted;
4. the tests do not match the developmental level of students;
5. the tests do not match the language proficiency of students;
6. the tests compromise the mental health of students;
7. the test results are used to evaluate teachers or to determine their compensation or employment status;
8. the curriculum is narrowed to focus only on content covered in the test;
9. the tests and the time spent preparing for them cut into instructional time; or

10. the tests contravene the Principles for Fair Student Assessment Practices for Education in Canada.
[2001, 2019]

1-105/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.4 be reaffirmed.

Note—Teachers are best positioned to judge learning and determine the most appropriate methods of assessment for each student. Funnelling every student through a standardized assessment and testing regime does not serve students well—it simply serves the system. This is contrary to the ideals of inclusion and assessment for teaching and learning.

3.2.1.4 The Government of Alberta, in developing curriculum and constructing assessment instruments, should recognize that students can demonstrate their learning in many ways.
[2015, 2019]

1-106/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.5 be reaffirmed.

Note—Provincial assessments need to include multiple ways for students to demonstrate their knowledge and understanding of the concepts on which they are being evaluated. Teacher knowledge, experience and professional judgment are essential variables in ensuring highly reliable student evaluations.

3.2.1.5 The Government of Alberta should ensure that its student-assessment requirements do not create barriers for students when they attempt to access postsecondary education or enter the workforce.
[2015, 2019]

1-107/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.6 be amended to read—

“Students must be taught the curriculum or program of studies on which they will be tested.”

Note—Ensuring alignment between what is taught in the classroom and what is assessed in examinations promotes fairness, transparency and accountability in the education system. This approach supports students’ ability to demonstrate their knowledge and skills effectively and fosters confidence in the assessment process.

The term *program of studies* is now used only for Grades 7–12.

3.2.1.6 Students must be taught the **curriculum or** program of studies on which they will be tested.
[2001, 2019]

1-108/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.7 be amended to read—

“The Government of Alberta should ensure that provincial assessments cover only curriculum content and outcomes for which a program of studies and required learning resources have been available for at least one school year prior to full implementation.”

Note—To ensure fairness and equity, students, teachers and schools must have sufficient time to become familiar with the new curriculum content and resources. Therefore, curriculum content and resources should be available to teachers prior to full implementation of a new program of studies.

3.2.1.7 The Government of Alberta should ensure that provincial assessments cover only curriculum content and outcomes for which a program of studies and required learning resources have been available for at least one school year **prior to full implementation**.
[1991, 2019]

1-109/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.8 be reaffirmed.

Note—Collaboration between school authorities, principals and teachers is essential for developing effective and equitable policies on reporting student progress. This collaborative approach brings together a range of perspectives, expertise and experiences, leading to policies that are well informed, practical and supportive of best practice.

3.2.1.8 School authorities and principals should work in partnership with teachers when developing jurisdiction and school policy on reporting student progress and the appeal process.
[1979, 2019]

1-110/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.9 be reaffirmed.

Note—Public access to diploma examinations promotes transparency and fosters accountability in the education system. It allows students, parents, educators and the public to understand the content, format and expectations of the assessments.

3.2.1.9 The Government of Alberta should make all diploma examinations and provincial achievement tests public once they have been administered.
[2003, 2019]

1-111/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.10 be reaffirmed.

Note—Access to test-preparation programs from private vendors may not be equitable for all students. Students with financial constraints may not have equal access to these resources, potentially exacerbating educational inequalities. Teachers’ promotion and use of such programs can weaken equitable access to public education and undermine trust in the profession.

3.2.1.10 Teachers should not promote and use test-preparation programs sold by private, for-profit vendors.
[2011, 2019]

1-112/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.11 be reaffirmed.

Note—Addressing and eliminating gender, cultural and other biases in tests is crucial for promoting fairness, equity and accuracy in educational assessments. It contributes to creating an inclusive and supportive learning environment for all students, regardless of their background.

3.2.1.11 The Government of Alberta should analyze the results of achievement tests and diploma examinations to determine whether such factors as the gender or cultural background of students influences results and, if it does, revise the tests to eliminate that bias.
[1991, 2019]

1-113/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.12 be reaffirmed.

Note—Access to sample student responses helps teachers understand the expectations of the provincial testing program. It constitutes a valuable professional development resource, allowing educators to enhance their understanding of assessment criteria and standards.

3.2.1.12 The Government of Alberta should make available to teachers more sample student responses to performance tasks that are part of the provincial testing program.
[2018, 2019]

1-114/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.13 be amended to read—

“The Government of Alberta should require school authorities to report annually on

1. the kinds of mandatory standardized tests that they are administering to students,
2. the number of such tests each student is required to take,
3. the total amount of time needed to administer the tests,
4. the total cost involved in administering the tests and
5. the percentage of students involved in the testing.”

Note—Requiring school authorities to report annually on the types of mandatory standardized tests administered, the number of tests per student, the time required for testing, the percentage of students involved in the testing and the associated costs promotes transparency and fosters accountability in the use of standardized assessments.

3.2.1.13 The Government of Alberta should require school authorities to report annually on

1. the kinds of mandatory standardized tests that they are administering to students,
2. the number of such tests each student is required to take,
3. the total amount of time needed to administer the tests **[and]**,
4. the total cost involved in administering the tests **and**
5. **the percentage of students involved in the testing**.
[2018, 2019]

1-115/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.1.14 be amended to read—

“The Government of Alberta should not implement any high-stakes or developmentally inappropriate testing programs for students in Division I.”

Note—Avoiding high-stakes or developmentally inappropriate testing programs for students in Division I can help create a more holistic and supportive learning environment. High-stakes testing can have unintended consequences, and focusing on alternative methods of assessment may better capture students’ overall progress and abilities.

3.2.1.14 *The Government of Alberta should not implement any high-stakes **or developmentally inappropriate** testing programs for students in Division I. [2020, 2021]*

1-116/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.2.1 be reaffirmed.

Note—High-stakes testing may not be developmentally appropriate for young learners as it may place undue stress on them and fail to accurately assess their abilities.

3.2.2.1 *The Government of Alberta should provide teachers with the time and resources they need to assess student learning effectively. [1979, 2019]*

1-117/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.2.2 be amended to read—

“The teachers providing instruction should have the primary responsibility for assessing and evaluating student learning, which is the best way to determine student progress.”

Note—Teachers who are providing instruction are in the best position to provide immediate feedback to students. Assessment and evaluation allow for timely identification of learning gaps and misconceptions, enabling teachers to address issues promptly and guide students toward understanding.

3.2.2.2 *The teachers providing instruction should have the primary responsibility for [~~regularly and continually~~] assessing and evaluating student learning, which is the best way to determine student progress. [1963, 2019]*

1-118/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.2.3 be amended to read—

“Teachers should not be compelled to mark provincial achievement tests.”

Note—Teachers, as advocates for best practices in education, should not be compelled to mark provincial achievement tests; the standardized testing process does not align with research-based or pedagogically sound assessment practices.

3.2.2.3 *Teachers should [~~refrain from marking~~] **not be compelled to mark** provincial achievement tests [~~unless they receive a lawful order from their school authority to do so~~]. [2002, 2019]*

1-119/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.2.4 be reaffirmed.

Note—The voluntary nature of participation aligns with principles of professional autonomy and the value placed on educators’ willingness to act in these capacities.

3.2.2.4 *In fulfilling their responsibilities under section 196(2) of the Education Act, school authorities should select only teachers who willingly volunteer to develop, field-test and mark provincial achievement tests and diploma examinations. [2003, 2019]*

1-120/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.2.5 be amended to read—

“School authorities should not require teachers, with the exception of principals and assistant principals, to edit and proofread report cards written by other teachers.”

Note—Teacher peer editing and proofreading of report cards can be a valuable collaborative practice. This should be permitted at teachers’ discretion but not required.

3.2.2.5 *School authorities should not [~~allow~~] **require** teachers, with the exception of principals and assistant principals, to edit and proofread report cards written by other teachers. [2006, 2019]*

1-121/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.2.6 be reaffirmed.

Note—Teachers are best positioned to evaluate whether digital assessment tools align with the educational goals and objectives of their curriculum. Professional judgment allows them to assess whether a tool effectively supports the intended learning outcomes.

3.2.2.6 *Teachers should exercise their professional judgment in deciding whether digital assessment and reporting programs or tools are educationally sound. [2014, 2019]*

1-122/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.3.1 be reaffirmed.

Note—Ensuring that regulations concerning student evaluation are applied to and enforced equally for all K–12 students in Alberta, regardless of their educational setting (home-schooled or enrolled in public, charter or private schools), is important because it ensures that all students have equal access to fair and consistent evaluation practices. Equal application of regulations helps prevent educational disparities that could arise if certain groups of students or types of schools were subject to different evaluation standards.

3.2.3.1 *The Government of Alberta should ensure that its regulations concerning student evaluation are applied to, and enforced equally on, all K–12 students in Alberta whose education is supported, in whole or in part, by public funding, whether they are home-schooled or enrolled in public, charter or private schools. [2000, 2019]*

1-123/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.4.1 be reaffirmed.

Note—Teachers have a deep understanding of their students’ individual needs, learning styles and abilities. Recognizing their right to exempt students acknowledges the importance of professional judgment in pedagogy.

3.2.4.1 *The Government of Alberta should recognize that teachers have the right to exempt from provincially mandated tests students for whom, in a teacher’s opinion, the tests are inappropriate. [1992, 2019]*

1-124/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.4.2 be amended to read—

“The Government of Alberta should undertake a regular independent review to determine the appropriateness of its guidelines respecting the accommodations available to students writing provincial achievement tests and diploma examinations.”

Note—An independent review can assess whether the current guidelines promote fairness and equity in the assessment process. It helps ensure that students with diverse learning needs have equal opportunities to demonstrate their knowledge and abilities.

3.2.4.2 *The Government of Alberta should undertake [~~an~~] a **regular** independent review to determine the appropriateness of its guidelines respecting the accommodations available to students writing provincial achievement tests and diploma examinations. [2011, 2019]*

1-125/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.4.3 be reaffirmed.

Note—Allowing reference materials encourages students to focus on understanding and applying concepts rather than memorization. It supports a more comprehensive assessment of a student’s ability to comprehend and analyze information rather than to rely solely on memorized facts.

3.2.4.3 *The Government of Alberta should allow students to use such reference materials as print and electronic dictionaries, bilingual dictionaries, picture dictionaries, writing handbooks and thesauri while they are completing provincial assessments. [2015, 2019]*

1-126/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.4.4 be deleted.

Note—The proposed Disposition of Immediate Directives recommends that this policy be deleted in favour of the following policy, adopted by the 2024 Annual Representative Assembly: “The Government of Alberta should allow students to access supports used in daily instruction to remove language barriers in any provincial achievement test or diploma examination with the exception of English and French language examinations.”

3.2.4.4 *The Government of Alberta should provide readers, audio players and other required instructional supports to accommodate students writing diploma examinations for whom English or French is an additional language. [2012, 2019]*

1-127/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.4.5 be amended to read—

“The Government of Alberta should encourage students to use appropriate, secured educational technologies, in addition to scientific and graphing calculators, during math and science diploma exams and other standardized assessments.”

Note—Encouraging the use of appropriate, secured educational technologies in math and science diploma exams and other standardized assessments supports the development of critical skills; prepares students for the digital age; and ensures a more comprehensive and authentic, inclusive assessment experience.

3.2.4.5 *The Government of Alberta should [~~allow~~] **encourage** students to use appropriate, secured educational technologies, in addition to scientific and graphing calculators, during math and science diploma exams and other standardized assessments. [2020, 2021]*

1-128/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.5.1 be transferred to nonactive policy.

Note—Student learning assessments have been discontinued.

3.2.5.1 *The Government of Alberta should ensure that student learning assessments*
1. *adhere to the objectives that the education partners agreed to,*
2. *assess students using authentic samples of their work,*
3. *use assessments developed by the Alberta Assessment Consortium,*
4. *are adequately piloted and refined before they become mandatory, and*
5. *are implemented only after teachers receive appropriate professional development and an assurance that they will have time during the instructional day to complete the assessments. [2015, 2019]*

1-129/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.5.2 be transferred to nonactive policy.

Note—Student learning assessments have been discontinued.

3.2.5.2 *The Government of Alberta should ensure that the data generated by student learning assessments*
1. *help teachers diagnose and respond to the learning needs of individual students,*
2. *are not used for accountability purposes at the school or school authority level and*
3. *help teachers to make meaningful decisions about their teaching practices. [2014, 2019]*

1-130/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.5.3 be transferred to nonactive policy.

Note—Student learning assessments have been discontinued.

3.2.5.3 *The Government of Alberta should restrict the release of student learning assessment results to the student assessed, the student’s teacher, the student’s parents and others that the teacher may authorize. [2016, 2019]*

1-131/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.5.4 be transferred to policy achieved.

Note—Student learning assessments have been discontinued.

3.2.5.4 The Government of Alberta should place a moratorium on the student learning assessment program until the Association’s concerns about the program are addressed.
[2015, 2019]

1-132/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.6.1 be reaffirmed.

Note—Pausing all provincial and district-level student achievement testing and reporting initiatives allows education partners to identify any concerns or challenges associated with the existing programs. This process can lead to the development of effective solutions and improvements in the design and implementation of student achievement testing.

3.2.6.1 The Government of Alberta should place a moratorium on all provincial and district-level student achievement testing and reporting initiatives until it has consulted the education partners about all aspects of the achievement testing program.
[2008, 2019]

1-133/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.6.2 be transferred to nonactive policy.

Note—Student learning assessments have been discontinued.

3.2.6.2 The Government of Alberta should act immediately on its 2013 commitment to replace the provincial achievement testing program with a student learning assessment program designed to diagnose the needs of individual students.
[2016, 2019]

1-134/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.6.3 be reaffirmed.

Note—This allows for more comprehensive sampling of student performance across the province. This approach can provide a broader understanding of educational outcomes without subjecting every student to the same assessments.

3.2.6.3 The Government of Alberta should discontinue the Grades 6 and 9 provincial achievement testing programs in their current form and instead
1. administer standardized assessments annually to a sample of students in each subject and
2. ensure that no student is required to write an assessment in more than one subject in a given year.
[1990, 2019]

1-135/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.6.4 be reaffirmed.

Note—Students acquiring English as an additional language receive instructional programming focused on language acquisition with adapted or modified programming toward curriculum outcomes depending on their English language proficiency: level 1, beginning; level 2, developing; level 3, expanding; level 4, bridging; level 5, extending. Provincial achievement tests are not an appropriate measure for students whose programming is focused on acquiring a language as the results do not accurately reflect the purpose of assessment standards.

3.2.6.4 The Government of Alberta should exempt from Grade 6 and 9 provincial achievement tests students benchmarked below level 4 of the Alberta K–12 ESL Proficiency Benchmarks.
[2019, 2020]

1-136/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.7.1 be reaffirmed.

Note—The proposed changes to the diploma examinations program in Alberta should reflect a commitment to enhancing the best practices of the assessment system.

