



DECLARATION ON CURRICULUM

We, the teachers and school leaders of Alberta, believe

- Curriculum is about **what should be learned**.
- Curriculum is **not** about how a particular curriculum outcome should be **taught**.
- Curriculum **belongs to** and must be **understood** and **supported by Albertans**.
- In matters of designing programs of study, **teachers must take the leading role**.
- **Business has a legitimate contribution** to make, but curriculum must address much more than short-term economic objectives.
- Curriculum should **allow room for inclusion, local innovation and adaptation**.
- Curriculum design should be guided by a process of **collaborative dialogue**.
- **Assessment and evaluation** must be **consistent with the curriculum**.
- **Curriculum implementation** must be properly **supported and paced**.
- It is the responsibility of **teachers** to **support students** toward a full understanding of the curriculum, and it is the responsibility of the **government and school boards** to **support teachers** in all of their efforts to do so.



**Education is not preparation for life;
education is life itself.**

~John Dewey





DECLARATION ON ASSESSMENT

We, the teachers and school leaders of Alberta, believe:

- Assessment is about enhancing student learning. Its first task is to inform and help students grow and then to aid in teaching and learning.
- Teachers are *the assessment experts*. They must lead in designing, implementing, interpreting and communicating the evidence of learning.
- Assessment must be *fair, engaging and inclusive*, giving every learner multiple ways to demonstrate growth.
- Ongoing feedback and diagnostic information guide learning; it is not for accountability.
- Assessment data and information *belong first to students, families and teachers* and must never be used to publicly rank schools, judge teachers or drive funding.
- Assessment *must safeguard well-being*. Learning is about relationships, and no measure or test should compromise mental health or limit future opportunities.
- All assessments must provide meaningful accommodations, respect privacy and allow for student exemptions when a test is inappropriate.
- Student test data is collected to support learning—*never for sale or profit*. Assessment data must be protected under Canadian privacy laws and destroyed when no longer needed.
- Professional learning and support are essential. Government and school authorities must provide funding, resources, professional development and in-school time, so teachers can assess ethically and effectively.
- Teachers, through their Association, *must be majority partners* in any provincial assessment program and must be given the time and resources to do the work.



Assessment is not a spreadsheet—
it's a conversation.

—Joe Bower (1978-2016)

