

RESOLUTION OUTCOMES
2025 ANNUAL REPRESENTATIVE ASSEMBLY

	Carried	Carried Unanimously	Carried as Amended	Carried Unanimously as Amended	Lost	Lost as Amended	Referred for Study and Report	Action Taken	Not Moved	Total
Executive	207	3	6	1					2	219
Local	7		2		20	1	2	7		39
Assembly	2		2		1					5
Total	216	3	10	1	21	1	2	7	2	263

Note—Amendments shown in red were made during the debate of the resolution at the Assembly.

Distribution—Provincial Executive Council, Local Presidents, Local Secretaries, Executive Staff and Professional Staff

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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.”
CARRIED

*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).”
CARRIED

*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.
CARRIED

*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.”

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

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.”

CARRIED

*2.2.1.1 The Government of Alberta should create a professional working group, [~~co~~chaired] **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.”

CARRIED

*2.2.1.2 The Government of Alberta should develop, **publish** and adhere to [~~a~~] **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.”

CARRIED

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.”

CARRIED

*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.

CARRIED

*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.”

CARRIED

*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.”

CARRIED

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.”

CARRIED

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.”

CARRIED

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.”

CARRIED

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.

CARRIED

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.

CARRIED

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.”

CARRIED

*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].~~”

CARRIED AS AMENDED

*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.

CARRIED

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.

CARRIED

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.

CARRIED

2.2.1.17 The Government of Alberta should review how it funds senior high school programing 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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.”

CARRIED

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.”

CARRIED

*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.”

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.”

CARRIED

*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.

CARRIED

*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.

CARRIED

***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.

CARRIED

***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.

CARRIED

***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.”

CARRIED

***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.

CARRIED

*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.”

CARRIED

*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.

CARRIED

*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.”

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

*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.

CARRIED

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:

10 CREDITS IN ANY COMBINATION FROM

- 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.”

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

*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.”

CARRIED

*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.”

CARRIED

*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.”

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.”

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

*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.]~~ **amended to read—**
“External assessment instruments, **including literacy and numeracy screeners,** 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*”

CARRIED AS AMENDED

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.]~~ **amended to read—**
“In making decisions about student assessment and evaluation, **including literacy and numeracy screeners,** 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.”

CARRIED AS AMENDED

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.]~~ **amended to read—**

“Standardized tests, including provincial achievement tests, **including literacy and numeracy screeners,** 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.*”

CARRIED AS AMENDED

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.

CARRIED

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.

CARRIED

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.”

CARRIED

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.”

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.]~~ **amended to read—**

“The Government of Alberta should analyze the results of achievement tests, **including literacy and numeracy screeners**, 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.”

CARRIED AS AMENDED

*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.

CARRIED

*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, **including literacy and numeracy screeners**, 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.”

CARRIED AS AMENDED

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.”

CARRIED

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.

CARRIED

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.”

CARRIED

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.”

CARRIED

*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.

CARRIED

*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.”

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.”

CARRIED

*3.2.4.2 The Government of Alberta should undertake ~~[a]~~ 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.

CARRIED

*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.

CARRIED

*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.”

CARRIED

*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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.”

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.”

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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.”

CARRIED

*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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.”

CARRIED

*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.

CARRIED

*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.”

CARRIED

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.

CARRIED

***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.

CARRIED

***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.

CARRIED

***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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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”

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.”

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

*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.

CARRIED

*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.

CARRIED

*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 (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.

ACTION TAKEN

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.

LOST

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.

REFERRED FOR STUDY AND REPORT

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.

LOST

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.

ACTION TAKEN

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.

LOST

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.

LOST

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.”

LOST

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.

LOST

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

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

LOST AS AMENDED

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~~] create policies for safe temperatures [~~and/or~~] and air quality index to continue outdoor physical education and indoor/outdoor activities in all seasons that instruction occurs.

CARRIED AS AMENDED

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~~] artificial intelligence be recognized as an instructional support tool that can enhance, but never supplant, a teacher's professional roles, judgment, expertise or relational engagement with students.

CARRIED

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.

LOST

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

Be it resolved that the Association urge the Government of Alberta to continue to employ certificated teachers in the [~~assessment process~~] design, writing, field testing and marking of government-mandated provincial achievement tests and diploma exams.

CARRIED

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.

LOST

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.
CARRIED

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.
ACTION TAKEN

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.
ACTION TAKEN

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.
ACTION TAKEN

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.
LOST

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.
LOST

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]~~ **value of education support staff and compensate them fairly in order to attract and retain skilled workers.**

CARRIED

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.

LOST

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 **and 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.”

CARRIED

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.

REFERRED FOR STUDY AND REPORT

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.