3.2.7.1 In consultation with the Association, the Government of Alberta should make the following changes to the diploma examinations program:
1. Allow teachers to use the examinations more effectively in instructing, assessing and evaluating students.
2. Schedule the examinations so that they do not substantially reduce instruction time.

3. Ensure that students, especially those with special learning needs, are not negatively affected by the examinations.

4. More adequately accommodate students who require support to fully demonstrate their learning.

5. Schedule marking sessions to minimize the time that teachers are away from school.

6. Recognize that the teacher’s role in developing and marking diploma examinations is a voluntary one.

7. Recognize that, because students demonstrate knowledge and skill in a variety of equally valuable ways, assessment should be multifaceted.

8. Increase to 80 per cent the school-awarded portion of a student’s final mark on a diploma examination course.

9. Ensure that examination results are not misused to evaluate individual teachers or schools.
[1990, 2019]

1-137/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.7.2 be amended to read—

“The Government of Alberta should ensure that

1. provincial diploma examinations, including those in science and mathematics, contain a significant written-response component and

2. these written components are marked by qualified teachers, not by machine learning systems or artificial intelligence.”

Note—Ensuring that provincial diploma examinations, particularly in science and mathematics, include a significant written-response component and that these components are marked by qualified teachers rather than machines is crucial. This approach maintains the integrity of the assessment process and allows for a more comprehensive evaluation of students’ understanding and analytical skills.

3.2.7.2 The Government of Alberta should ensure that
1. provincial diploma examinations, including those in science and mathematics, contain a significant written-response component and
2. these written components are marked by qualified teachers, not by [machines] machine learning systems or artificial intelligence.

[1987, 2019]

1-138/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.8.1 be deleted.

Note—It does not appear that a further International Computer and Information Literacy Study will be conducted in 2024: spring 2022, field trial; spring 2023, main survey data collection; fall 2024, publication of the results; spring 2025, release of data files and documentation.

3.2.8.1 The Government of Alberta should assess the costs, in terms of such factors as workload and staff time, for students, teachers, principals and district staff to participate in the 2023 International Computer and Information Literacy Study.
[2017, 2019]

1-139/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.9.1 be reaffirmed.

Note—Using test results for internal analysis within the school focuses on continuous improvement. Schools can engage in ongoing reflection, refinement of instructional strategies and implementation of targeted interventions to enhance overall student achievement.

3.2.9.1 The results of provincial achievement tests should be
1. made available only to the school that the student writing the tests attends and
2. used only for the purposes of analyzing the extent to which students, collectively, have mastered the concepts contained in the program of studies.

[1977, 2019]

1-140/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.9.2 be reaffirmed.

Note—The primary purpose of assessment should be to support student learning and promote continuous improvement. By separating final evaluations from standardized test results, the focus can remain on ongoing, formative assessment practices that contribute to students’ academic growth.

3.2.9.2 School authorities should not require teachers to include provincial achievement test results in the final evaluation of individual students.
[1977, 2019]

1-141/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.9.3 be reaffirmed.

Note—The complex factors influencing educational outcomes, such as student demographics, socioeconomic factors and community support, are not reflected in provincial achievement test and diploma examinations results. Publicly ranking schools based on provincial achievement test and diploma examinations results may erode public trust and confidence in the education system. Making school-based results of these examinations public can lead to misinterpretation and oversimplification.

3.2.9.3 The Government of Alberta should not make public the results of provincial achievement tests and diploma examinations on a school-by-school basis or allow the results to be used to rank-order schools.
[1993, 2019]

1-142/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.9.4 be deleted.

Note—The “Joint Position Statement by the Canadian Psychological Association and the Canadian Association of School Psychologists on the Canadian Press Coverage of the Province-Wide Achievement Test Results” was approved by the board of directors of the Canadian Psychological Association in April 2000 and by the Canadian Association of School Psychologists in July 2000. It may be perceived as stale.

3.2.9.4 The Government of Alberta, when publicly releasing diploma examination results/school-awarded marks and provincial achievement test results, should include for information the “Joint Position Statement by the Canadian Psychological Association and the Canadian Association of School Psychologists on the Canadian Press Coverage of the Province-Wide Achievement Test Results.”
[1985, 2019]

1-143/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.9.5 be reaffirmed.

Note—Reporting at the school authority level promotes collaboration and knowledge-sharing among schools. Rather than fostering competition between schools, this approach encourages a cooperative environment where educators and administrators work together to address common challenges and enhance educational outcomes.

3.2.9.5 The Government of Alberta should report assessment results at the school authority level rather than the school level.
[2014, 2019]

1-144/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.9.6 be reaffirmed.

Note—If a decision is made to alter the evaluation, documenting the change and indicating the authority responsible for the alteration ensures accountability and transparency. This documentation can be important for maintaining the integrity of the evaluation process. Section 197(h) of the *Education Act* stipulates that a principal of a school must supervise the evaluation and advancement of students. Supervision does not automatically equate to the alteration of grades.

3.2.9.6 If a teacher’s evaluation of a student’s achievement is disputed, the teacher should be consulted and, if the evaluation is altered, the revised mark should be reported and accompanied with a note indicating on whose authority the mark was changed.
[1979, 2019]

1-145/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.9.7 be amended to read—

“Teachers should not be compelled to take provincial achievement test results into account when evaluating students.”

Note—Provincial achievement tests are designed to assess a specific set of learning outcomes in standardized conditions. They may not capture the full range of a student’s abilities, skills and knowledge in a particular subject.

*3.2.9.7 Teachers should not **be compelled to** take provincial achievement test results into account when evaluating students.*
[2002, 2019]

1-146/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.9.8 be reaffirmed.

Note—The use of diagnostic assessments for individualized programming aligns with inclusive educational practices.

Differentiated instruction is more effective when informed by diagnostic assessments.

3.2.9.8 *Diagnostic assessments should be used only to provide information to enhance programming for individual students.*
[1967, 2019]

1-147/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.9.9 be reaffirmed.

Note—Assigning a score of zero to exempted students inaccurately reflects their academic performance. Exemptions are typically granted for valid reasons, such as medical conditions, accommodations or other special circumstances, and should not be recorded in an average calculation.

3.2.9.9 *The Government of Alberta should change the practice of assigning a score of zero to students who are exempt from writing provincial achievement tests.*
[2019, 2020]

1-148/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.9.10 be reaffirmed.

Note—Mastery learning focuses on ensuring that students have mastered specific skills and concepts before progressing to new content. By moving away from grade-level benchmarks, educators can prioritize mastery learning, ensuring a solid foundation for each student.

3.2.9.10 *School authorities should stop using Grade Level of Achievement reporting.*
[2014, 2019]

1-149/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 3.2.10.1 be reaffirmed.

Note—Externally imposed assessments may not always provide a comprehensive picture of a student's abilities, progress or learning preferences. Without additional context and information from the teacher, parents may struggle to interpret the meaning of assessment results. Moreover, teachers have little to no control over the alignment of externally imposed assessments with Alberta's curriculum outcomes.

3.2.10.1 *School authorities should not require teachers to report to parents the results of any externally imposed assessment of their child's learning.*
[2009, 2019]

1-150/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.1.0.1 be amended to read—

“The creation of a competent and effective teaching force requires careful recruitment, comprehensive teacher preparation programs that include relevant coursework and field experiences, placement according to skills and interests, comprehensive orientation/induction programs, inservice opportunities, appropriate supervision and professional practice standards of the Association.”

Note—Selecting suitable candidates through careful recruitment processes helps ensure that individuals entering the teaching profession possess the necessary qualifications, skills and attributes to be effective educators. This step is foundational to building a strong teaching profession. However, the Association no longer controls the code of conduct or the teacher discipline process.

16.1.0.1 *The creation of a competent and effective teaching force requires careful recruitment, [balanced] comprehensive teacher preparation programs that include relevant coursework and field experiences, placement according to skills and interests, comprehensive orientation/induction programs, inservice opportunities, appropriate supervision and [control of] professional practice standards [by] of the Association.*
[1963, 2019]

1-151/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.1.0.2 be reaffirmed.

Note—The involvement of the Association in decisions related to the recruitment, preparation, placement and induction of early-career teachers is vital for ensuring the representation of teacher interests, maintaining professional standards and fostering collaboration and support within the profession.

16.1.0.2 *The Association should be a principal partner in making decisions about the recruitment, selection, admission, preparation, placement and induction of early-career teachers.*
[1967, 2019]

1-152/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.1.0.3 be reaffirmed.

Note—Collaboration between teacher preparation programs and the Association ensures that rigorous standards are in place, contributing to the quality of teacher education. By working together, they can establish, review and uphold standards that align with the best practices of the profession, thus providing a measure of quality assurance to the public.

16.1.0.3 *The maintenance of teacher preparation standards is the cooperative function of Alberta's teacher preparation programs and the Association.*
[1963, 2019]

1-153/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.1.1 be reaffirmed.

Note—Assigning total and direct responsibility to institutions seeking accreditation for teacher preparation programs ensures accountability and alignment of programs with professional standards and provides a measure of quality assurance to the public. It allows institutions to exercise academic freedom, innovate in their approaches and continuously improve to meet the evolving needs of the teaching profession.

16.2.1.1 *To be accredited to provide a teacher preparation program, an institution must have total and direct responsibility for defining admission requirements (which should be equivalent to those of other faculties); developing, reviewing, approving and delivering a program of studies; specifying course content; establishing student evaluation processes; placing and supervising students during their field experience; and conferring degrees.*
[1967, 2019]

1-154/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.1.2 be reaffirmed.

Note—The Association, as a representative body of Alberta teachers, brings valuable professional expertise and insights to the accreditation process. Involving the Association ensures that decisions are informed by the collective knowledge and professional experience of practising Alberta teachers.

16.2.1.2 *The Government of Alberta should formally involve the Association in the process used to decide whether an institution should be accredited to grant degrees in education and should limit the right to grant such degrees to institutions that the Association recognizes.*
[1987, 2019]

1-155/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.1.3 be reaffirmed.

Note—Direct involvement by the Association enhances the quality of teacher education programs. The Association actively contributes to ensuring that teacher preparation programs meet high standards, respond to feedback and continually strive for improvement, thereby holding institutions accountable for the quality of their programs.

16.2.1.3 *The Association has a direct role to play in helping institutions design, approve, evaluate and continually improve their teacher preparation programs.*
[1970, 2019]

1-156/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.1.4 be reaffirmed.

Note—Targeted funding enhances the quality of teacher preparation programs. This may include investments in faculty development, updated instructional resources, innovative pedagogical approaches and improvements in infrastructure—all of which contribute to a higher-quality education for teacher candidates.

16.2.1.4 *The Government of Alberta should provide targeted funding that funds growth to all institutions offering teacher preparation programs in Alberta to ensure that the annual number of graduating teachers in the province meets or exceeds the number needed to staff new teaching positions and those vacated through attrition.*
[2006, 2024]

1-157/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.2.1 be reaffirmed.

Note—Incorporating research-based criteria ensures that teacher preparation programs admit candidates with the qualities and attributes associated with successful teaching. This contributes to the overall quality of the teacher candidates and, consequently, the teaching profession.

16.2.2.1 *The selection criteria for entry into teacher preparation programs in Alberta should be based on factors that research has shown are relevant to succeeding as a teacher.*
[1978, 2019]

1-158/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.2.2 be amended to read—

“The Government of Alberta, institutions, school authorities and the Association should work together to resolve obstacles that prevent newcomers to Canada from being recruited as prospective teachers, pursuing teacher preparation programs, obtaining certification and finding employment with school authorities.”

Note—Many qualified new Canadians do not see themselves as refugees.

16.2.2.2 *The Government of Alberta, institutions, school authorities and the Association should work together to resolve obstacles that prevent [refugees] newcomers to Canada from being recruited as prospective teachers, pursuing teacher preparation programs, obtaining certification and finding employment with school authorities.*
[2016, 2019]

1-159/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.2.3 be reaffirmed.

Note—Teachers qualified to teach many of the strands of career and technology studies can be very difficult to find. As a result, the strands made available to students by many high schools are limited. Alberta's universities should incent individuals who have journeyman certificates to complete a bachelor of education program by granting advanced standing in recognition of their content expertise in a trade or trades.

16.2.2.3 *Institutions should recognize, as credit toward a degree in education, vocational preparation culminating in the attainment of a journeyman's certificate.*
[2009, 2019]

1-160/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.2.4 be amended to read—

“Institutions offering graduate programs in education should expand access to those programs by

1. offering off-site courses,
2. making their schedules more flexible,
3. modifying their residency requirements,
4. ensuring that course credits are portable from one institution to another,
5. extending time limits for completing programs and
6. finding alternate modes of delivering courses, including synchronous and asynchronous virtual models.”

Note—Models for virtual education have become increasingly diverse and ubiquitous and offer the opportunity for working teachers to continue their education.

16.2.2.4 *Institutions offering graduate programs in education should expand access to those programs by*
1. offering off-site courses,
2. making their schedules more flexible,
3. modifying their residency requirements,
4. ensuring that course credits are portable from one institution to another,
5. extending time limits for completing programs and
6. finding alternate modes of delivering courses, **including synchronous and asynchronous virtual models.**
[1991, 2019]

1-161/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.2.5 be reaffirmed.

Note—The Career and Technology Studies Bridge to Teacher Certification program may be designed to address shortages of teachers in specific subject areas related to career and technology studies. By funding this program, the government can help secure an adequate supply of qualified teachers in these critical fields.

16.2.2.5 *The Government of Alberta should continue to fund the Career and Technology Studies Bridge to Teacher Certification program.*
[2012, 2019]

1-162/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.2.6 be reaffirmed.

Note—The Association currently provides many presentations and supports for preservice teachers at all but one of Alberta’s preservice programs. These opportunities assist students in developing a positive view of the Association and the work it does on their behalf.

16.2.2.6 *The Association provides preservice students with information on what will be expected of them as teachers and on what they can expect in return for their services as teachers.*
[1975, 2019]

1-163/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.2.7 be reaffirmed.

Note—Bridging programs are designed to help internationally educated teachers meet Alberta’s teacher certification requirements. By providing funding, the government ensures that these programs are well supported and aligned with provincial standards, maintaining the quality of teacher education.

16.2.2.7 *The Government of Alberta should provide funding to institutions that offer teacher preparation programs for bridging programs designed to help internationally educated teachers meet Alberta’s teacher certification requirements.*
[2021, 2022]

1-164/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.2.8 be reaffirmed.

Note—Access to accurate and up-to-date data allows education authorities to make informed decisions regarding teacher workforce planning. This includes determining the number of teachers needed, identifying areas of high demand and addressing subject-area shortages.

16.2.2.8 *The Government of Alberta should resume the practice of collecting and sharing data on teacher workforce trends, including projections for demand and the identification of subject-area gaps.*
[2022, 2023]

1-165/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.3.1 be reaffirmed.

Note—Faculty members who are certificated teachers and have demonstrated excellence in teaching serve as effective models for aspiring educators. Their experiences and expertise can be used to demonstrate best practices in pedagogy, classroom management and effective teaching strategies. Staying current through activities like classroom visits, collaborative research and attendance at conventions and joining specialist councils helps faculty members understand the current educational landscape.

16.2.3.1 *Institutions offering teacher preparation programs should ensure that all faculty members*
1. *are certificated teachers;*
2. *have demonstrated excellence in teaching in elementary or secondary schools; and*
3. *stay current by making classroom visits, engaging in collaborative research with teachers, attending conventions and other meetings, and joining specialist councils.*
[1973, 2019]

1-166/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.3.2 be reaffirmed.

Note—Teachers are expected to adhere to ethical and legal standards in their professional practice. Instructors with Alberta teaching certificates better understand the legal and ethical considerations relevant to the province. This ensures that teacher candidates receive accurate and context-specific information about their professional responsibilities.

16.2.3.2 *Institutions offering teacher preparation programs should ensure that content about classroom management, curriculum, ethics and the law is delivered by instructors who hold or are eligible to hold an Alberta teaching certificate.*
[2013, 2019]

1-167/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.3.3 be reaffirmed.

Note—Applying educational theory to teaching practice allows faculty members to model effective pedagogy for teacher candidates. By focusing on applying educational theory to teaching practice, faculty members ensure that teacher candidates are exposed to the latest and most effective instructional approaches.

16.2.3.3 *Institutions offering teacher preparation programs should ensure that faculty members focus on applying educational theory to teaching practice.*
[1993, 2019]

1-168/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.3.4 be reaffirmed.

Note—Faculty members who teach undergraduate students and participate in field experience programs play a direct role in shaping the educational experiences of students. Their contributions impact student success, retention and the overall quality of the learning environment. Recognizing these contributions can motivate faculty to invest in the student experience.

16.2.3.4 *In deciding issues of merit, promotion and tenure, institutions offering graduate programs in education should give the same consideration to faculty members who teach undergraduate students and participate in the field experience program as to those who carry out research, write and participate in graduate studies programs.*
[1992, 2019]

1-169/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.3.5 be reaffirmed.

Note—Secondments offer faculty members the opportunity for continuous professional development. Engaging with the day-to-day operations of a school setting helps them stay current with teaching methodologies, technology integration and evolving educational trends.

16.2.3.5 *School authorities should cooperate with institutions offering teacher preparation programs in arranging for faculty members from those institutions to be seconded to positions in public schools.*
[1987, 2019]

1-170/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.4.1 be reaffirmed.

Note—Integrating research into teacher preparation programs helps bridge the gap between educational theory and practice. Emphasizing excellence in research ensures that preservice teachers are exposed to evidence-based practices, preparing them to make informed decisions in their classrooms.

16.2.4.1 *Teacher preparation programs should focus on excellence in teaching, learning and research.*
[1970, 2019]

1-171/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.4.2 be amended to read—

“A teacher preparation program should include the following elements:

1. A grounding in such pedagogical practices as lesson planning, identifying and responding to learners’ needs, and assessing and reporting on student progress
2. Relevant curriculum and instruction
3. Classroom management
4. An emphasis on the instructional practices necessary to handle multigrade classrooms
5. Effective communication
6. A focus on integration of emergent educational technology and its impact on pedagogy
7. Preparation for supporting inclusive learning environments
8. Foundational learning in Indigenous ways of knowing, being and doing
9. An emphasis on antiracism as it relates to all cultures and cultural minorities
10. A focus on comprehensive school health, including mental health and the role that teachers can play in helping to prevent student suicides
11. Field experiences
12. An emphasis on building collaborative professional relationships
13. A focus on engaging in reflective practice
14. Information about the legal, ethical and professional aspects of teaching
15. An overview of the structure and function of the Association and the services it provides”

Note—The list of proposed elements has been expanded through the addition of curriculum and instruction; educational technology; inclusive learning environments; and Indigenous ways of knowing, being and doing, all of which are essential components of a good teacher preparation program. In addition, policies 16.2.4.3, 16.2.4.5 and 16.2.4.6 have been incorporated in the proposed list and the elements reordered.

16.2.4.2 *A teacher preparation program should include the following elements:*
1. *A grounding in such pedagogical practices as lesson planning, identifying and responding to learners’ needs, and assessing and reporting on student progress*

2. Relevant curriculum and instruction

- ~~[2-]3. Classroom management~~
- 4. An emphasis on the instructional practices necessary to handle multigrade classrooms**
- ~~[3-]5. Effective communication~~
- 6. A focus on integration of emergent educational technology and its impact on pedagogy**
- 7. Preparation for supporting inclusive learning environments**
- 8. Foundational learning in Indigenous ways of knowing, being and doing**
- 9. An emphasis on antiracism as it relates to all cultures and cultural minorities**
- 10. A focus on Comprehensive School Health, including mental health and the role that teachers can play in helping to prevent student suicides**
- ~~[4-]11. Field experiences~~
- ~~[5-]12. An emphasis on building collaborative professional relationships~~
- ~~[6-]13. A focus on engaging in reflective practice~~
- ~~[7-]14. Information about the legal, ethical and professional aspects of teaching~~
- ~~[8-]15. An overview of the structure and function of the Association and the services it provides~~
[1967, 2019]

1-172/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.4.3 be deleted.

Note—Policy 16.2.4.3 has been incorporated into the proposed amendments to policy 16.2.4.2.

16.2.4.3 *Institutions offering teacher preparation programs should ensure that prospective teachers have a knowledge of the instructional practices necessary to handle multigrade classrooms.*
[2017, 2019]

1-173/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.4.4 be reaffirmed.

Note—Balancing the functions of offering high-quality undergraduate programs with a strong field experience component, serving practising teachers through professional development, engaging in research, and developing and delivering programs for graduate students is crucial for comprehensive and effective postsecondary education institutions.

16.2.4.4 *Institutions offering graduate degrees in education should balance these functions:*

1. *Offering high-quality undergraduate programs that include a strong field experience component*
2. *Serving practising teachers by offering frequent professional development opportunities*
3. *Engaging in research*
4. *Developing and delivering programs for graduate students*
[1995, 2019]

1-174/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.4.5 be deleted.

Note—Policy 16.2.4.5 has been incorporated into the proposed amendments to policy 16.2.4.2.

16.2.4.5 *Institutions offering teacher preparation programs should incorporate information on comprehensive school health, including mental health and the role that teachers can play in helping to prevent student suicides.*
[2013, 2020]

1-175/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.4.6 be deleted.

Note—Policy 16.2.4.6 has been incorporated into the proposed amendments to policy 16.2.4.2.

16.2.4.6 *Institutions offering teacher preparation programs should require that preservice teachers receive education in antiracism as it relates to all cultures and cultural minorities.*
[2019, 2020]

1-176/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.1 be reaffirmed.

Note—Cooperative efforts ensure the alignment of field experience programs with professional standards and expectations. This ensures that student teachers are equipped with the competencies and skills required for effective teaching.

16.2.5.1 *The Association cooperates with institutions offering teacher preparation programs, the Ministry of Education, other government departments and the Alberta*

School Boards Association in providing high-quality field experience programs for student teachers.
[1978, 2019]

1-177/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.2 be reaffirmed.

Note—Consulting with and securing approval from the Association when considering substantive changes to teacher preparation programs, especially field experience programs, contributes to the overall quality, relevance and credibility of the programs. It ensures that these changes align with professional standards, best practices and the evolving needs of the teaching profession.

16.2.5.2 *Institutions offering teacher preparation programs should consult the Association and attain its approval when considering substantive changes to their field experience programs.*
[1991, 2019]

1-178/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.3 be amended to read—

“The field experience component of teacher preparation should

1. be planned in collaboration with the Association;
2. be at least 13 weeks of full-time classroom-based experience;
3. consist of a graduated set of classroom-based experiences taking place throughout the teacher preparation program;
4. allow the student teacher to demonstrate the competencies set out in the Teaching Quality Standard;
5. take into account provincial certification requirements;
6. be connected to a specific on-campus course;
7. orient the student teacher to the school, the school authority and the realities of the profession;
8. offer opportunities in both rural and urban settings;
9. involve the participation of cooperating teachers;
10. enlist the help of the Association in resolving disputes that might arise during the field experience;
11. ensure that the field experience is not compromised by efforts to recruit the student teacher; and
12. provide, during each phase of the field experience program, supervision and evaluation that (a) is consistent with Association policy, (b) is carried out only by the cooperating teacher and faculty members from the teacher preparation institution, all of whom must be physically present during the observations and evaluations and be familiar with the learning situation, (c) uses a pass–fail method that includes written descriptions of the student’s performance, (d) includes an appeal process for students who are unsuccessful in their field experience, and (e) ensures that, if a student is unsuccessful, the teacher preparation institution develops and sends the cooperating teacher a remediation plan.”

Note—Collaboration with the Association, a duration of classroom-based experience of substance, a graduated set of experiences, alignment with Teaching Quality Standard, consideration of provincial certification requirements, and attention to rural and urban settings are critical aspects that contribute to the comprehensive and effective preparation of future educators. The specified provisions for supervision, evaluation and dispute resolution further ensure the quality and integrity of the field experience program.

16.2.5.3 *The field experience component of teacher preparation should*

1. be planned in collaboration with the Association;
2. be [~~the equivalent of~~] at least 13 weeks of full-time classroom-based experience;
3. consist of a graduated set of classroom-based experiences taking place throughout the teacher preparation program;
4. allow the student teacher to demonstrate the competencies set out in the Teaching Quality Standard;
5. take into account provincial certification requirements;
6. be connected to a specific on-campus course;
7. orient the student teacher to the school, the school authority and **the realities of** the profession;
8. offer opportunities in both rural and urban settings;
9. involve the participation of cooperating teachers;
10. enlist the help of the Association in resolving disputes that might arise during the field experience;
11. ensure that the field experience is not compromised by efforts to recruit the student teacher; and
12. provide, during each phase of the field experience program, supervision and evaluation that (a) is consistent with Association policy, (b) is carried out only by the cooperating teacher and faculty members from the teacher preparation

institution, all of whom must be physically present during the observations and evaluations and be familiar with the learning situation, (c) uses a pass–fail method that includes written descriptions of the student’s performance, (d) includes an appeal process for students who are unsuccessful in their field experience, and (e) ensures that, if a student is unsuccessful, the teacher preparation institution develops and sends the cooperating teacher a remediation plan.
[1983, 2023]

1-179/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.4 be reaffirmed.

Note—Government funding for travel allowances and other associated costs promotes equity and inclusion by removing financial barriers for student teachers. This ensures that aspiring educators from various backgrounds have equal access to valuable field experience opportunities. Furthermore, it assists rural and remote schools in gaining equal access to the value that student teachers bring to their teaching staff’s professional development.

16.2.5.4 *The Government of Alberta should fund the following costs associated with field experience programs:*

1. Inservice opportunities for cooperating teachers
2. Sufficient time for cooperating teachers to ensure that they can meet their commitments both to their students and to the student teachers for whom they will be responsible
3. An allowance to support student teachers during the period of their field experience work
4. Travel and subsistence allowances to enable student teachers to participate in field experience programs regardless of where their cooperating schools are located
5. Ongoing communication among all personnel involved in the field experience
6. Consultants to assist cooperating teachers and student teachers
7. Honoraria for cooperating teachers
8. Secondment of teachers to serve as field experience associates in institutions offering teacher preparation programs
[1976, 2024]

1-180/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.5 be reaffirmed.

Note—Increasing funding for the field experience component in teacher preparation programs is an investment in the quality, effectiveness and relevance of the program. It ensures that preservice teachers receive the support, training and experiences necessary to become successful and impactful educators in diverse educational settings.

16.2.5.5 *Institutions offering teacher preparation programs should increase the funding that they provide for the field experience component to a level that supports a comprehensive practicum.*
[1988, 2019]

1-181/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.6 be reaffirmed.

Note—Cooperating teachers invest significant time and effort in providing guidance, feedback and support to student teachers during field experiences. Honoraria based on a formula that considers the time devoted reflects a fair compensation for their contributions.

16.2.5.6 *Honoraria for cooperating teachers should be*
1. provided by the Government of Alberta in the form of grants to institutions offering teacher preparation programs and
2. based on a formula that takes into account teachers’ average salaries and the amount of time that the cooperating teacher devotes to the field experience program.
[1983, 2019]

1-182/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.7 be reaffirmed.

Note—The Association’s role as advocate in this instance ensures that the criteria and procedures align with the professional values, standards and needs of the profession.

16.2.5.7 *The Association should be a principal partner in determining the criteria and implementing procedures for recruiting and selecting cooperating teachers.*
[1973, 2019]

1-183/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.8 be reaffirmed.

Note—The Association’s support for seconding practising teachers ensures that teachers can engage in such professional development opportunities with confidence and have the assurance of favorable employment conditions upon their return to the classroom.

16.2.5.8 *The Association*

1. supports the practice of seconding practising teachers to institutions offering teacher preparation programs on an annual basis for up to two years to help design and implement field experience programs and
2. urges teachers wishing to serve in this capacity to obtain written confirmation from their employer that (a) they will be returned to a position no less favourable than the one they held just before the effective date of their secondment; (b) their contract status will remain unchanged; and (c) they will experience no reduction in their compensation, full-time equivalency or employment-related benefits.
[1983, 2019]

1-184/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.9 be reaffirmed.

Note—These criteria collectively contribute to a comprehensive and supportive mentorship experience for student teachers. They help ensure that cooperating teachers not only are qualified and experienced but also possess the interpersonal and mentoring skills necessary to guide and nurture the development of preservice teachers. Additionally, the alignment with Association membership reinforces the importance of professional standards and a shared commitment to the teaching profession.

16.2.5.9 *To qualify as a cooperating teacher for a field experience program, an individual must*

1. possess a bachelor of education degree or its equivalent and a permanent Alberta teaching certificate;
2. have at least three years of successful teaching experience;
3. project a favourable image of the teaching profession;
4. have good interpersonal, communication, supervisory and mentoring skills;
5. be knowledgeable about and able to evaluate teaching skills;
6. be willing to participate in meetings, consultations, seminars and other activities related to field experience; and
7. be an active or associate member of the Association.
[1987, 2019]

1-185/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.10 be reaffirmed.

Note—Requiring that the involvement of cooperating teachers in field experience programs be voluntary, based on consultations between the teacher and their principal, promotes a positive and collaborative approach to mentorship. It acknowledges teachers’ autonomy, especially in determining their own professional development needs. It also values their expertise and well-being, contributing to a more effective and sustainable field experience program for both mentor teachers and preservice teachers.

16.2.5.10 *The involvement of a cooperating teacher in field experience programs and activities must be voluntary, based on consultations between the teacher and their principal.*
[1976, 2019]

1-186/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.11 be reaffirmed.

Note—By participating in the field experience component of the program, faculty members gain a deeper understanding of the challenges and experiences that student teachers encounter during their field placements. This insight can inform instructional strategies, curriculum development, research interests and overall program improvement.

16.2.5.11 *Institutions offering teacher preparation programs should require all faculty members affiliated with the teacher preparation program to participate in the field experience component of the program.*
[1998, 2019]

1-187/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.12 be reaffirmed.