CARRIED

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.

ACTION TAKEN

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.

LOST

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.

LOST

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.

LOST

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.

LOST

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.

LOST

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.

LOST

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~~] **urge the government to establish and fund a program that enables teachers who are qualified responders to voluntarily assist civil authorities in responding to emergencies and natural disasters, with the government covering their full salary and benefits during such service.**

CARRIED AS AMENDED

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 programing at convention.

LOST

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.

LOST

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.

LOST

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.

CARRIED

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.

LOST

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.”

CARRIED

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.”

CARRIED

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.”

CARRIED

*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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

CARRIED

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.

NOT MOVED

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.

NOT MOVED

3-17/25 (Administrative Procedure)
Provincial Executive Council

Be it resolved that rule 6.10 of the Rules of Order and Procedure be amended, with immediate effect, to reduce the speaking time from five minutes to three minutes per delegate per question, excluding response time.

CARRIED

3-18/25 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association oppose the piloting of the Math 7–9, Social Studies 7–9, Physical Education and Wellness 7–10, and Career and Life Management curriculum for the 2025/26 school year.

CARRIED UNANIMOUSLY

3-19/25 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to ensure that curriculum intended for piloting and/or implementation is publicly released

1. a minimum of five months prior to the beginning of the school year, not inclusive of the summer months, and
2. with an accompanying repository of teaching and learning resources, developed with Alberta teachers, to support piloting and/or implementation of the released curriculum.

CARRIED UNANIMOUSLY AS AMENDED

3-20/25 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to discontinue the administration of provincially mandated standardized literacy and numeracy screening assessments in kindergarten to Grade 3.

CARRIED UNANIMOUSLY

3-21/25 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to recognize and grant individual teachers the authority to decide whether to use ministry-recommended literacy and numeracy screening assessments and, if utilized, when in the school year the screening assessments will be administered and to whom.

CARRIED UNANIMOUSLY

3-22/25 (Long-Term Policy)
Provincial Executive Council

“Be it resolved that policy 23.2.2.1 be amended to read—

‘The Association does not align itself with any political party or with any candidate seeking political office, although it may identify, attribute and take a position on platform positions or statements made by candidates, slates and/or parties that are in opposition to the best interests of public education.’”

CARRIED

*23.2.2.1 The Association does not align itself with any political party or with any candidate seeking political office, **although it may identify, attribute and take a position on platform positions or statements made by candidates, slates and/or parties that are in opposition to the best interests of public education.***

[1977, 2023]

Annual Representative Assembly Resolutions

4-1/25 (Immediate Directive)

Edmonton Public Teachers

Be it resolved that the ~~[Alberta Teachers']~~ Association ~~[support]~~ **urge the Government of Alberta to implement** the “Call to Action on Education: The Exclusion and Lack of Consultation with Elders and First Nations in the Alberta Curriculum.”

~~[https://calltoactiononeducation.com/wp-content/uploads/2025/05/Call-to-Action-Report-Final-V-March-21-2025-4.pdf]~~

CARRIED AS AMENDED

4-2/25 (Administrative Procedure)

Edmonton Catholic Teachers

Edmonton Public Teachers

Be it resolved that the Association create an ad hoc committee to review recent experiences in the ATA collective bargaining, at the completion of the current bargaining process. The purpose of the committee would be to:

- 1) Collect and analyze feedback from members and locals on the effectiveness of the approaches and processes used in the last two rounds of bargaining.
- 2) Gather input from members and locals on changes that would improve our approaches and processes in central table bargaining.
- 3) Make recommendations in our Association's overall approaches and processes related to central table bargaining.

CARRIED

4-3/25 (Immediate Directive)

Parkland Teachers'

Rocky View

Be it resolved that the Association ~~[advocate for a province wide multi-tiered support system of action for all school boards to utilize, that establish consistent, immediate and respectful supports which ensure teacher physical and mental safety is at the forefront when encountering trauma in the workplace]~~ **urge the provincial government and school authorities to establish comprehensive, trauma-informed support systems that prioritize and ensure teacher physical and mental safety in the workplace.**

CARRIED AS AMENDED

4-4/25 (Immediate Directive)
Rocky View

Be it resolved that the Association urge school authorities to publicly disclose information concerning the utilization of funding received under the Alberta School Nutrition Program and from any other sources directed to supporting student nutrition.

CARRIED

4-5/25 (Administrative Procedure)
Foothills

Be it resolved that the Alberta Teachers' Association compensate members of Provincial Executive Council who are members of the Central Table Bargaining Committee at a rate of 1/200th of their annual teaching salary for each day they are required to meet or perform committee duties during holidays or non-operational days.

LOST