Note—This separation helps maintain clear boundaries between the roles of mentorship and school leadership, ensuring that student teachers receive unbiased guidance and support during their field experiences. It also promotes a learning environment for student teachers that is conducive to developing their skills without potential conflicts of interest.

16.2.5.12 *Teacher preparation programs should avoid, wherever possible, employing a field experience associate in a school where the associate also serves as principal.*
[1991, 2019]

1-188/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.5.13 be deleted.

Note—While Burman University does not have a recognized memorandum of understanding with the Association, students are regularly hosted by Association members in their field experiences. These field experience programs typically give students a positive introduction to the Association which cannot be achieved within their university classroom setting. Many of these students become active members upon graduation.

16.2.5.13 *Members of the Association should participate only in field experiences offered by institutions offering teacher preparation programs recognized by the Association.*
[1995, 2019]

1-189/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.6.1 be reaffirmed.

Note—The aim of this policy is to prevent different certification for high school from other grades. Furthermore, while there may be a temptation to move this to “policy achieved,” there is a feeling that keeping it as part of our beliefs is valuable.

16.2.6.1 *Teachers require only one teaching certificate, which is the same for all teachers.*
[1967, 2019]

1-190/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.6.2 be reaffirmed.

Note—The requirement for an Alberta teaching credential serves as a quality assurance measure for the education system. It signals that teachers have undergone a thorough certification process, demonstrating their capacity to meet, at minimum, the Teaching Quality Standard on a day-to-day basis and their commitment to professionalism, ethical conduct and ongoing professional development. School authorities are responsible for confirming the validity of their teachers’ credentials.

16.2.6.2 *School authorities should ensure that no one is permitted to teach in a school in Alberta without having an Alberta teaching credential.*
[1967, 2019]

1-191/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.6.3 be reaffirmed.

Note—A four-year degree that includes two years in a teacher preparation program typically involves extensive and rigorous academic and professional preparation. This period of balanced study allows prospective teachers to engage in in-depth exploration of their subject matter, theories of education and pedagogical practices.

16.2.6.3 *To be considered for an interim professional certificate, a prospective teacher must possess a degree that entails at least four years of university-level study, two or more of which must have been in a teacher preparation program.*
[1967, 2019]

1-192/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.6.4 be reaffirmed.

Note—The completion of two full school years provides an opportunity for teachers to consistently demonstrate their competence in various aspects of teaching, including lesson planning, assessment and student engagement. It allows for a comprehensive assessment of their effectiveness as educators.

16.2.6.4 *To achieve permanent certification, teachers holding an interim professional certificate attained in Alberta must successfully complete two full school years of teaching.*
[1967, 2019]

1-193/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.6.5 be reaffirmed.

Note—Long-term policy holds that Association should have responsibility for issuing teaching certificates. While the authority to issue, suspend and cancel teaching certificates currently lies with Alberta’s minister of education, it would be the aspiration of the Association to hold this responsibility.

16.2.6.5 *The Association should have responsibility for issuing teaching certificates and for suspending or cancelling the certificates of teachers found to be incompetent or guilty of professional misconduct.*
[1967, 2024]

1-194/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.6.6 be deleted.

Note—Such a panel no longer exists. Teacher certification is overseen by the Alberta Ministry of Education. The certification process ensures that individuals meet the required standards and qualifications to become certified teachers in the province. The Association is also actively involved in supporting teachers and providing professional development, but the authority to issue teaching certificates lies with the Alberta Ministry of Education.

16.2.6.6 *A recommendation on permanent certification should be made by a panel of at least three certificated persons, including a representative appointed by the Association.*
[1972, 2019]

1-195/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.6.7 be reaffirmed.

Note—A valid teaching certificate ensures that school counsellors and librarians have met the professional qualifications and standards. This helps maintain a high level of professionalism and competency within these roles.

16.2.6.7 *School counsellors and school librarians should hold a valid Alberta teaching certificate.*
[1967, 2019]

1-196/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.6.8 be reaffirmed.

Note—This policy has not yet been achieved and reflects long-held Association beliefs.

16.2.6.8 *Teachers returning to teaching after an absence of five continuous years must meet the minimum certification requirements in effect at the time of their return.*
[1972, 2019]

1-197/25 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 16.2.6.9 be reaffirmed.

Note—The integrity of the teaching profession relies on the qualifications and standards set for teacher certification. Limiting the use of letters of authority to emergencies and consulting with the Association contribute to the overall quality, integrity and accountability of the education system in Alberta.

16.2.6.9 *The Government of Alberta should limit to emergencies the use of letters of authority for individuals who do not meet the qualifications of teacher certification in a Canadian province and, before issuing such letters, consult the Association about the meaning of “emergency.”*
[1990, 2019]

Local Resolutions

2-1/25 (see page 20)

2-2/25 (Administrative Procedure)
Calgary Separate School

Be it resolved that the Association direct Provincial Executive Council to prepare an electoral ballot to increase the number of vice-presidents from two to three to allow for a dedicated female chair.

Note—To ensure that women, who constitute 74 per cent of the Association’s membership, have a specific, reserved leadership position within the organization’s structure, a new vice-president position should be created. This would promote gender equity, representation and inclusivity in leadership roles, particularly important in an organization such as the Association which is predominantly female or identifying as female. Without a dedicated chair, the Association could again have a term of table officers where there is no female representation, which should not occur. The inclusion of a dedicated female chair aligns with similar Canadian Teachers’ Federation policy.

2-3/25 (Administrative Procedure)
Calgary Separate School

Be it resolved that monies collected monthly from members through school authorities by the Association for convention fees be directly forwarded to the applicable convention board(s), with notification sent to the local.

Note—Currently, school authorities forward the determined convention fees to the Association on a monthly basis. The fees received are held at the Association and then forwarded approximately every second month to the local. The local then holds the funds and forwards them to the appropriate convention board on an agreed schedule. There appears to be no purpose for the local to receive these fees, as it is simply a straight-through accounting transaction, and the local is not entitled to keep any of the fees. The current practice creates redundancy and waste (of both time and resources).

2-4/25 (Immediate Directive)
Calgary Separate School

Be it resolved that the Association urge the Government of Alberta to allow course fees billable to students to include amounts for the purchase of personal protective equipment that will be retained by the student at the conclusion of the Career and Technology Studies or Career and Technology Foundations course.

Note—Having students own their individual personal protective equipment (PPE), including safety glasses and coveralls, allows for the prevention of transferable illnesses such as pink eye and lice infestation, and reduces the destruction and misuse from lack of ownership or the avoidance of using dirty/worn/scratched communal PPE.

Historically, the practice of billing students for the cost of these items (which would then become the property of the students at the end of the course) was an allowable expense on the school fees form, but the government has changed the designation of this nonconsumable PPE and now requires schools to purchase these items and not bill students. Many schools cannot afford to purchase individual PPE and have instead moved to purchasing “community” or “communal class sets” of these items, leading to the aforementioned health and safety concerns.

2-5/25 (see page 20)

2-6/25 (Administrative Procedure)
Edmonton Public Teachers

Be it resolved that the Association encourage each local to have representation on its local council for substitute teachers.

Note—Substitute teachers are underrepresented within the Association and face many obstacles to equal participation. While the intentional inclusion of substitute teachers may be more difficult in some parts of the province (depending on the rurality, size and geography of each local), we must start intentionally fostering the participation of substitute teachers at all levels of the Association. The Association needs to better reflect the diversity of teachers that we serve as a union of professionals.

2-7/25 (see page 20)

2-8/25 (Long-Term Policy)
Edmonton Public Teachers

Be it resolved that policy 1.3.7.7 be amended to read—

“When a substitute teacher is required to spend a school day on Association business, the Association pays for their time at a daily rate of not less than one divided by the number of operational days, multiplied by the Category 4 minimum for each full day.”

Note—All substitute teachers should receive compensation that accurately reflects their qualifications, duties and contributions to the Association. Substitute teachers should not have to choose between keeping their commitments to the Association or taking grid work. Substitute teachers’ release time should be attached to the grid to recognize professionalism and status as equal members of the Association.

1.3.7.7 When a substitute teacher is required to spend a school day on Association business, the Association pays for their time at [the highest daily rate for substitute teachers within the province] a daily rate of not less than one divided by the number of operational days, multiplied by the Category 4 minimum for each full day. [1986, 2022]

2-9/25 (Administrative Procedure)
Edmonton Public Teachers

Be it resolved that the Association’s Rules of Order and Procedure be put into practice and followed in relation to speeches on the Saturday morning of the Annual Representative Assembly, thereby limiting each speaker to a maximum of five minutes.

Note—Speeches in the past have been upwards of 20 to 30 minutes. While members appreciate celebrating those deserving of the awards, time is of the essence to ensure delegates get through important information and policies.

2-10/25 (Administrative Procedure)
Edmonton Public Teachers

Be it resolved that there be a simple slide show for the ATA Educational Trust at the Annual Representative Assembly showing how much each local donates to the trust.

Note—The pomp and circumstance of having every local present what they are donating takes up crucial time at the Annual Representative Assembly, especially in recent years when there have been incredibly important policies that deserved to be debated.

2-11/25 (Immediate Directive)
Edmonton Public Teachers

Be it resolved that the Association urge school authorities to collaborate with Alberta Occupational Health and Safety to decide safe temperatures and/or air quality index to continue outdoor physical education and indoor/outdoor activities in all seasons that instruction occurs.

Note—While most school authorities have a hard point for winter where students should no longer be going out for recess or waiting outside to be let in, nothing exists for summer. On days when it is hotter than 30 degrees Celsius outside, it is unsafe for students and staff to continuously be outside.

2-12/25 (Immediate Directive)
Edmonton Public Teachers

Be it resolved that teachers are essential in integrating artificial intelligence (AI) as a learning tool. AI should complement the teacher’s professional role in student learning and not be used as a replacement.

Note—Artificial intelligence (AI) is increasingly used in educational contexts, and while it can provide support as a tool, teaching is relational. AI should complement the teacher’s professional role in student learning and not be used as a replacement. Teachers play an integral role in learning, and human connection is vital to the learning process.

2-13/25 (Immediate Directive)
Edmonton Public Teachers

Be it resolved that the Government of Alberta prioritize cybersecurity, infrastructure, clear guidelines and continuous technical support to maintain fairness and effectiveness in the assessment process.

Note—Governments and testing have been moved to online platforms. Schools, teachers and students should have support to find success in these mandated and government-directed tests.

2-14/25 (Immediate Directive)
Edmonton Public Teachers

Be it resolved that the Association urge the Government of Alberta to continue to employ teachers in the assessment process of government-mandated exams.

Note—As digital testing becomes standard for government exams, the assessment should be interpreted by educators. Artificial intelligence (AI), while a tool, is not a replacement for the professional judgment of educators. AI learning based on the teacher’s input in the system in the evaluation process should be transparent. If AI is using teacher expertise to learn to assess exams and improve the testing, teachers should be aware and consent. AI is only to be used to support the marker, not replace the marker in that process.

2-15/25 (Immediate Directive)
Edmonton Public Teachers

Be it resolved that the Association urge school authorities to eliminate the requirement for teachers to present a note from a medical practitioner when ill.

Note—The Canadian Medical Association (CMA) has called for an end to sick-note requirements for minor, short-term illnesses. According to a recent CMA report, the practice “burdens physicians with unnecessary administrative tasks, detracts from patient care, [and] exacerbates health-care system inefficiencies and inequities.” Teachers are exposed to a number of viruses in classrooms as a condition of their employment, and it is unfair to then further burden them with the financial penalty of paying for these notes.

2-16/25 (Administrative Procedure)
Edmonton Public Teachers

Be it resolved that when staff responds to questions from a speaker on the floor of the Annual Representative Assembly, the response not count toward the speaker’s time at the microphone.

Note—While the Annual Representative Assembly values the expertise and insight of staff when answering questions, their response should not prevent the delegate from having their allotted time to express their opinion when debating a resolution.

2-17/25 (see page 20)

2-18/25 (see page 20)

2-19/25 (see page 20)

2-20/25 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that any proposed memorandum of agreement being voted on by teachers be made available for teachers to review as much in advance of the vote as possible.

Note—In January 2024, a memorandum of agreement was achieved at local-table bargaining between the Association and the Calgary Board of Education. Members of Calgary Public Teachers Local No 38 were asked to vote on a collective agreement, but the text of the agreement was deliberately withheld until the meeting of the bargaining unit, without explanation. This runs counter to the democratic principle of an informed vote and inhibits member engagement.

2-21/25 (Immediate Directive)
Edmonton Catholic Teachers

Be it resolved that the Association encourage the creation of a standard for preservice teachers in education programs in postsecondary institutions.

Note—Currently, teachers and educational leaders are held to the Teaching Quality Standard (TQS), Leadership Quality Standard and Superintendent Leadership Quality Standard. Preservice teachers are entering their practicum with a lack of knowledge and skills in some of the key areas that the TQS identifies. A document similar to the TQS would be beneficial to preservice teachers in preparing them for the classroom. It could include requirements for specific courses

in things such as behaviour management and best practices to serve students with exceptional needs.

2-22/25 (Immediate Directive)
Edmonton Catholic Teachers

Be it resolved that the Association urge the Government of Alberta to recognize the valuable contributions of educational support workers and provide adequate funding to compensate them fairly.

Note—Today’s classrooms rely more and more on the support of educational workers for students with needs. Teachers value the support of educational assistants, behavioural therapists and others to assist them in meeting complex behaviours and learning needs. We believe educational workers should be compensated for the valuable contributions they make to classrooms.

2-23/25 (Immediate Directive)
Edmonton Catholic Teachers

Be it resolved that the Association urge the Government of Alberta to protect the *Education Act* from being easily changed. Consultation with invested parties should occur prior to any major changes.

Note—The *Education Act* directly affects the teaching profession. The government should not be able to use the act to impose its ideologies or party beliefs. With the consultation of invested parties, the purpose of the act can be upheld.

2-24/25 (Long-Term Policy)
Edmonton Catholic Teachers

Be it resolved that policy 6.2.9.1 be amended to read—

“The Government of Alberta, in funding students with exceptional learning needs, should adequately cover costs to

1. provide ongoing inservice to the staff involved;
2. hire appropriately trained educational assistants;
3. ensure trained personnel to transport students;
4. contract professionals to assess and develop programs for students, in consultation with the classroom teacher;
5. access medical and other noninstructional government services;
6. purchase assistive technology and other special equipment and resources;
7. renovate schools to ensure that they are barrier-free;
8. create an environment conducive to the education of students with exceptional learning needs;
9. reduce teacher-pupil ratios, as necessary, based on the complexity of the needs of the students in each class; and
10. reduce the instructional time of teachers so that they can (a) effectively plan instruction, collaborate with student-support teams and other professionals; and (b) develop, implement and monitor plans that are required for individual students.”

Note—Most students with exceptional needs are in mainstream classrooms. School authorities have largely moved away from specialized programs, especially at the elementary level. Adequate funding to support the inclusive classroom is necessary for student success. The word *programs* is limited to only specialized classrooms and not all inclusive classrooms.

6.2.9.1 *The Government of Alberta, in funding [programs for] students with exceptional learning needs, should adequately cover costs to*

1. provide ongoing inservice to the staff involved;
 2. hire appropriately trained educational assistants;
 3. ensure trained personnel to transport students;
 4. contract professionals to assess and develop programs for students, in consultation with the classroom teacher;
 5. access medical and other noninstructional government services;
 6. purchase assistive technology and other special equipment and resources;
 7. renovate schools to ensure that they are barrier-free;
 8. create an environment conducive to the education of students with exceptional learning needs;
 9. reduce teacher-pupil ratios, as necessary, based on the complexity of the needs of the students in each class; and
 10. reduce the instructional time of teachers so that they can (a) effectively plan instruction, collaborate with student-support teams and other professionals; and (b) develop, implement and monitor plans that are required for individual students.
- [1982, 2022]

2-25/25 (Administrative Procedure)
Canadian Rockies
Christ the Redeemer
Foothills
Rocky View

Be it resolved that the Association negotiate, with school authorities, up to 50 days of release time or 25 per cent of the president’s full-time equivalent for each local and reimburse school authorities for the associated costs.

Note—The provincial Association increasingly relies on local presidents to organize and engage members, making consistent release time essential. This time allows presidents to visit schools, connect with teachers, advance the Association’s goals and build member capacity while fostering unity among members.

Currently, many locals lack president release time due to financial constraints yet are expected to perform the same duties as those who receive and can afford it. This resolution will ensure that all local presidents have the necessary time and resources to fulfill their responsibilities effectively, which will strengthen communication, collaboration and our shared commitment to being one profession united.

2-26/25 (Immediate Directive)
Red Deer City

Be it resolved that the Association advocate for the Government of Alberta to fully fund and support inclusion.

Note—Inclusion is not just having the student in the classroom; it is fully supporting the needs of the student and the teacher in the classroom. No amount of professional development and learning can help support our students without the funds required to provide necessary learning supports. This includes, but is not limited to, complex-needs students, behavioural students and English-as-an-additional language students. Inclusion without support is abandonment.

2-27/25 (see page 20)

2-28/25 (Administrative Procedure)
Red Deer City

Be it resolved that the provincial Substitute Teachers Committee be encouraged to more fulsomely collaborate with local substitute teacher chairs from across the province. This will require a larger number of substitute teachers to have positions on the committee to ensure greater representation.

Note—Having only three substitute teachers on the committee results in a shortage of lived experience of the members being represented. In a province with a wide diversity of experiences for substitute teachers, the Association could ensure that all are represented by broadening consultation with local substitute teacher chairs and adding more substitute teacher positions to the committee.

2-29/25 (Administrative Procedure)
Red Deer City

Be it resolved that the Annual Representative Assembly direct the Association to create a substitute teacher specialist council that will work in fulsome cooperation with local substitute teacher chairs.

Note—Substitute teachers, like all other Alberta teachers, deserve a council that represents their unique needs and interests.

2-30/25 (Administrative Procedure)
Red Deer City

Be it resolved that the Steering Committee no longer permit the scheduling of guest presentations and courtesy motions if the order paper is more than two hours behind the published schedule times. This shall not affect the scheduling of emergent motions.

Note—The 2024 Annual Representative Assembly (ARA), by Sunday evening, was approximately six hours behind schedule. This denies time and space in the schedule for fulsome and thorough discussion of proposals and emergent motions at ARA. Furthermore, it denies the Assembly the chance to debate or discuss any items that are unfinished by the end of the scheduled time frame, forcing them to be delegated to Provincial Executive Council. This leaves no chance for representatives to discuss, debate or amend any

of those motions, thus circumventing the democratic process.

2-31/25 (Administrative Procedure)
Red Deer City

Be it resolved that a second shift of required personnel, audiovisual and other technical crews be contracted and scheduled for the Saturday evening of the Annual Representative Assembly (ARA) similar to Sunday evening. This will allow the work of the ARA to continue and prevent us from running out of time, ensuring that the work of the ARA can be completed.

Note—We understand that in past annual representative assemblies (ARAs), contracts and scheduling were not in place so that Saturday evening can proceed similar to Sunday evening. This will require renegotiation of future contracts for audiovisual (AV) and other services to ensure that the needs of the house are met. Currently, the AV contract allows for only a single shift, which limits the time that can be spent on ARA business. Adding a second shift may result in the cancellation of the ARA social, helping to defray some of the additional costs that this proposal will create.

2-32/25 (Administrative Procedure)
Battle River

Be it resolved that the Association establish a committee, composed of at least 50 per cent field members, to reorganize the Annual Representative Assembly such that the focus is on completing the work of the Assembly and prioritizing time for debating long-term policy, local resolutions, Provincial Executive Council resolutions and emergent resolutions.

Note—The function of the Annual Representative Assembly is to direct Provincial Executive Council in approving policy and budget. It should be afforded the necessary time to complete its work. In past years, resolutions have not been debated, despite time limitations. Time could be found by (1) extending the duration of the Assembly through an extra date or splitting staff shifts, aligning with labour codes; (2) limiting courtesy resolutions/presentations; (3) reorganizing the order of events to have the Assembly’s core functions addressed first; (4) creating an evening celebration as an appropriate venue for recognition/awards; and (5) other ideas the committee deems relevant.

2-33/25 (Administrative Procedure)
Battle River

Be it resolved that the Association develop a nonmandatory evening celebration to be held on the Saturday of the Annual Representatives Assembly to include (1) awards/recognition, (2) courtesy resolutions, (3) ATA Educational Trust, and (4) items that enhance the culture and comradery of Association membership.

Note—The function of the Annual Representative Assembly (ARA) is to direct Provincial Executive Council in approving policy and budget. It should be afforded the necessary time to complete its work. In past years, resolutions have not been debated, despite time limitations. There is value in hosting celebrations and recognition during the Assembly itself; the priority must be to complete mandated business. A separate function creates opportunity for award recipients, retirees and others being honoured to celebrate beyond a mere ovation. This time could be used to enhance the culture of the Association, ARA delegates, honourees and their families. This evening could have a ticket cost.

2-34/25 (Administrative Procedure)
Battle River

Be it resolved that the Association direct the Central Table Bargaining Committee to include, in subsequent rounds of bargaining, a provision for school authorities to facilitate the voluntary service, with salary and benefits, of teachers who are qualified first responders to assist civil authorities in responding to emergencies and natural disasters.

Note—During forest-fire crises, members asked to deploy on firefighting operations could not, as many collective agreements have no military, first-responder leaves or voluntary-service provisions. Members who are given an unpaid leave rely on the pay received for services rendered and lose pensionable service. These losses make it fiscally nonviable to serve and reduce the number of qualified

responders available in a disaster or emergency situation. This is a small group and is unlikely to be reflected as a priority in survey data. Similar motions have been passed and costs authorized by the Annual Representative Assembly in the past two years.

2-35/25 (Administrative Procedure)
Parkland Teachers'

Be it resolved that the Association engage in a convention review to survey members about delivery methods, quality and diversity of programming at convention.

Note—Before COVID, we did not have a concept of what online professional development was like, so the scope of the most recent convention review did not accurately consider this new reality. To get an accurate assessment of what is possible and what teachers want and need, we need to engage in a new convention review. As an association of members, for members, we need to actively seek out opinions to provide the most desired and effective professional-development opportunities.

2-36/25 (Immediate Directive)
Parkland Teachers'

Be it resolved that the Association urge school authorities to develop procedures for teachers when they are experiencing an emergent triggering event throughout their workday to ensure they have access to the necessary time, resources and physical space to

manage their well-being and continue to perform their roles effectively.

Note—When dealing with an emergent triggering event, teachers should be able to access support and take immediate time away from their classrooms to manage their personal well-being and trauma response. It is important that schools have a policy in place to ensure that teachers have access to the necessary time and resources to manage their well-being and continue to perform their roles effectively.

2-37/25 (Immediate Directive)
Parkland Teachers'

Be it resolved that the Association urge school authorities to provide all teachers with physical limitations the necessary accommodations to ensure equitable access to all open postings and professional opportunities.

Note—This resolution will ensure that schools, job postings and other professional opportunities are accessible to all teachers regardless of their physical limitations, including substitute positions and temporary contracts. It will also ensure that assigned tasks, such as supervision, include provisions to create more accessibility. For example, a substitute teacher is unable to access the classroom for their chosen assignment due to a broken elevator in the building. In some schools, this may mean that the substitute teacher is reassigned or moved to a different position due to the school's lack of accessibility.

2-38/25 (Administrative Procedure)
Parkland Teachers'

Be it resolved that the Association, at its Annual Representative Assembly, ensure accessibility for delegates by providing adequate spacing between seating and aisles and closed captioning on screens.

Note—With a large room and a variety of seating arrangements, it can be very difficult to manoeuvre around others, especially those who have mobility issues. It is also easier to understand speakers with closed captioning.

2-39/25 (Immediate Directive)
Westwind

Be it resolved that the Association's default assumption be that the parent-child relationship is paramount/sacred and that teachers will neither interfere with nor undermine that relationship.

Note—At previous annual representative assemblies, there have been attempts to create policy to strip parental rights; fortunately, the Assembly defeated those attempts. The wording above provides important messaging to the public that the Association recognizes that most parent-child relationships are healthy and positive. We recognize further that some parent-child relationships may be problematic but that these can be dealt with on a case-by-case basis rather than through blanket policies.

Provincial Executive Council Resolutions

3-1/25 (Administrative Procedure) Provincial Executive Council

Be it resolved that the Disposition of Immediate Directives submitted to the 2025 Annual Representative Assembly be approved.

Note—Policy 1.3.1.12 calls for a report on the proposed disposition of policies passed by the 2024 Annual Representative Assembly (ARA) to be submitted to the 2025 ARA for approval.

1.3.1.12 Policies passed by an Annual Representative Assembly shall be referred to the Resolutions Committee for reconciliation and integration with existing policy. Provincial Executive Council shall approve a report on the proposed disposition of the policies, including proposed amendments, and submit it to the Annual Representative Assembly the following year for approval. [2018, 2020]

3-2/25 (Immediate Directive) Provincial Executive Council

Be it resolved that the Association oppose the establishment of publicly funded collegiate schools that

1. employ noncertificated teachers who are not members of the bargaining unit to instruct, supervise and/or monitor students;
2. exclude students on any basis that violates human rights legislation;
3. exclude students because of the economic, social or educational circumstances of their parents;
4. restrict enrolment to students of higher levels of ability or achievement;
5. function as an early streaming mechanism that may unfairly impact students with a variety of intersectional identity factors;
6. threaten the survival of local public schools by diminishing their enrolments;
7. are not in alignment with Association policy on dual-credit programming; and
8. are intended, by the Government of Alberta, as a mechanism to address shortages of skilled tradespeople instead of providing adequate funding for the expansion of postsecondary institutions' capacity to provide apprenticeship training and trades certification.

Note—In Alberta, collegiate schools may be public (public, separate, francophone, public charter) or accredited, funded independent (private) schools. While all collegiate schools must have the same four essential components to be given collegiate status, public charter and private collegiate schools may utilize registration criteria that narrows the breadth of students accepted into the school.

Furthermore, Alberta allows collegiate schools the option to expand programming into Grades 7 to 9, which has the potential to create an early streaming mechanism that may unfairly impact students with a variety of intersectional identity factors. Research focused on streaming in Ontario's education system notes that students from low-income families, racialized students, Indigenous students and students with specialized learning needs are disproportionately streamed into applied coursework.

3-3/25 (Immediate Directive) Provincial Executive Council

Be it resolved that the Association support the establishment of dual-credit programming that

1. is instructed, supervised and/or monitored by a certificated teacher who is a member of the bargaining unit;
2. ensures off-campus instruction includes frequent on-site monitoring and reporting by certificated teachers who are members of the bargaining unit;
3. ensures students are not excluded on any basis that violates human rights legislation;
4. ensures students are not excluded because of the economic, social or educational circumstances of their parents;
5. is not intended as a strategy to manage class size; and
6. is supported by targeted funding, provided by the Government of Alberta, for both on-campus and off-campus programming.

Note—Certificated teachers are integral to the instruction, supervision and/or monitoring of dual-credit programming, as they work to ensure student safety and adherence to standards for delivery of instruction. Further, certificated teachers who are members of the bargaining unit are familiar with the local and school community context to which dual-credit programming is intended to respond.

The current government has noted dual-credit programming as a strategy for managing class size, as off-campus programming reduces the number of students physically present in school buildings. This strategy is not in alignment with the purpose of dual-credit programming and schools' operational realities.

3-4/25 (Long-Term Policy) Provincial Executive Council

Be it resolved that category 3.2.1.0, Principles of Test Design, Development and Administration, be retitled Principles of Assessment Design, Development and Administration.

Note—The title of category 3.2.1.0 is incongruent with current terminology.

3-5/25 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 1.3.1.1 be amended to read—

“Locals may submit resolutions at any time, and the Association will place all resolutions received by the executive secretary on or before December 15, 1700 hours, before the Annual Representative Assembly in the next year.”

Note—The resolution aligns policy with practice.

1.3.1.1 Locals may submit resolutions at any time, and the Association will place all resolutions received by the executive secretary on or before December 15, 1700 hours, before the Annual Representative Assembly in the next year. [1965, 2020]

3-6/25 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 1.3.1.10 be amended to read—

“All new programs proposed by Provincial Executive Council with budgetary implications of more than \$10,000 are presented in the form of a resolution to be discussed before the budget debate.”

Note—The resolution aligns policy with practice.

1.3.1.10 All [newly-proposed] new programs proposed by Provincial Executive Council with budgetary implications of more than \$10,000 are presented in the form of a resolution to be discussed before the budget debate. [1991, 2020]

3-7/25 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 1.3.1.11 be amended to read—

“The Annual Representative Assembly considers all Provincial Executive Council resolutions dealing with the expenditure of funds over \$10,000 before adopting the budget.”

Note—The resolution aligns policy with practice.

1.3.1.11 The Annual Representative Assembly considers all Provincial Executive Council resolutions dealing with the expenditure of funds over \$10,000 before adopting the budget. [1970, 2020]

3-8/25 (Immediate Directive) Provincial Executive Council

Be it resolved that the Government of Alberta develop a new teacher practicum grant program that

1. is administered by the Government of Alberta,
2. allows preservice teachers registered in Alberta-based teacher preparation programs to apply directly to the Government of Alberta for financial support for any full-day field experience placement of five or more consecutive working days in length and
3. provides biweekly funding sufficient to cover reasonable and essential costs of living for the duration of the field experience.

Note—Preservice teachers in Alberta face substantial financial stress during their practicum placements, as they are typically required to work full-time in schools without remuneration. Providing financial assistance through a new practicum grant would allow preservice teachers to focus on their teacher preparation without needing to leave early to get to their evening jobs. Unlike co-op or apprenticeship programs in other fields such as engineering, medicine or law, where students are paid to complete their internships, education students often lose income opportunities while still incurring tuition fees and accruing personal debt. Providing financial support will allow education students to

dedicate themselves fully to their practicum, leading to better-prepared, more confident new teachers.

3-9/25 (Immediate Directive) Provincial Executive Council

Be it resolved that the Government of Alberta ensure that curriculum redesign includes authentic, comprehensive general and specific outcomes related to racism directed toward Indigenous Peoples, including historical and ongoing impacts of colonization and assimilation policies and practices, moving toward a culturally reflective and responsive curriculum.

Note—Blending Indigenous Peoples into an umbrella term for all equity-deserving peoples further diminishes and erases Indigenous Peoples' experiences. Indigenous Peoples are not immigrants in their own land and have inherent rights and distinct status in Canada.

3-10/25 (Immediate Directive) Provincial Executive Council

Be it resolved that the Government of Alberta revisit and renew Aboriginal Studies curriculum and select resources and design assessments to align with Indigenous Knowledge Systems.

Note—The content includes outdated material and approaches to teaching Indigenous Knowledge. It is essential to align the material with and support both historical and contemporary understandings of Indigenous histories, traditions, stories, cultures and languages. The content must also adhere to the principles outlined in the United Nations Declaration on the Rights of Indigenous Peoples. Furthermore, it requires pedagogical and assessment approaches that reflect and respect Indigenous ways of knowing, being and doing.

3-11/25 (Immediate Directive) Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to continue to employ certificated teachers, gathered in one central location, in the assessment process of provincial achievement tests and diploma examinations.

Note—This resolution emphasizes the importance of in-person, collaborative involvement of certificated teachers in the marking of provincial achievement tests and diploma examinations. Teacher professional judgment and collaboration are essential to the marking process.

3-12/25 (Immediate Directive) Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to work with teachers and educational partners, including organizations representing diverse language communities, to rewrite and reorganize additional language curricula, such as French as a Second Language, Bilingual Language Arts, and Language and Culture courses, to align with the new curriculum architecture.

Note—The curricula identified in this resolution, including French as a Second Language (9Y), which was last updated in 2004, are in need of significant revision. Reorganizing these programs to align with the new curriculum architecture currently being implemented would enhance coherence, facilitate more effective assessment practices and support stronger cross-curricular integration. Further, the content within these curricula should be updated to place greater emphasis on communicative competence, reflecting contemporary best practices in language education. Consideration should also be given to incorporating globally recognized frameworks for additional language acquisition, such as the Common European Framework of Reference for Languages and the American Council on the Teaching of Foreign Languages, to ensure Alberta's language programs remain competitive and aligned with international standards. [This resolution originated with the Additional Languages and Intercultural Council.]

3-13/25 (Administrative Procedure) Provincial Executive Council

Be it resolved that the Association provide funds to enhance supports and services for internationally educated teachers (IETs) by exploring issues related to certification, recruitment and communications obstacles.

Note—Teacher recruitment and retention in Alberta is at an all-time low. Internationally educated teachers (IETs) bring specialized skills related to languages, religion and other

content specialities that are highly sought after. Entire school communities can benefit from the skills and knowledge of IETs.

Many IETs are living in Alberta but are not teaching because they are overwhelmed and confused by the certification and job-hunt process. They need support and direction.

[Cost: \$20,000]

3-14/25 (Administrative Procedure)
Provincial Executive Council

Be it resolved that the Association create a new budget line to continue to support employee disability claims and return-to-work arrangements through return-to-work medical assessments, ergonomic assessments and independent medical examinations required under the collective agreements with Association staff.

Note—The Association has at times required the services of an independent medical practitioner to carry out an impartial assessment of an employee. Generally, these cases relate to establishing clarity with respect to fitness for duty, more

complex employee accommodation requests or, at times, when requested as part of a claim for long-term disability. While not common, there are also instances where discrepancies or conflicts exist between the Association's understanding of an employee's condition and the information provided by the employee's doctor. Ultimately, the cost for such an assessment would be driven by the complexity of the case; however, it would not be unreasonable to estimate \$5,000 to \$7,000 per case for a full medical assessment, including the review of all medical documentation to date, an examination of the claimant and the provision of a detailed report.

[Cost: \$15,000]

3-15/25 (Administrative Procedure)
Provincial Executive Council

Be it resolved that, pursuant to bylaw 9(2)(a), the fee payable by an active member employed full-time be \$1,422 per annum effective 2025 09 01.

Note—The detailed budget document, the *Budget Booklet* and the budget presentation provide the rationale for a fee of \$1,422.

3-16/25 (Administrative Procedure)
Provincial Executive Council

Be it resolved that, pursuant to bylaw 9(2)(f), the fee payable by an associate member be \$213.30 per annum effective 2025 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

2-1/25 (Administrative Procedure) Calgary Separate School Parkland Teachers'

Be it resolved that the Association, at its Annual Representative Assembly, incorporate the *Robert's Rules of Order* practice of alternating the speakers' list between those speaking in support of and those speaking in opposition to a motion during discussion and debate.

Note—Alternating between speakers in support of and opposition to a motion creates a fair, organized and respectful environment for debate, ultimately enhancing the quality of decision making for all members of the house. It ensures that all views are represented, encourages thoughtful engagement and allows members of the house to hear both sides of any argument. If there are not speakers in support of and opposition to at the microphones, the speakers' list will continue with speakers on the single position until exhausted.

Action—At its January 2025 meeting, Provincial Executive Council directed staff to pilot “for” and “against” microphones at the 2025 Annual Representative Assembly, on the understanding that those remaining at any one microphone would still be allowed to speak. Delegates should bear in mind that this is a pilot and that while some delegates approach the microphone simply to speak in favour of or in opposition to a motion, many delegates approach the microphone for a wide range of other reasons, such as asking a question, moving an amendment, calling the question, referring the matter for study and report, or suspending the rules of the Assembly, just to name a few. Screening members by asking them to identify their intentions for speaking beforehand would create a complex layer of organization that would result in confusion in the Assembly and would prioritize the speaking order of members based on their opinions and intent at the microphone.

2-5/25 (Administrative Procedure) Edmonton Public Teachers

Be it resolved that the Association conduct research that explores the lived experiences of substitute teachers so that policy recommendations aimed at improving the professional lives of substitute teachers can be created in the future.

Note—More data is needed on the modality of substitute teaching and how the professional lives of substitute teachers in schools, school authorities and the Association are impacted. The Association's research (2021) affirms “the importance of continuing to conduct research that explores the lives and experiences of substitute teachers to gain insights that might generate policy recommendations to improve the professional lives of substitute teachers.”

Action—Policy recommendations can go forward now given this fulsome understanding of the current situation of substitute teachers. Dedicated Association research studies on the experiences of substitute teachers have been conducted—available on the Association's website under the Research section—that provide comprehensive insights into the professional lives and challenges faced by this section of our membership. These efforts have highlighted key findings, such as the need for improved working conditions, professional development opportunities and greater integration into school communities.

The workload study proposed in the draft 2025/26 budget will include an exploration of the lived experiences of substitute teachers.

2-7/25 (Administrative Procedure) Edmonton Public Teachers

Be it resolved that the Association develop, establish and maintain a targeted and comprehensive engagement program specifically for substitute teachers.

Note—Substitute teachers are underrepresented in the Association; the Association's research (2021) found that the Association has work to do to “build pathways for substitute teachers to engage with the teaching profession and the supports that the ATA provides.” Conditions should be created to allow more substitute teachers to become more engaged members of the Association.

Action—The Association currently has the following in place: Substitute Teachers Committee, Substitute Teachers' Conference, an annual selection of online webinars offered through the Professional Development Program area directed specifically toward substitute teachers, and in-person workshop offerings for substitute teachers through Teacher Employment Services. As well, substitute teachers new to the profession can be engaged through general online sessions offered through the Beginning Teacher Network. Substitute teachers may take the opportunities listed above to engage with the Association, act as field representatives and expand their professional knowledge.

2-17/25 (Administrative Procedure)

Association des enseignantes et des enseignants francophones de l'Alberta

Be it resolved that the Association provide funds to add a French cohort to the Beginning Teacher Network.

Note—Francophone teachers would benefit greatly from having a French cohort within the Beginning Teacher Network. It would allow them to access high-quality professional-development activities in their instructional language. The current size of the Beginning Teacher Network's cohort groups is set at 25 teachers per group (50 teachers in total in the 2024/25 school year). The cost of adding a French cohort is approximately \$15,000, since it would require four half-days of release time for an additional 25 teachers.

Action—Funds have been provided in the 2025/26 proposed budget to implement a French cohort within the Beginning Teacher Network.

2-18/25 (Immediate Directive)

Calgary Public Teachers

Be it resolved that the Teacher Salary Qualifications Board should revise the Principles for the Evaluation of Years of Teacher Education for Salary Purposes to recognize coursework from postsecondary programs in trades education on the same basis as other currently recognized postsecondary programs in determining a teacher's statement of qualifications.

Note—This resolution was submitted last year, but the 2024 Annual Representative Assembly adjourned before this resolution was tabled. There is still a significant issue of equity inherent in the Principles for the Evaluation of Years of Teacher Education for Salary Purposes. Failure to recognize trades education is an outdated perspective that devalues those educational programs (which have as much rigour as university programs) while assuming that university courses are inherently better or more robust. Delivering the Career and Technology program of study entails a need for specific training that can only be obtained outside of a university setting, and as such, it should be

factored into the salary evaluation principles of the Teacher Qualifications Service.

Action—The Teacher Salary Qualifications Board (TSQB) comprises representatives of the postsecondary institutions, school boards, the Government of Alberta and the Association. Changes to the Principles for the Evaluation of Years of Teacher Education for Salary Purposes require the consent of all four parties to the agreement and cannot be directed by the Association alone. Recent changes in government policies concerning teacher certification and recognition of teaching qualification, together with changing teacher demographics and a proliferation of postsecondary institutions providing education programs, have resulted in the Association, with the consent of the TSQB partners, initiating a comprehensive review of the principles to ensure their continuing relevance. The review, commencing in 2025/26, will consider issues including, but not limited to, the recognition of trades education and certification.

2-19/25 (Administrative Procedure) Calgary Public Teachers

Be it resolved that the Association communicate and publish for members the process that is followed when a complaint is brought forward under the Association's Human Rights Statement.

Note—Since the creation and adoption of the Human Rights Statement by the Association, there has been inconsistency in the manner in which it has been upheld. There is direction given that individuals who are reasonably believed to be in breach of the Human Rights Statement can be reprimanded and/or removed from meetings, events or activities, or their representative role, but it is unclear what criteria must be met for this to occur, and the statement does not address the need for further actions that may need to take place for future Association meetings, events or activities. Informing teachers of the process that is followed will create transparency, and members will feel supported when they bring human rights concerns to the delegated authorities at Association functions.

Action—Association staff will have a process manual in place prior to the Annual Representative Assembly for members to access should a human rights complaint be brought forward.

2-27/25 (Administrative Procedure) Red Deer City

Be it resolved that the Association lead a session at all teachers' conventions across the province every year that highlights the rights and responsibilities of teachers in the profession. This presentation will be offered at all teachers' conventions until such a point in time as it is no longer required, as determined by an Annual Representative Assembly.

Note—Many teachers, especially new teachers, are often unaware of their rights and what steps they can take professionally to protect themselves under the *Education Act*, the teacher code of conduct and the collective agreement. This is essential information for teachers to help protect and empower them in their teaching practice. Given the amount of disinformation and misinformation promoted on social media and other platforms, there has never been a more important time to establish and clarify what is, and is not, a part of our job.

Action—The content of the suggested session is covered through the mandatory eight Association sessions that every board must offer in their convention schedule each year. In the 2025 convention season, this included sessions such as “Code of Conduct: Navigating the Alberta Teacher's Profession” and “Teacher Safety Net.”

Disposition of Immediate Directives

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
1.0.0.0 ADMINISTRATIVE PROCEDURES			
1.4.0.0 IMMEDIATE DIRECTIVES			
1.4.1.0 Association Budget Resolutions			
1.4.1.1 3-21/24	Be it resolved that the Association provide funds to increase the executive staff complement in Professional Development by one to address workload issues and enhance the professional functions of the Association. [2024]	—	Action taken Note—The 2024/25 budget includes funds to increase the executive staff complement in Professional Development by one to address workload issues and enhance the professional functions of the Association.
1.4.1.2 3-23/24	Be it resolved that the Association provide funds to enhance professional development and mentorship supports for beginning teachers through formalization of a beginning teachers' network. [2024]	—	Action taken Note—The 2024/25 budget includes funds to enhance professional development and mentorship supports for beginning teachers through formalization of a beginning teachers' network.
1.4.1.3 3-24/24	Be it resolved that the Association provide funds to support local and school authority partnerships to provide mentorship opportunities for new school leaders. [2024]	—	Action taken Note—The 2024/25 budget includes funds to support local and school authority partnerships to provide mentorship opportunities for new school leaders.
1.4.1.4 3-25/24	Be it resolved that the Association provide funds to increase the executive staff complement in Teacher Employment Services by one to address workload issues and preserve Association capacity to serve members. [2024]	—	Action taken Note—The 2024/25 budget includes funds to increase the executive staff complement in Teacher Employment Services by one to address workload issues and preserve Association capacity to serve members.
1.4.1.5 3-26/24	Be it resolved that the Association provide funds to increase the capacity of Regulatory Affairs and Membership Support to carry out membership support and information functions through the addition of a professional staff position. [2024]	—	Action taken Note—The 2024/25 budget includes funds to increase the capacity of Regulatory Affairs and Membership Support to carry out membership support and information functions through the addition of a professional staff position.
1.4.1.6 3-28/24	Be it resolved that the Association provide funds to establish two seminars annually for local diversity, equity and human rights chairs. [2024]	—	Action taken Note—The 2024/25 budget includes funds to establish two seminars annually for local diversity, equity and human rights chairs.
1.4.1.7 3-29/24	Be it resolved that the Association provide funds to create a constitutional and funding framework to support the establishment and operation of diversity and equity networks. [2024]	—	Action taken Note—The 2024/25 budget includes funds to create a constitutional and funding framework to support the establishment and operation of diversity and equity networks.
1.4.1.8 3-30/24	Be it resolved that the Association provide funds to host an evening function for delegates attending the Canadian Teachers' Federation's Women's Symposium in Alberta in 2025. [2024]	—	Action taken Note—The 2024/25 budget includes funds to host an evening function for delegates attending the Canadian Teachers' Federation's Women's Symposium in Alberta in 2025.
1.4.1.9 3-31/24	Be it resolved that the Association provide funds to create capacity to support organization of and contract management for Association and specialist council events, including large-scale multimodal and virtual meetings, through the addition of a professional staff position. [2024]	—	Action taken Note—The 2024/25 budget includes funds to create capacity to support organization of and contract management for Association and specialist council events, including large-scale multimodal and virtual meetings, through the addition of a professional staff position.
1.4.1.10 3-33/24	Be it resolved that the Association provide funds to create an Indigenous Education Initiatives Grant program to support innovative projects with connections to community toward fulfillment of the Truth and Reconciliation Commission of Canada's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice. [2024]	—	Action taken Note—The 2024/25 budget includes funds to create an Indigenous Education Initiatives Grant program to support innovative projects with connections to community toward fulfillment of the Truth and Reconciliation Commission of Canada's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
1.4.1.11 3-34/24	Be it resolved that, pursuant to bylaw 9(2)(a), the fee payable by an active member employed full-time be \$1,422 per annum effective 2024 09 01. [2024]	—	Action taken Note—Pursuant to bylaw 9(2)(a), the fee payable by an active member employed full-time is \$1,422 per annum effective 2024 09 01.
1.4.1.12 3-35/24	Be it resolved that, pursuant to bylaw 9(2)(f), the fee payable by an associate member be \$213.30 per annum effective 2024 09 01. [2024]	—	Action taken Note—Pursuant to bylaw 9(2)(f), the fee payable by an associate member is \$213.30 per annum effective 2024 09 01.
1.4.2.0 Resolutions Referred for Study and Report			
1.4.2.1 2-10/24	Be it resolved that the Association investigate and report back on ageism in the field of education in Alberta. [2024]	—	Action taken Note—In 2024/25, the Association will investigate ageism in the field of education in Alberta. The report on resolution 2-10/24 will appear in the 2025 <i>Resolutions Bulletin</i> and <i>ARA Handbook</i> .
1.4.3.0 Resolutions Related to the Association Policy Review			
1.4.3.1 3-1/24	Be it resolved that the Disposition of Immediate Directives submitted to the 2024 Annual Representative Assembly be approved. [2024]	—	Action taken Note—The Disposition of Immediate Directives was approved by the 2024 Annual Representative Assembly.
2.0.0.0 CURRICULUM, PROGRAMS AND SUPPORTS			
2.4.0.0 IMMEDIATE DIRECTIVES			
2.4.0.1 2-16/24	Be it resolved that the Association urge the Government of Alberta to communicate to school authorities that notification and permission regarding human sexuality, as outlined in section 58.1 of the <i>Education Act</i> , is not necessary when addressing human identities that include sexual orientation, gender identity and gender expression. [2024]	[Be it resolved that the Association urge the] The Government of Alberta [to] should communicate to school authorities that notification and permission regarding human sexuality, as outlined in section 58.1 of the <i>Education Act</i> , is not necessary when addressing human identities that include sexual orientation, gender identity and gender expression.	Amend and transfer to category 2.2.14.0, Curriculum, Programs and Supports/Externally Focused Policies/Parental Access
2.4.0.2 3-12/24	Fundamental Belief: The Association affirms teacher professional judgment and autonomy in the selection of learning resources and management of classroom and library collections in support of students' freedom to engage with media and material that depicts and respects the dignity and diverse lived experiences of all persons. [2024]	[Fundamental Belief:] The Association affirms teacher professional judgment and autonomy in the selection of learning resources and management of classroom and library collections in support of students' freedom to engage with media and material that [depicts] depict and [respects] respect the dignity and diverse lived experiences of all persons.	Amend and transfer to category 2.1.0.0, Curriculum, Programs and Supports/Fundamental Beliefs
2.4.0.3 3-13/24	The Association urges school authorities, in collaboration with teachers, to develop local policy to guide teachers and school leaders in responding to book and resource challenges in a manner that defends teacher professionalism and judgment and affirms students' freedom to read and experience a variety of media that represents and respects the dignity and diverse lived experiences of all persons. [2024]	[The Association urges school] School authorities, in collaboration with teachers, [to] should develop local policy to guide teachers and school leaders in responding to book and resource challenges in a manner that defends teacher professionalism and judgment and affirms students' freedom to read and experience a variety of media that represents and respects the dignity and diverse lived experiences of all persons.	Amend and transfer to category 2.2.2.0, Curriculum, Programs and Supports/Externally Focused Policies/Curriculum Content
2.4.0.4 3-14/24	Be it resolved that the Association urge the Government of Alberta to amend the <i>Guide to Education</i> to include in its Controversial Issues statement an affirmation of the right of students to read and otherwise engage with diverse and potentially controversial material in an appropriate, safe and supportive learning environment. [2024]	[Be it resolved that the Association urge the] The Government of Alberta [to] should amend the <i>Guide to Education</i> to include in its Controversial Issues statement an affirmation of the right of students to read and otherwise engage with diverse and potentially controversial material in an appropriate, safe and supportive learning environment.	Amend and transfer to category 2.2.2.0, Curriculum, Programs and Supports/Externally Focused Policies/Curriculum Content
2.4.0.5 3-17/24	Be it resolved that the Association urge school authorities to work with the Alberta Library to gain provincewide licences to high-quality online resources for all Alberta classrooms. [2024]	[Be it resolved that the Association urge school] School authorities [to] should work with the Alberta Library to gain provincewide licences to high-quality online resources for all Alberta classrooms.	Amend and transfer to category 2.2.9.0, Curriculum, Programs and Supports/Externally Focused Policies/Libraries
2.4.0.6 3-36/24	Be it resolved that the Association urge the Government of Alberta to substantively involve Association membership in curriculum development processes and policy decisions impacting high school programming and graduation requirements. [2024]	[Be it resolved that the Association urge the] The Government of Alberta [to] should substantively involve Association membership in curriculum development processes and policy decisions impacting high school programming and graduation requirements.	Amend and transfer to category 2.2.7.0, Curriculum, Programs and Supports/Externally Focused Policies/High School Graduation Requirements
2.4.0.7 3-41/24	Be it resolved that operational decisions concerning school library and learning commons spaces, including resource selection and removal, be made by certificated teachers. [2024]	[Be it resolved that operational] Operational decisions concerning school library and learning commons spaces, including resource selection and removal, should be made by certificated teachers.	Amend and transfer to category 2.2.9.0, Curriculum, Programs and Supports/Externally Focused Policies/Libraries
2.4.0.8 4-2/24	Be it resolved that this Annual Representative Assembly publicly express its opposition to Alberta Education's April 26, 2024, social studies curriculum. [2024]	—	Action taken Note—By voting to have this resolution disposed of in accordance with the position of Provincial Executive Council, the 2024 Annual Representative Assembly publicly expressed its opposition to Alberta Education's April 26, 2024, social studies curriculum.

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
3.0.0.0 STUDENT ASSESSMENT			
3.4.0.0 IMMEDIATE DIRECTIVES			
3.4.0.1 2-20/24	Be it resolved that the Association urge the Government of Alberta to refrain from entirely digitizing diploma examinations and continue to maintain the current paper-based format alongside digitized versions to ensure equitable access and minimize technical vulnerabilities. [2024]	[Be it resolved that the Association urge the] The Government of Alberta [to] should refrain from entirely digitizing diploma examinations and continue to maintain the current paper-based format alongside digitized versions to ensure equitable access and minimize technical vulnerabilities.	Amend and transfer to category 3.2.1.0, Student Assessment/Externally Focused Policies/Principles of Test Design, Development and Administration
3.4.0.2 2-21/24	Be it resolved that the Association urge the Government of Alberta to access supports used in daily instruction to remove language barriers in any provincial achievement test or diploma examination with the exception of English and French language examinations. [2024]	[Be it resolved that the Association urge the] The Government of Alberta [to] should allow students to access supports used in daily instruction to remove language barriers in any provincial achievement test or diploma examination with the exception of English and French language examinations.	Amend; transfer to category 3.2.4.0, Student Assessment/Externally Focused Policies/Student Accommodation in Assessment; and delete policy 3.2.4.4 3.2.4.4 <i>The Government of Alberta should provide readers, audio players and other required instructional supports to accommodate students writing diploma examinations for whom English or French is an additional language.</i> [2012, 2019]
3.4.0.3 3-42/24	Be it resolved that mandated literacy and numeracy assessments be conducted by teachers with the appropriate professional development required for the administration of the specific literacy and numeracy assessments. [2024]	[Be it resolved that mandated] Mandated literacy and numeracy assessments should be conducted by teachers with the appropriate professional development required for the administration of the specific literacy and numeracy assessments.	Amend and transfer to category 3.2.1.0, Student Assessment/Externally Focused Policies/Principles of Test Design, Development and Administration
4.0.0.0 TECHNOLOGY AND EDUCATION			
4.4.0.0 IMMEDIATE DIRECTIVES			
4.4.0.1 3-43/24	Be it resolved that the use of smartphones and other smart devices by students in Alberta classrooms during instructional time is prohibited to promote a focused, engaging and safe learning environment, except where teacher professional judgment identifies a pedagogical purpose, including, but not limited to, enhancing digital literacy and engaging with the curriculum in interactive ways, instances where digital wellness education is being explicitly taught or applied, and accommodating properly documented student medical needs. [2024]	[Be it resolved that the] The use of smartphones and other smart devices by students in Alberta classrooms during instructional time [is] should be prohibited to promote a focused, engaging and safe learning environment, except where teacher professional judgment identifies a pedagogical purpose, including, but not limited to, enhancing digital literacy and engaging with the curriculum in interactive ways, instances where digital wellness education is being explicitly taught or applied, and accommodating properly documented student medical needs.	Amend, transfer to policy achieved and delete policy 4.2.7.2 4.2.7.2 <i>School authorities that allow students to use their own digital device in school should ensure that all students have equitable access to technology-based resources.</i> [2014, 2024]
6.0.0.0 INCLUSIVE EDUCATION			
6.4.0.0 IMMEDIATE DIRECTIVES			
6.4.0.1 2-5/24	Be it resolved that the Association urge the Canadian Teachers' Federation to advocate for dedicated funding from the Government of Canada for English-as-an-additional-language (EAL) students and for special education programs proportional to the number of immigrants who will be eligible for EAL and special education programming. [2024]	[Be it resolved that the Association urge the] The Canadian Teachers' Federation [to] should advocate for dedicated funding from the Government of Canada for English-as-an-additional-language (EAL) students and for special education programs proportional to the number of immigrants who will be eligible for EAL and special education programming.	Amend and transfer to category 6.2.12.0, Inclusive Education/Externally Focused Policies/Immigrant and Refugee Students
6.4.0.2 2-11/24	Be it resolved that the Association urge the Government of Alberta to provide funding to school authorities that is sufficient to ensure that any student who is identified as needing professional counselling or a psychological assessment is able to access these services during the school year when these needs are identified. [2024]	[Be it resolved that the Association urge the] The Government of Alberta [to] should provide funding to school authorities that is sufficient to ensure that any student who is identified as needing professional counselling or a psychological assessment is able to access these services during the school year when these needs are identified.	Amend and transfer to category 6.2.9.0, Inclusive Education/Externally Focused Policies/Students with Exceptional Learning Needs—Funding Considerations
6.4.0.3 2-22/24	Be it resolved that the Association conduct, and share the results of, an independent, third-party equity audit to find opportunities to increase equity across the Association. [2024]	—	Action taken Note—In 2024/25, the Association will conduct, and share the results of, an independent, third-party equity audit to find opportunities to increase equity across the Association.
6.4.0.4 3-6/24	The Association prioritizes the safety and security of students and so opposes legislation, regulations and policies relating to issues of student gender and relationship diversity that may expose students to heightened risk of physical, psychological or socioeconomic harm. [2024]	—	Transfer to category 6.2.14.0, Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students
6.4.0.5 3-7/24	The Association opposes legislation, regulations and policies requiring teachers to disclose information concerning a student's gender or relationship identity or expression. [2024]	—	Transfer to category 6.2.14.0, Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students
6.4.0.6 3-8/24	The Association supports teachers in the exercise of their professional judgment concerning how best to protect the privacy, safety and security of gender- and relationship-diverse students. [2024]	—	Transfer to category 6.2.14.0, Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
6.4.0.7 3-19/24	Be it resolved that the Association urge school authorities to ensure that all students are permitted to use, and will be addressed by, their chosen name and pronouns that align with their lived gender experience on/in all official capacities and school records, and in the everyday business of the school. [2024]	[Be it resolved that the Association urge school] School authorities [to] should ensure that all students are permitted to use, and [will] be addressed by, their chosen name and pronouns that align with their lived gender experience on/in all official capacities and school records, and in the everyday business of the school.	Amend; transfer to category 6.2.14.0, Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students; and delete policy 6.2.14.7 6.2.14.7 <i>School authorities should develop policies and procedures that permit students to change all gender-identifying elements of their official records.</i> [2018, 2022]
6.4.0.8 3-20/24	Be it resolved that the Association urge the Government of Alberta and school authorities to support the professional judgment of teachers when facilitating gay–straight alliance activities. [2024]	[Be it resolved that the Association urge the] The Government of Alberta and school authorities [to] should support the professional judgment of teachers when facilitating gay–straight alliance activities.	Amend and transfer to category 6.2.14.0, Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students
6.4.0.9 4-1/24	Be it resolved that teachers are able to demonstrate support for safe spaces for all students and teachers through the use and display of Pride materials in their classrooms. [2024]	[Be it resolved that teachers are] Teachers should be able to demonstrate support for safe spaces for all students and teachers through the use and display of Pride materials in their classrooms.	Amend and transfer to category 6.2.14.0, Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students
12.0.0.0 SCHOOL FACILITIES			
12.4.0.0 IMMEDIATE DIRECTIVES			
12.4.0.1 3-16/24	Be it resolved that school authorities recall teachers displaced due to emergency situations only when there is work for teachers to do, the work can be done safely and the work can be done in compliance with public health orders and recommendations and government declarations. Reasonable notice must be provided as per employment standards legislation. [2024]	[Be it resolved that school] School authorities should recall teachers displaced due to emergency situations only when there is work for teachers to do, the work can be done safely and the work can be done in compliance with public health orders and recommendations and government declarations. Reasonable notice must be provided as per employment standards legislation.	Amend and transfer to category 12.2.2.0, School Facilities/Externally Focused Policies/Management of Publicly Owned School Facilities
13.0.0.0 EDUCATION FINANCE			
13.4.0.0 IMMEDIATE DIRECTIVES			
13.4.0.1 3-45/24	Be it resolved that Alberta's students deserve better than to have the lowest-funded public education system in Canada and that, therefore, the Association urge the Government of Alberta to immediately restore per-student funding to the national average as a first step toward re-establishing this province as a leader in resourcing and supporting public education. [2024]	[Be it resolved that Alberta's students deserve better than to have the lowest-funded public education system in Canada and that, therefore, the Association urge the] The Government of Alberta [to] should immediately restore per-student funding to the national average as a first step toward re-establishing this province as a leader in resourcing and supporting public education.	Amend and transfer to category 13.2.3.0, Education Finance/Externally Focused Policies/Allocation Principles and Priorities
16.0.0.0 TEACHER PROFESSIONAL PREPARATION AND CERTIFICATION			
16.4.0.0 IMMEDIATE DIRECTIVES			
16.4.0.1 3-37/24	Be it resolved that the Government of Alberta clearly communicate to school authorities that preservice teachers who have not completed their bachelor of education programs may not be employed as teachers until they have applied for certification and have received a temporary letter of authority. [2024]	[Be it resolved that the] The Government of Alberta should clearly communicate to school authorities that preservice teachers who have not completed their bachelor of education programs may not be employed as teachers until they have applied for certification and have received a temporary letter of authority.	Amend and transfer to category 16.2.6.0, Teacher Professional Preparation and Certification/Externally Focused Policies/Certification Requirements
16.4.0.2 3-40/24	Be it resolved that the Government of Alberta expand Alberta Education's Rural Practicum Program so all preservice teachers are eligible to receive funding for field experience placements at locations greater than 100 kilometres one way from their places of residence. [2024]	[Be it resolved that the] The Government of Alberta should expand Alberta Education's Rural Practicum Program so that all preservice teachers are eligible to receive funding for field experience placements at locations greater than 100 kilometres one way from their places of residence.	Amend and transfer to category 16.2.5.0, Teacher Professional Preparation and Certification/Externally Focused Policies/Field Experience Program
17.0.0.0 PROFESSIONAL DEVELOPMENT			
17.4.0.0 IMMEDIATE DIRECTIVES			
17.4.0.1 2-14/24	Be it resolved that the Association develop Association instructor sessions that support professional development for substitute teachers. [2024]	—	Action taken Note—The Professional Development program area is developing a dedicated workshop focused on supporting the professional development of substitute teachers. This workshop will be available through the Professional Development Workshops program and facilitated by the Association instructors corps.

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
19.0.0.0 WORKING CONDITIONS FOR PROFESSIONAL SERVICE			
19.4.0.0 IMMEDIATE DIRECTIVES			
19.4.0.1 2-1/24	Be it resolved that the Association urge school authorities to provide teachers with relevant and necessary information on current and past dangerous behaviours exhibited by any student in their care that may pose a safety risk to any staff or students in their care. [2024]	[Be it resolved that the Association urge school School authorities [to] should provide teachers with relevant and necessary information on current and past dangerous behaviours exhibited by any student in their care that may pose a safety risk to any staff or students in their care.	Amend and transfer to category 19.2.17.0, Working Conditions for Professional Services/Externally Focused Policies/Aggression Against Teachers
19.4.0.2 2-30/24	Be it resolved that this Annual Representative Assembly express its support for an increased emphasis by the Association on its “union functions.” [2024]	—	Action taken Note—By adopting this resolution, the 2024 Annual Representative Assembly expressed its support for an increased emphasis by the Association on its “union functions.”
19.4.0.3 3-18/24	Be it resolved that the Association urge school authorities to ensure teachers are permitted to use, and be addressed by, their chosen name and pronouns that align with their lived gender experience on/in all official capacities and school records, and in the everyday business of the school. [2024]	[Be it resolved that the Association urge school School authorities [to] should ensure that teachers are permitted to use, and be addressed by, their chosen name and pronouns that align with their lived gender experience on/in all official capacities and school records, and in the everyday business of the school.	Amend; transfer to category 19.2.11.0, Working Conditions for Professional Services/Externally Focused Policies/Ensuring Equity and Diversity; and delete policy 19.2.11.7 19.2.11.7 School authorities should develop policies and procedures that permit teachers to change, in accordance with their lived gender identity, their name, gender and pronouns on all official employment records to protect their privacy. [2018, 2021]
20.0.0.0 PENSIONS			
20.4.0.0 IMMEDIATE DIRECTIVES			
20.4.0.1 3-9/24	Fundamental Belief: Pension assets are the property of and are to be managed exclusively for the benefit of active plan contributors and beneficiaries. [2024]	[Fundamental Belief:] Pension assets are the property of and are to be managed exclusively for the benefit of active plan contributors and beneficiaries.	Amend and transfer to category 20.1.0.0, Pensions/Fundamental Beliefs
20.4.0.2 3-10/24	Contributors to the Canada Pension Plan who reside, are working or have worked in Alberta should be afforded the opportunity to determine individually whether to transfer their accrued entitlement to an Alberta Pension Plan or allow it to remain with the Canada Pension Plan. [2024]	—	Transfer to new category 20.2.4.0, Pensions/Externally Focused Policies/Canada Pension Plan
20.4.0.3 3-11/24	The Association supports the collective and individual right of Albertans to remain as full participants in and beneficiaries of the Canada Pension Plan. [2024]	—	Transfer to new category 20.2.4.0, Pensions/Externally Focused Policies/Canada Pension Plan
23.0.0.0 POLITICAL ENGAGEMENT			
23.4.0.0 IMMEDIATE DIRECTIVES			
23.4.0.1 3-44/24	Be it resolved that the Association oppose the use of political party affiliations in Alberta school board elections. [2024]	[Be it resolved that the Association oppose the use of political party affiliations] Candidates in [Alberta] school board elections should not be affiliated with any political party.	Amend and transfer to category 23.2.2.0, Political Engagement/Externally Focused Policies/Political Neutrality
24.0.0.0 SOCIAL JUSTICE AND GLOBAL ISSUES			
24.4.0.0 IMMEDIATE DIRECTIVES			
24.4.0.1 3-5/24	The Association opposes the use of the “notwithstanding clause,” section 33 of the Canadian Charter of Rights and Freedoms, by governments to diminish or disregard the rights of persons in legislation. [2024]	—	Transfer to category 24.2.1.0, Social Justice and Global Issues/Externally Focused Policies/Basic Rights and Freedoms
24.4.0.2 3-15/24	Be it resolved that the Association support diversity, equity and inclusion (DEI) initiatives and programming at Alberta postsecondary institutions and call upon the Government of Alberta to refrain from penalizing financially, or by other means, those Alberta postsecondary institutions that choose to implement DEI policy and/or maintain DEI offices. [2024]	[Be it resolved that the] The Association [support] supports diversity, equity and inclusion (DEI) initiatives and programming at Alberta postsecondary institutions and [call] calls upon the Government of Alberta to refrain from penalizing financially, or by other means, [those Alberta] postsecondary institutions that choose to implement DEI policy and/or maintain DEI offices.	Amend and transfer to new category 24.2.3.0, Social Justice and Global Issues/Externally Focused Policies/Diversity, Equity and Inclusion
24.4.0.3 4-3/24	Be it resolved that the Association unequivocally condemns actions that stop or limit the ability of student protestors to gather peacefully and express themselves in accordance with their right to peaceful assembly as provided for in the Canadian Charter of Rights and Freedoms. [2024]	[Be it resolved that the] The Association unequivocally condemns actions that stop or limit the ability of student protestors to gather peacefully and express themselves in accordance with their right to peaceful assembly as provided for in the Canadian Charter of Rights and Freedoms.	Amend and transfer to category 24.2.1.0, Social Justice and Global Issues/Externally Focused Policies/Basic Rights and Freedoms
24.4.0.4 4-4/24	Be it resolved that the Association urge the Canadian Teachers’ Federation, through Education International, to advocate with responsible international bodies to designate schools and educational institutions as sanctuary spaces, making their occupation, conversion to military purposes or destruction by military forces (including irregular military forces) a crime under international humanitarian law. [2024]	—	Action taken Note—The Association submitted this resolution to the Canadian Teachers’ Federation’s Annual General Meeting in July 2024, where it was carried. A similar policy was adopted by the Education International World Congress in July and August 2024.

Report on Resolution Requiring Report to the 2025 Annual Representative Assembly

2-10/24 (Administrative Procedure)
Edmonton Public Teachers

Be it resolved that the Association investigate and report back on ageism in the field of education in Alberta.

BACKGROUND

Ageism, defined as stereotyping or discrimination based on age, affects individuals across all professions, including education. It manifests through biases, barriers and assumptions that can impact hiring, career progression and workplace interactions. This report explores ageism in Alberta's education sector and its broader implications for teachers. Drawing on relevant research, this report identifies issues, discusses their impacts and proposes actionable recommendations.

The *Alberta Human Rights Act* safeguards people 18 years of age and older from discrimination based on age. Age, referring to someone 18 years or older, is protected in publications, notices, goods, services, accommodation, facilities tenancy, employment practices, job advertisements and applications, and trade unions and associations.

Where age is a factor in a decision that is not protected (seniors-only housing, age-restricted condominiums/co-operative housing, and goods and services benefits, like bus fare, may be age-related), the member may file a human rights complaint on their own. However, at its discretion, the Association may support the member in filing a complaint about their employment relationship with their school division.

Generational Diversity in Alberta Schools

Teachers in Alberta schools span a wide age range, from early-career educators in their 20s to experienced professionals in their 60s or 70s. This generational diversity presents opportunities for mentorship, collaboration and innovation but also reveals potential challenges, such as intergenerational misunderstandings and implicit biases. The coexistence of baby boomer, Generation X, millennial and Generation Z educators can foster dynamic environments if age-based stereotypes are addressed constructively.

Broader Trends in Canada

Ageism is a pervasive issue in Canada. Research highlights its presence in workplaces, health care and society at large. In education, it can manifest in recruitment, leadership opportunities and professional development, often to the detriment of younger and older educators. Notably, older teachers may face assumptions about their technological adaptability, while younger educators may be dismissed as inexperienced.

CONSIDERATIONS AND FINDINGS

Recruitment and Career Progression

Despite antidiscrimination laws, subtle biases can influence hiring practices within the education sector. Older teachers are often perceived as less adaptable or more expensive to employ due to their higher salaries. These assumptions can result in fewer opportunities to secure new roles or advance their careers. Conversely, younger educators may face challenges in being taken seriously, with their perceived lack of extensive experience potentially undermining their credibility. Both scenarios underscore how ageism can affect teachers at various career stages, shaping perceptions and opportunities in recruitment and career progression.

Leadership opportunities within the education system also reveal age-based disparities. Experienced older teachers may encounter promotion barriers due to assumptions about their retirement timelines or presumed resistance to new approaches. Meanwhile, despite their enthusiasm and innovative perspectives, younger teachers may be overlooked for leadership roles based on a perceived lack of experience. These biases hinder the equitable distribution of leadership opportunities and stifle the potential for diverse perspectives in decision making.

Professional Development

Ageism also affects access to and engagement with professional development (PD) opportunities. For older teachers, PD sessions focused on emerging technologies can feel exclusionary, perpetuating stereotypes about their resistance to change. Without targeted support, these educators may feel left behind in their professional growth. On the other hand, younger teachers might struggle to secure funding or institutional support for advanced training. Assumptions about their tenure or long-term commitment can lead to fewer opportunities for them to pursue meaningful development. These disparities highlight the need for age-inclusive PD initiatives recognizing educators' diverse needs and contributions across all age groups.

Workplace Dynamics

Intergenerational tensions within schools often emerge from age-based stereotypes. One significant area is technological adaptability. Younger teachers are frequently expected to lead technological initiatives because they are assumed to be more tech-savvy, while older educators are often unfairly labelled as resistant to change. This dynamic can create divisions and reinforce harmful stereotypes.

While beneficial for fostering collaboration and professional growth, mentorship programs can also perpetuate age-based assumptions. The expectation that older teachers should always mentor younger colleagues overlooks the potential for reciprocal learning and disregards the unique skills and perspectives younger educators bring. A more balanced approach to mentorship could enhance workplace dynamics and encourage mutual respect among educators of all ages.

Broader Social Impacts

Ageism in education mirrors broader societal trends, including undervaluing older workers and prioritizing youth culture. These biases limit opportunities for intergenerational collaboration and perpetuate harmful stereotypes. The Alberta Council on Aging highlights how such prejudices harm society, fostering division rather than unity. By addressing ageism within education, schools can become microcosms of inclusivity, modelling the benefits of valuing contributions from all age groups. This shift would strengthen educational communities and reflect a broader commitment to equity and collaboration.

CONCLUSIONS

In conclusion, four key strategies should guide possible action: policy initiatives, professional development, advocacy and awareness, and research and monitoring.

Policy Initiatives

Addressing ageism in education requires targeted policy initiatives. Schools and school boards should develop and implement antiageism policies that explicitly outline measures to combat age-based discrimination. These policies must address biases in hiring, career progression and workplace dynamics, ensuring that all educators feel valued and supported.

Equitable leadership selection processes are another critical component. By prioritizing qualifications and competency over age in leadership decisions, schools can create a fairer environment where individuals are assessed based on their skills, experience and potential. Such practices enhance inclusivity and foster a culture of excellence by leveraging the diverse talents in the teaching workforce.

Professional Development

Professional development (PD) programs should be designed to cater to educators of all ages, ensuring accessibility and inclusivity. Tailored initiatives that account for diverse skill levels and interests can help mitigate feelings of exclusion. Inclusive PD programs empower all teachers to grow and contribute meaningfully to their schools.

Cross-generational learning opportunities can further enrich professional development. Workshops that foster collaboration between generations, such as joint sessions on technological and pedagogical training,

enable educators to share expertise and perspectives. These initiatives promote skill development and strengthen relationships within the teaching community.

Advocacy and Awareness

Raising awareness about ageism in education is essential for fostering a more inclusive environment. Developed in partnership with organizations like the Alberta Council on Aging, educational campaigns can spotlight the issue and encourage systemic change. These campaigns should emphasize the value of diverse age groups working together and challenge harmful stereotypes.

Another key strategy is directly engaging teachers. Conducting surveys and focus groups can provide insights into educators' experiences with ageism, helping to identify specific challenges and opportunities for improvement. This feedback can inform the development of responsive initiatives that address the unique needs of teachers across age groups.

Research and Monitoring

Understanding the impact of ageism in education requires a commitment to research and ongoing monitoring. Longitudinal studies can investigate the long-term effects of age-based discrimination on teacher retention, job satisfaction and student outcomes. These studies offer valuable data to guide policy and practice.

Transparency is equally important. Publishing annual reports on age diversity within the teaching workforce can highlight progress and identify areas for improvement. By showcasing successful inclusion strategies, these reports can serve as a resource for schools aiming to address ageism effectively and promote a culture of equity and respect.

In closing, ageism is a multifaceted issue impacting educators and Alberta's broader educational landscape. Addressing it requires a commitment to equity, inclusion and collaboration. By implementing targeted policies, fostering intergenerational understanding and promoting inclusive practices, Alberta's education system can lead the way in combating ageism and maximizing the potential of its diverse workforce.

REFERENCES

- Alberta Council on Aging. 2024. Priority Areas: Ageism. Alberta Council on Aging website. <https://acaging.ca/priority-areas/ageism/>.
- Alberta Teachers' Association (ATA). 2022. Generational Diversity in Schools Workshop. ATA website. <https://teachers.ab.ca/professional-development/workshops-and-presentations/professional-development-workshops>.
- Lagacé, M, M Mérette, J Navaux and P Rodrigues-Rouleau. 2022. "An Examination of the Social and Economic Impacts of Ageism." Paper prepared by the University of Ottawa for the Federal, Provincial and Territorial Forum of Ministers Responsible for Seniors. [sh-fpt-ministers-seniors-social-and-economic-impacts-ageism-2022-02.pdf](https://www.fpt-ministers-seniors-social-and-economic-impacts-ageism-2022-02.pdf)
- Rutherford, G. 2021. "Combating Ageism Through Education." University of Alberta, *Folio*, July 14. <https://www.ualberta.ca/en/folio/2021/07/nursing-researcher-is-fighting-back-against-ageism-with-education.html>.
- Thomas, W. 2023. "Understanding the Prevalence of Ageism in Canada." *Seniors Bulletin*, July 7. <https://seniorsbulletin.ca/ageism-in-canada/>.

